Strategic Priority Map for 2017-2018   Lincoln Public Schools

A1: Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
If faculty work together in Collaborative Practice Teams with a focus on student learning then students will receive the instruction and support they need to meet learning expectations.	Providing time for teams to develop and work on collaborative practice goals All teacher leaders and administrators participated in Coaching for High-Impact Teams course. Administrators regularly check in with collaborative practice teams to support their ongoing work.	FIRME (Feedback, Investigation, Re-teaching/Re-Engaging/Re-grouping, Moving On, Extension) Facilitative Leadership	Each team will have a written goal for their team's year-long Collaborative Practice focus. Documentation of learning and work that impacts student learning could include artifacts like unit plans, student work, or common assessments. Sharing of practices, learning, and student outcomes by teams from each school.	FIRME cycle learning SRI Facilitative Leadership Manual Consultation with Nancy Love of RBT	Supervising Administrators	Five Wednesdays in the school year: October 11 December 6 January 10 March 7 and May 9
If faculty and admin are supported in their use of Facilitative Leadership (FL) practices, they will be more likely not only to use them, but also to be effective with their use.	Support provided to individual administrators and faculty teams Participants hone facilitative leadership strategies to share leadership in their teams.	Facilitation techniques and protocols	CLT members and grade level teams lead meetings with agendas that emphasize intentional learning Gather evidence from CLT members and grade level teams: agendas, minutes, direct observations Faculty completion of SRI courses	SRI - Gene Thompson Grove SRI facilitative leadership courses	Assistant Superintendent and Supervising Administrators	2017-2018 School Year

IF, as a staff, we commit to refining and truly living our shared vision THEN we will strengthen our professional culture/community creating a stronger more nurturing environment for both our students and faculty.	Educators will participate in professional development and team building activities to build on the part of our shared vision that speaks to staff fostering feelings of trust and appreciation for each other	Interpersonal relationships	Evidence of higher functioning teams Evidence of more staff wide events to increase our Esprit de Corps Teachers using each other as resources to increase student learning Teachers learning how to connect their collaborative practice goals across grade levels	Erich Ledebuhr Building Based Meeting Time	Erich Ledebuhr	September through April Building Based Wednesdays: September 27 November 15 January 24 April 25

A2: Create a culture and develop structures that support innovation and risk-taking to improve student learning.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
If we share concrete examples of innovative, project-based learning units, teachers will be more likely to build and implement their own integrated units.	Steven Levy Summer PD	Understanding of Expeditionary Learning unit development and outcomes.	Completed units of instruction and student learning outcomes.		Steven Levy	Assistant Superintendent and Principals	Summer 2017 2017-2018 School Year
If administrators and faculty observe exemplary schools they will expand their vision of exemplary educational practices and begin to develop structures and practices in their schools and classrooms.	Site visits to Expeditionary Learning schools	Instructional practices that engage students and focus on meaningful, deep learning.	Reflection on visits identifying practices to consider for future implementation.		LSF, list of schools providing opportunities for site visits	LSF Assistant Superintendent, and Principals	Fall 2017
If educators are provided with support and resources they will create innovative, engaging learning experiences for students.	Partnership with Lincoln School Foundation		Shared funding by LSF and LPS of teacher initiated innovative teaching approaches.		LSF, LPS	Superintendent, Assistant Superintendent, LSF	LSF Grant Funding Process

Strategic Priority Map for 2017-2018   Lincoln Public Schools

B1: Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)	Resources	Who is Responsible	Timeframe
If teachers know students well, which includes seeing them through a culturally responsive lens, then all students will engage in their learning and perform at a high level.	Culturally Responsive Teaching 1. transforming curriculum 2. looking at student privilege	1. Looking at curriculum through a culturally responsive lens 2. Differentiation to meet the needs of all students by looking through a culturally responsive lens	1. Faculty will transform a portion of curriculum and receive feedback from other faculty. 2. Faculty will create a lens of looking at classes to maximize teaching opportunities for all students	Transformative cycle Culturally Responsive Teaching and the Brain (Zaretta Hammond)	Sharon Hobbs	1. October - November 2017 2. November - January 2017-2018
If we provide faculty with time, guidance, and resources, they will be able to develop engaging units of study that meet the needs of all learners	Implement and refine units of instruction developed at the Curriculum Writing Professional Development with Steven Levy	Curriculum writing framework for expeditionary learning	Curriculum unit maps, lessons and/or culminating project	Documents from the Summer Work PD	Supervising Administrators	Summer 2017 2017-2018 School Year
If homework is meaningful and purposeful, then students will take ownership of their learning outside of school	School Council will review school survey results about homework from spring. Faculty will be surveyed about grade-level homework practices, and provide input for a draft recommendation for updating homework guidelines.	Use of a decision-making model that focuses on the primary drivers of purpose and flexibility	Create draft recommendations for updating homework guidelines based on purpose and student engagement	Sarah Collmer and Sharon Hobbs	Lincoln School Council led by Sarah Collmer and Sharon Hobbs	2017-2018 School Year

B2: Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
Outcomes for students will be improved if we better understand the landscape of supports already provided to enable their social-emotional learning (SEL).	Conduct a Social-Emotional Learning Needs Assessment Develop an action plan for implementation of the SEL Assessment results in the 2018-2019 school year		Faculty and administrators will understand the supports provided to students to enable their SEL, and identify strengths and weaknesses of those supports A plan to address the weaknesses and enhance the strengths identified in the SEL Assessment.			Assistant Superintendent and Administrator for Student Services	2017-2018 School Year
If all students participate in high-quality digital literacy and computer science learning experiences they will develop critical life-long skills.	Develop and implement computer science curriculum aligned with new Digital Literacy and Computer Science learning expectations.	Instructional Technology Specialists develop content area expertise in Computational Thinking.	100% of students in grades K-5 will complete at least one Computer Science unit. 100% of students 6-8 at HMS will complete at least one Computer Science unit.		Funding for summer work Collaboration/coordination with Instructional Technology Team	Director of Technology and Instructional Technology Specialists	Computational Thinking PD - Summer 2017 Curriculum development and implementation - ongoing throughout 2017-2018 School Year

Strategic Priority Map for 2017-2018   Lincoln Public Schools

C1: Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
IF, as a staff, we commit to refining and truly living our shared vision THEN we will strengthen our professional culture/community creating a stronger more nurturing environment for both our students and faculty.	Educators will complete the final steps of the Back to the Future protocol during building based professional development time.		A refined shared vision that is a better reflection of our current experience			Erich Ledebuhr	Building Based Wednesdays
If teachers work collaboratively to define our vision, then we will build a strong, professional community and optimize student learning in the new Primary School facility	Educators will work collaboratively, using the Back to the Future protocol, to develop a shared vision for teaching, learning, collaboration, and community in preparation for the new facility.	Continue to refine collaborative problem solving

Consensus building

Community building | Faculty develop shared norms

Faculty identify guiding questions and criteria for success for teaching, learning, collaboration and community

Faculty develop list of new learning experiences supported by the new facility

A draft shared vision of priorities will be complete by June 2018 | | Four Administrative building-based Wednesdays | Beth Ludwig, Principal
Kristen St. George, Interim Principal
Lynn Fagan, Preschool Coordinator
Denise Oldham, Student Services Coordinator
All faculty | Building Based Wednesdays |

If preschool educators and early childhood professionals engage in a study of preschool programming, then they can determine a model that best meets the needs of our student population in preparation of the new preschool neighborhood (at Hanscom Primary.)	Clearly articulate and define our integrated preschool model Survey program models of neighboring preschool districts including visits and observations. Recommend a new preschool program model that incorporates the components of an inclusive program in order to meet the expectations of the preschool community	Develop a greater understanding of different preschool models in surrounding communities Identifying strengths and areas of growth that are needed in order to shift our thinking about ways in which we provide educational services to our students. Collect and analyze information regarding preschool models from surrounding communities Use collaborative practice groups to come to a consensus on a model that meets the needs of our preschool students and the Hanscom community.	A shared vision of a preschool model that will best meet the needs of the students, both those enrolled and those identified through Child Find (including transitions from Early Intervention and the assessments required) will be established Faculty will propose preschool models that will match the shared vision	Administrative building based Wednesdays	Lynn Fagan, Preschool Coordinator and Preschool faculty Denise Oldham and Jennifer Wolf, Student Services Coordinators School Council	October 2017-June 2018 Building Based Wednesdays
If we analyze the current special education service delivery models provided to our students both in and out of the general classroom, we will be able to determine if there is a need to modify the current models and to identify additional needs for implementation.	Identify essential questions to narrow and inform the data collection process. Collect data related to the current service delivery model provided through special education both in and out of the general education classroom.	Creative and flexible thinking applied to developing essential questions. Ability to have collaborative discussions which incorporate all possible outcomes are considered.	Answer essential questions and provide a report of the findings and recommendations for next steps to share with faculty and administration. Implementation and planning for next steps and possible staff trainings.	Collaboration time for student services administration to develop essential questions. Opportunities to meet and consult with staff to examine data. Opportunities to meet with principals to discuss and examine data.	Mary Emmons Lynn Fagan Jennifer Wolf Denise Oldham	October 2017-May 2018

	Analyze data related to service delivery provided through special education both in and out of the general education classroom.	Ability to collect, analyze, and synthesize data needed to answer the essential questions.			Time to observe service delivery in and out of the general education setting.		

C2: Continue to provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key questions for Learning

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
If faculty and administrators participate in joint examination of our current practices of instruction related to the 5 Key Questions for Learning, then we will develop a shared understanding of where we are and where we need to go related to instruction in our classrooms.	Learning Walks targeted at the 5 Key Questions for Learning	Shared understanding of the 5 Key Questions for Learning and what to look for as evidence in classroom teaching and learning.	Data on the frequency of key instructional practices PK-8 to inform the district's strategic plan and professional development at the school and district level. Shared understanding of classroom practices between Admin Council and CLT members.		Time for teams to conduct Learning Walks at each school; develop protocol and materials for Learning Walks.	Assistant Superintendent	November 2017-May 2018
When teachers are given the opportunity to increase their content-area and pedagogical knowledge, they are better able to provide effective instruction to students.	• Steven Levy • RBT • DEEP • Wilson training • New Faculty Meetings • Supporting PD by request of educators	Intentional instructional approaches.	Documentation of curriculum implementation through observations, student work, and student feedback survey results for the teachers who participated in summer workshops. Implementation of elements of FIRME (RBT) in CPT, Dept. Mtgs., and/or Collab. Practice Wednesdays.		Consultants, funds to register teachers for workshops or pay them for their time over the summer.	Superintendent Assistant Superintendent Supervising Administrators	July 2017-June 2018

D1: *Support educator use of data to monitor student growth and inform instruction.*

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
If district faculty and administrators have an agreed upon common set of effective student assessments, it will help us measure student learning and the effectiveness of our programs and practices.	Develop a process with LTA representatives for the work of the assessment committee and begin implementation.	Understanding of assessments and effectiveness.	Documented Process Begin one assessment review (i.e., a grade level or a curriculum area).		Time for steering committee and core committees to meet. Input and expertise from faculty.	Assistant Superintendent, Director of Technology, LTA representatives for Steering Committee	2017-2018 School Year

D2: Determine the primary data collection and analysis needs of the district and implement data management systems and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions and assess the effectiveness of our practices.

Vision: Beliefs and Assumptions; Incentives	Activities	Skills that Need to be Developed	Outputs and Measures (Outcomes)		Resources	Who is Responsible	Timeframe
If the district has a single, user-friendly student information system (SIS) for securely collecting, managing, and accessing student information, educators will be better able to use data to make informed instructional decisions, leaders will have better access to timely, accurate information, teachers will be able to focus more time on instruction and less time on data entry, and students' individual needs will be better met.	Select a new SIS for the district.	Knowledge of available SIS solutions compliant with state reporting requirements. Knowledge of stakeholder requirements.	A new SIS is selected and procurement is complete.		Budgetary support Time to meet with stakeholders. Survey and focus group results from stakeholders. Procurement support from business office. Feedback from other districts.	Director of Technology	Fall/Winter
A thorough implementation plan, executed with fidelity, addressing technical, operational, and training aspects will ensure a successful implementation of a new SIS.	Develop an implementation plan for the SIS and begin implementation.	Understanding of vendor implementation process.	Completed implementation plan. Post-implementation survey results (18-19 school year).		Input from stakeholders Support of administrators	Director of Technology	Spring 2018

Vision

The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, display creativity, value reflection, and demonstrate social and emotional competencies.

Theory of Action

IF we create a culture of continual learning and growth built on a shared vision of effective teaching, provide curriculum that is innovative and cognitively demanding, and instruction that is student centered and differentiated to meet the needs of all students, THEN we will strengthen the engagement, achievement, and social and emotional development of all students.

Strategic Objectives

Educator Growth and Innovation: Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching	**Curriculum**: Curriculum is engaging, provides high cognitive demand, and supports the creative, social and emotional development, and academic growth of all students.	**Instruction**: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners	**Assessment and Data**: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth

Strategic Priorities

A1. Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity.	B1. Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences	C1. Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students.	D1. Support educator use of data to monitor student growth and inform instruction
A2. Create a culture and develop structures that support innovation and risk-taking to improve student learning.	B2. Continue refining curriculum with a specific emphasis on developing a comprehensive approach to supporting the social and emotional development of all students	C2. Continue to provide educators and administrators with professional development that focuses on content area knowledge and teaching strategies that address the 5 Key Questions for Learning*	D2. Determine the primary data collection and analysis needs of the district and implement data management systems and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices

* **All of our work in curriculum, instruction, and professional development supports the use of the 5 Key Questions for Learning:**
- What evidence demonstrates that students know the **objective and/or learning target**?
- In what ways does the lesson **engage students in authentic learning**?
- What evidence is there of meaningful exchanges between teacher and individual students and between students?
- In what ways does the teacher **assess student understanding** related to the objective and/or learning target?
- Did the teacher **differentiate the instruction and learning experiences** to meet the range of learners in the class?

Key Priorities for 2017-2018 are highlighted in goldenrod.

Lincoln Public Schools
Core Values

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.

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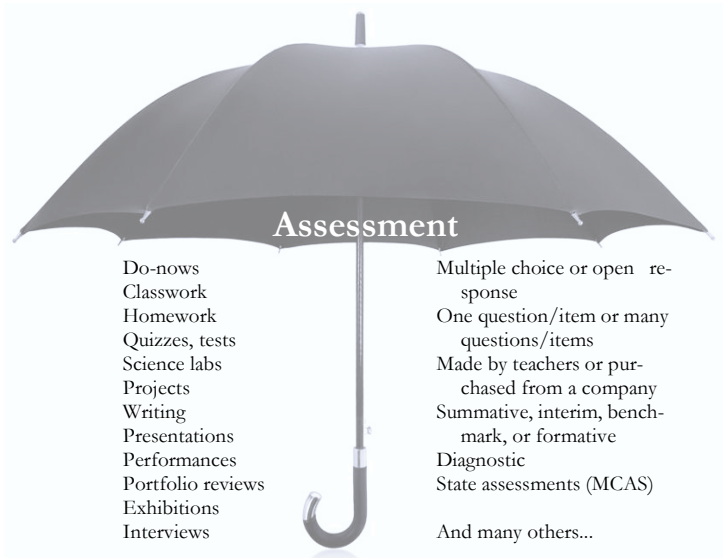
We acknowledge a collective responsibility for the education of our children. We expect that educators will collaborate with each other to set high expectations for teaching and learning and include students and families in conversations about how to best meet the needs of our children.

Assessment in Lincoln Public Schools

Defining Assessment

Assessment encompasses a wide range of practices that educators use to see, document, understand, measure, and/or evaluate their students' preparedness for new learning, their progress and growth on skills and content knowledge acquisition, or their needs as learners. A secondary purpose of assessments is to help us evaluate our programs and practices and gauge their effectiveness.

Tests might be assessments but not all assessments are tests. Assessments is an umbrella under which falls many different kinds of student tasks that give information to teachers.

Assessment

Do-nows
Classwork
Homework
Quizzes, tests
Science labs
Projects
Writing
Presentations
Performances
Portfolio reviews
Exhibitions
Interviews

Multiple choice or open response
One question/item or many questions/items
Made by teachers or purchased from a company
Summative, interim, benchmark, or formative
Diagnostic
State assessments (MCAS)

And many others…

Purposes of Assessment

In general, assessment can be described as having a summative, interim/benchmark, or formative purpose. The table below defines each purpose and notes when and why an educator would utilize it.

Purpose of assessment	Description	Examples	Timing	Frequency
Summative *Measurement* **OF** *Learning*	Formal assessments that are given at the end of a unit, term, course, or academic year.	End of unit/year assessments, portfolio reviews, performances	At the <u>end</u> of learning	Infrequently
Interim / benchmark *Measurement* **OF and FOR** *Learning*	Assessments administered during instruction that are designed to evaluate students' knowledge and skills relative to a specific set of goals to inform decisions in the classroom and beyond.	Mid-unit assessments, assessments to measure effectiveness of interventions, progress monitoring	A <u>pause</u> in learning	Varies
Formative *Measurement* **FOR** *Learning*	Assessment carried out during the instructional process for the purpose of "near-immediate" improvement of teaching and learning. It is more a *process* than a *thing*. Typically, not for grading.	Exit tickets, mid-unit assignments, in-class questions, student feedback, diagnostic questions or assessments, screeners	<u>Part</u> of learning	Daily

Documenting and Analyzing Data from Student Learning

In some cases, assessments are ephemeral, giving us information that informs our practice, but not needing to be formally tracked or documented. In other cases, particularly when we need to understand students' growth over time, progress towards specific goals, or response to interventions, documenting and tracking assessment data can strengthen our professional judgement. Efficient systems for documenting and tracking assessment data enable effective use of assessment data over time.

Analyzing data is both a skill and a practice that helps us gain deeper insight into students' learning. Professional development, effective tools, and automated processes can help us analyze data more effectively and efficiently.

Common Assessments

The basic purpose of assessment is for teachers and students to understand, document, and foster students' learning. When a grade level, school, or entire district uses common summative or benchmark/interim assessments it can simultaneously accomplish multiple important goals, including: assessing the effectiveness of and identifying potential gaps in programs, professional development, and curriculum; identifying how students of different backgrounds or subgroups experience learning; providing evidence to support planning and budgetary decisions; and providing a context for an individual student's performance and growth as compared to their peers and developmental benchmarks. In addition, common assessments provide opportunities for conversation amongst colleagues about teacher practice.

Philosophy of Assessment

As we work to develop a balanced approach to assessment, the Lincoln Public Schools grounds our decision-making on the following values:

- Assessments should provide valuable information to students and teachers.

- Varied formative, interim, and summative assessments should work in tandem to create a comprehensive assessment system. As much as possible, teachers should use common interim and summative assessments.

- Decisions about the vast majority of assessments, in particular formative assessments, are best made by teams of teachers. School- and district-required assessments should be limited to the common assessments and diagnostic tools that are essential for all students or to successfully carry out district programs. When assessment data is managed at a school or district level, a high priority will be placed on providing information to faculty in a timely fashion.

- We track data of student learning over time, looking for trends, and analyzing gaps by subgroups.

- We use the data from assessments to inform decisions about instruction, supports, extensions, and interventions.

- Data from assessments is used to evaluate the effectiveness of our curriculum and programs.

- We commit to a balanced approach to assessment that weighs benefits and costs including student and faculty time and budget.

- We acknowledge that assessment, teaching, curriculum, and planning are intertwined and that review and modification of the district's assessments will be an essential facet of every curriculum review cycle.

- A subset of summative assessments will be included in the district's Key Yearly Measures Report to the School Committee to help provide a balanced picture of our students' learning beyond state-mandated measures such as MCAS.

Learning Walks

20117-2018

Purpose

At the beginning of the 2017-18 schoolyear we committed to conducting a set of Learning Walks with the belief and assumption that if faculty and administrators participated in joint examination of our current practices of instruction related to the 5 Key Questions for Learning, then we would develop a shared understanding of where we are and where we need to go related to instruction in our classrooms. Members of Administrative Council (AC) who are school- or campus-based are often focused on their daily work on site and central office administrators (CAOs), while often in schools are not always in classrooms observing learning and teaching. Participating in Learning Walks together allowed us the opportunity to:

- Have shared experiences in classrooms, observing teaching and learning across our district;
- Ground our strategic planning for next year in shared observation of teaching and learning;
- Experiment with a process which we can iterate as we refine our focus in the coming year;
- Notice trends that might emerge in any quantitative or qualitative data—and to use this data as a baseline for future work.

We explicitly wanted the Learning Walks to be about group learning and not about any type of formal evaluation. We emphasized in each of our sessions with one another that we were not there to focus on individual practice. Instead, we were trying to identify school- and district-level trends. Because of this we strictly held ourselves to not providing individuals with feedback of any kind throughout or after the sessions.

Structure

We conducted the Learning Walks on the days shown in the table to the right and members of AC signed up in advance with the hope that each person could attend at least two. We thought it would be interesting for participants to attend a "home base" site as well as an "extension" or "mirror" site. For example, Erich attended the HMS walk as well as HPS (as the school that feeds into his own) and the Brooks walk, to see middle school on the other campus.

Smith	5/2
HPS	5/3
Brooks	5/4
HMS	5/9
Lincoln Preschool	5/11

Our agenda typically followed the following progression:

- Framing/Purpose (5)
- Focus on 5 Key Questions, introduce the protocol and notecatcher/data collection (5)
- Calibrate with a video of teaching (10)
- Debrief (10)
- Tips/Tricks/Ground Rules (10)
- Observations (60)
- Come back, tally data (10)
- Discuss – what are we left wondering? (20)

We chose to focus our walks through the lens of our Five Key Questions for Learning, asking ourselves:

- What evidence demonstrates that students know the objective and/or learning target?

- In what ways does the lesson engage students in authentic learning?
- What evidence is there of meaningful exchanges between teacher and individual students and between students?
- In what ways does the teacher assess student understanding related to the objective and/or learning target?
- Did the teacher differentiate the instruction and learning experiences to meet the range of learners in the class?

AC members were typically paired for our walks. They observed a classroom for ten minutes together, writing observations on a notecatcher. Figure 1 shows the original template we used. Observers were instructed to tally when they saw evidence of each of the 5 Key Questions for Learning and add bullet points next to each for description. After ten minutes, partners would attempt to quickly come to consensus on what they had observed before moving on to another classroom. At each school we conducted four to five rounds, allowing us to observe 16-20 classrooms and sets of students. After all rounds were complete we regrouped to collect a sum of our tallies. We first looked at our quantitative data before shifting into a qualitative conversation about what we had noticed across the school.

Learning Walk 2017-2018

5 Key Questions for Learning	Whole Class	Group Activity	Individual Activity
What evidence demonstrates that students know the objective and/or learning target?			
In what ways does the lesson engage students in authentic learning?			
What evidence is there of meaningful exchanges between teacher and individual students and between students?			
In what ways does the teacher assess student understanding related to the objective and/or learning target?			
Did the teacher differentiate the instruction and learning experiences to meet the range of learners in the class?			

Figure 1: Original Learning Walk Notecatcher

Learning

Process

Each time we conducted a walk we learned something new about how we could tweak the process to make it more purposeful, focused, or successful. One example of this is the template we used as our notecatcher. Originally, we had space to denote if we saw evidence of a Key Question for Learning at the whole class, small group, or individual level for students. While we might build ourselves up to using a format with this layer in the future, we ultimately felt that this complicated our data in unhelpful ways and shifted to a more streamlined template, as seen in Figure 2.

Observer Name: School:

Learning Walk 2017-2018

5 Key Questions for Learning	Notes
What evidence demonstrates that students know the objective and/or learning target?	
In what ways does the lesson engage students in authentic learning?	
What evidence is there of meaningful exchanges between teacher and individual students and between students?	
In what ways does the teacher assess student understanding related to the objective and/or learning target?	
Did the teacher differentiate the instruction and learning experiences to meet the range of learners in the class?	

Figure 2: Updated Learning Walk Notecatcher

Internal Calibration

One of our biggest learnings was that as a group we needed to significantly calibrate our understanding and interpretation of the 5 Key Questions for Learning. AC had worked hard in prior years to hone these questions, but new staff have joined the team since that time and our individual beliefs about the core meaning of each question and what each looked like in practice initially differed. Ultimately, we found it more helpful to use the time at the beginning of each session to define each question at deeper and more precise levels rather than calibrating through video observation. We created a draft document that we added to after each walk, noting important elements for each Key Question. We plan to refine this over the summer and to share with the district in the fall, as we felt this would be helpful in our continued work to develop a shared understanding of excellent teaching and learning.

Trends in Walks

At the end of each walk we counted the observed examples of each Key Question to see how many instances we found in our session. Moments of meaningful exchanges between teachers and students was the area that we consistently observed at a higher frequency and instances of students engaging in authentic learning experiences was the area we observed the least.

Future Iterations of Targeted Walks

At one walk we used the last round of observations to hone in on a single Key Question for a targeted conversation. At the Lincoln preschool, since there are only four classrooms, each pair had the opportunity to observe ten minutes in each classroom, which allowed us a unique debrief since, for the first time in the process we all had shared time in the same spaces. Our five Learning Walks led us to identify a variety of ways we could consider coming together next year to continue this work:

- Learning Walks could occur with the entire AC or just a pair;
- AC could have ongoing monthly Learning Walk opportunities so that each school has at least two per year;
- A principal could call a walk at any time in the year to ask for various perspectives on a single Key Question or on all five;

Learning Walks can be tailored to the purpose of a convener. The number and selection of classroom observations, the number and roles of participants in the walk, the amount of time in each observation, and the notecatcher and emphasis on quantitative or qualitative conversation in the debrief can all be adjusted to result in different outcomes.

Action

Administrative Council is excited to continue Learning Walks in the coming year and to take our learning and transform it into action, creating tools that help each school deepen its practice with the 5 Key Questions for Learning. As we create our strategic plan for the 2018-2019 school year, our conversations have focused on instruction and how we can work together as a district to engage our students in deep learning experiences.

SEL Inventory Findings

May, 2018

Qualitative Trends

District-wide positive

- Educators from each campus and at all grade levels feel this is an important area for focus and growth.
- Individuals across the district have pieces of good training that can serve as our foundation and be shared and built upon.

District-wide area for growth

- Overwhelmingly consistent response that we need something more consistent, cohesive, and intentional across the district.

Consistent district-wide messages included

- A "piecemeal" approach is not good for students or staff.
- Staff are eager to do more professional learning and believe they all have a need to do more shared learning in this area.
- Staff voiced a strong desire for common language, tools, strategies, and expectations and named that it is important to teach/train/clarify expectations for <u>all</u> adults, including tutors, aides, before/afterschool support, bus monitors, etc.
- Many participants indicated this work will take significant time but that it is worth our time.
- When social workers, psychologists, BCBA positions are staffed, those individuals do truly impactful work. Sometimes they are also the first people who get called to support crises and so they are forced to be reactive more often than proactive. Many people wished those staff could push into classrooms, problem-solve with educators, or help to train others more than they are currently able to do.

District-wide notes of complexity

- Many staff voiced a desire for commonality across schools and across campuses. Many said they wanted an explicit curriculum, though a couple people said they did not and instead wanted a menu of tools everyone had been trained in that they could select from. A few indicated that on HAFB some flexibility would be necessary considering the fact that our student population can fluctuate so intensely and so frequently.
- Many voices articulated how crucial it is for mental health positions to be staffed and that they often look to these individuals to lead work around SEL—and staff also reiterated that every member of the district has a critical job to support our students' social-emotional learning and development. Essentially, SEL cannot be the job of some;

it must be the job of all. **Overwhelming commitment towards this goal on the part of teachers across the district came out very clearly through the inventory.**

Preschool

Overall positive sense of current practices
- Staff shared how core SEL is to our preschool program.

Overall area for growth
- Multiple staff wanted to explore ways to train new staff in DECA and to support parents in SEL, as well.

HPS

Overall positive sense of current practices
- Teachers consistently shared that staff agree on the need for SEL supports to students, are focused and committed to deepening SEL in their own practice, and have seen positive results from implementing strategies such as Zones of Regulation and Social Thinking.

Overall areas for growth
- Developing common language and a unified, school-wide SEL program, with scheduling flexibility.
- One team shared a desire to have a common approach to explicitly teaching executive functioning skills and another team shared that while the Behavioral Emotional Social Support Team (BESST) team is very positive, there remains a need for a short-term and nimble collaborative problem-solving process with fast turn-around.

HMS

Overall positive sense of current practices
- Implementing Zones of Regulation with some success.
- Some traditional activities that support students (Gold Falcon, community races, etc. help bring students together but the needs of 4th and 8th graders are often quite different, so the school needs more differentiated supports.
- The more collaborative and team-based work students do in their classes the more chances students have to put social-emotional skills to use.

Overall areas for growth

- Students on HAFB have unique struggles that they need support to manage.
- A consistent desire for additional staffing specifically to support students social-emotional needs came through strongly.
- Educators felt that there is not currently a school-wide plan or approach – many staff struggled to name positive areas of SEL in the school.

Additional Notes

- A few staff noted that children at HAFB might need different supports than students who attend the Lincoln school.

Smith

Overall positive sense of current practices

- There are pockets where evidence of incorporating mindfulness, meditation, Responsive Classroom, and Social Thinking can be seen and have been effective.
- Teams that use CPT times to brainstorm strategies to support students have found this to be very beneficial.

Overall areas for growth

- A strong desire for more professional development in SEL, with a few educators noting that issues of race and gender identity were two areas in particular in which staff needed more training.
- Create a consistent approach including consequences for student behavior.
- The CARES values are not currently being taught and lived throughout the school as effectively as they could.

Additional Notes

- Many educators noted how impactful it can be when the school is not fully staffed, particularly with the mental health positions.

Brooks

Overall positive sense of current practices

- The mentoring program and advisory were both consistently named as strengths in the school that supported SEL.

Overall areas for growth
- Multiple educators voiced a strong desire for more anti-bias and anti-racist teaching professional learning and expectations for practice.
- More training and practices to support students with anxiety and depression.

Additional Notes
- Many educators noted how impactful it can be when the school is not fully staffed, particularly with the mental health positions.

SEL Inventory

As many of you know, Mary Emmons and Jess Rose are conducting a Social Emotional Needs Assessment this year through the district. One of our goals is to better understand the landscape of social emotional learning in the Lincoln Public Schools. We know there are different approaches campuses, schools, grade-level teams, and even individual classrooms and teachers are taking to support our students' social emotional development. However, we need to know what is happening where, and to what level of depth in order to think about what other supports our students and educators might need. We have had helpful conversations with a few groups and individuals in the district, but now we need to hear from everyone in order to document a true inventory of our current practices. In order to fully understand SEL in our district we are including questions like what school you work in or what your role is but this is not evaluative in any way. If you have any questions or would like to provide additional information, please reach out to Mary and Jess. Thank you for your time and thoughtfulness.

The next page includes a definition and a framework to review so that everyone takes the survey with the same foundational understanding of SEL.

* Required

SEL -- Definition

For the purposes of this inventory we will be using the following definition of SEL:

Social and emotional learning (SEL) is the process through which children and adults acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, feel a sense of safety and belonging, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a learner and productive citizen.

SEL Framework and Core Competencies

CASEL's (Collaborative for Academic, Social, and Emotional Learning) widely used Framework for Systemic Social and Emotional Learning identifies five core competencies that educate hearts, inspire minds, and help people navigate the world more effectively.

Please read the important aspects and goals of SEL below, from CASEL's website and resources:

SEL Framework

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Core Competencies

SELF-AWARENESS
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well grounded sense of confidence, optimism, and a "growth mindset."
-- Identifying emotions
-- Accurate self-perception
-- Recognizing strengths
-- Self-confidence
-- Self-efficacy

SELF-MANAGEMENT
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
 -- Impulse control
 -- Stress management
 -- Self-discipline
 -- Self-motivation
 -- Goal setting
 -- Organizational skills

SOCIAL AWARENESS
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
 -- Perspective-taking
 -- Empathy

-- Appreciating diversity
-- Respect for others

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
-- Communication
-- Social engagement
-- Relationship building
-- Teamwork

RESPONSIBLE DECISION-MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.
-- Identifying problems
-- Analyzing situations
-- Solving problems
-- Evaluating
-- Reflecting
-- Ethical responsibility

Your lens

1. **What school do you work at? (select all that apply)** *
   Check all that apply.

   ☐ Lincoln K-4

   ☐ Lincoln 5-8

   ☐ HPS K-3

   ☐ HMS 4-8

   ☐ Preschool (Lincoln or Hanscom)

2. **What is your primary role?** *
Mark only one oval.

- ( ) Preschool Teacher
- ( ) Kindergarten
- ( ) 1st grade teacher
- ( ) 2nd grade teacher
- ( ) 3rd grade teacher
- ( ) 4th grade teacher
- ( ) 5th grade teacher
- ( ) 6-8 ELA
- ( ) 6-8 Math
- ( ) 6-8 Science
- ( ) 6-8 Social Studies
- ( ) Art
- ( ) Drama
- ( ) ELL
- ( ) Foreign Language
- ( ) ITS
- ( ) Library/Media
- ( ) Literacy Coach or Specialist
- ( ) Math Coach or Specialist
- ( ) Music
- ( ) Science/Technology Specialist
- ( ) Wellness
- ( ) METCO
- ( ) Nurse
- ( ) OT/PT
- ( ) Social Worker/BCBA/TIS/Psychologist
- ( ) Special Educator K-2
- ( ) Special Educator 3-5
- ( ) Special Educator 6-8
- ( ) Speech/Language Pathologist
- ( ) Admin Council Member
- ( ) Other: _____

Programs and/or Approaches you use

3. **Are SEL skills (self awareness, self management, social awareness, relationship skills, responsible decision making) explicitly taught in your work with students?**

   Mark only one oval.

   ◯ Yes -- all the time

   ◯ Yes -- often (at least weekly)

   ◯ Sometimes (at least every other week)

   ◯ Not often (once a month)

   ◯ Rarely/Never (once or twice a year--quarterly)

4. **Please select any program you use in your work with students:**

   Check all that apply.

	Select if you use this program.	Select if you have had training in this particular program.	Select if you are at the beginning of implementing this program.	Select if you have partially implemented this program.	Select if you have completely implemented this program.
4Rs	☐	☐	☐	☐	☐
Caring School Community	☐	☐	☐	☐	☐
Competent Kids, Caring Communities	☐	☐	☐	☐	☐
I Can Problem Solve	☐	☐	☐	☐	☐
The Incredible Years Series	☐	☐	☐	☐	☐
Michigan Model for Health	☐	☐	☐	☐	☐
MindUP	☐	☐	☐	☐	☐
Open Circle	☐	☐	☐	☐	☐
PATHS	☐	☐	☐	☐	☐
Positive Action	☐	☐	☐	☐	☐
Raising Healthy Children	☐	☐	☐	☐	☐
Resolving Conflict Creatively Program	☐	☐	☐	☐	☐
Responsive Classroom	☐	☐	☐	☐	☐
Ruler Approach	☐	☐	☐	☐	☐
Second Step	☐	☐	☐	☐	☐
Social Decision Making/Social Thinking	☐	☐	☐	☐	☐
Steps to Respect	☐	☐	☐	☐	☐
Too Good for Violence	☐	☐	☐	☐	☐
Tribes Learning Communities	☐	☐	☐	☐	☐
Zones of Regulation	☐	☐	☐	☐	☐

5. **If you are an educator who works with multiple grade levels and selected some of the programs above, please tell us what grade levels use those programs.**

_____

_____

_____

_____

_____

6. **Are there other programs or approaches you use that were not on the list above? Please tell us about them briefly:**

_____

_____

_____

_____

_____

7. **Which SEL Competencies do you think are explicitly promoted through the programs or approaches you use?**
   Check all that apply.

   ☐ Self Awareness

   ☐ Self Management

   ☐ Social Awareness

   ☐ Relationship Skills

   ☐ Responsible Decision Making

8. **What opportunities do students have to contribute in a positive way to their classroom, school, and community? (scroll to see 7-8)**
   Check all that apply.

	PK	K	1	2	3	4	5	6	7	8
Student mentoring	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Peer leadershiop	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Peer mediation/conflict resolution	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cross-age buddies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Service Learning	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

9. **Are there other opportunities students have to contribute to their classroom, school, and community that you could tell us about?**

_____

_____

_____

_____

_____

10. **Are there afterschool activities you think explicitly support students' social emotional learning? If so, please describe.**

_____

_____

_____

_____

_____

11. **Where/when/with whom do you think students receive the most explicit social emotional learning in school?**
Mark only one oval.

◯ In their general classroom setting

◯ In specials

◯ In literacy or math services (math or literacy specialists, ELL services)

◯ With special educators

◯ With Social Workers/Psychologists/BCBA

◯ With other service providers

◯ For Lincoln-based staff: with METCO-related staff

Professional Learning

12. **What PD have you attended/received in the last 5 years in connection with SEL? (If possible, please include some specifics like who facilitated the experience and where, if you thought it was high quality, etc.)**

_____

_____

_____

_____

_____

13. **What are your SEL professional learning needs?**

_____

_____

_____

_____

_____

Strengths and Areas of Need

14. **What are the current SEL strengths you hope we see through our needs assessment?**

_____

_____

_____

_____

_____

15. **What areas of need do you hope the assessment and inventory shine a light on so that the district can better support SEL?**

_____

_____

_____

_____

_____

16. **Is there anything else you'd like to tell us?**

_____

_____

_____

_____

_____

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