



LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.
SUPERINTENDENT

To: School Committee
From: Rebecca McFall, Superintendent
RE: Mid-Year Strategic Plan Update
Date: January 14, 2015

The mid-year presentation of progress on our Strategic Priorities provides an opportunity for reflection on the work completed to date. In addition, the presentation creates an intentional process for ensuring careful planning for the second half of the school year. In discussions with the School Committee last year, we agreed that the Administration would focus future Strategic Plan presentations, as much as possible, on reporting results as they related to the measures/outcomes identified in the Strategic Priority Maps. We also agreed that the Administration should not create reports for the sole purpose of reporting to the School Committee. The Administration would instead present work completed and information gathered because it was useful to the district in carrying out the Strategic Plan.

In your packet, you have received Mid-Year Strategic Priority Reports for each of the six Strategic Priorities identified for district focus this school year. These Strategic Priorities include:

- A3: Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices
- B1: Provide professional development aligned with the "5 Key Questions for Learning"
- B2: Analyze instruction and student assignments for content and structure, and adjust for the level of demand and engagement
- C3: Support educator use of data to monitor student growth and inform instruction
- D1: Provide professional opportunities to refine curriculum and instruction to effectively teach the full range of learners
- D2: Monitor the progress of students identified with "high needs" and adjust instruction to narrow achievement gaps.

In order to complete the Mid-Year Strategic Priority Reports, principals provided written updates on the work they have done in their buildings related to the Strategic Priorities. Central office administrators added to the reports with updates on their own work. The creation of the reports helped us assess our progress toward meeting the goals of the Strategic Plan and to identify next steps.

Because most of our measurable outcomes rely upon year-end data, the mid-year update is naturally more qualitative in nature and therefore does not include summary data; our presentation at the end of the school year will focus squarely on outcomes.

In the upper left corner of the Mid-Year Strategic Priority Reports, we have provided a status designation. At this time, we feel that we are either *On Target* or a combination of *On Target* and *Progressing* for each of the six Strategic Priorities on which the district has focused.

At the School Committee meeting on January 22nd, our updates will emphasize district-level work such as the Peer Observation program and our progress towards improving assessment systems and data management processes. Your packets include supporting documents that provide a more detailed window into the work.

We look forward to answering any questions you have about the Strategic Priorities or receiving requests for more time for discussion on future School Committee meeting agendas.

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN 2013-2015

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, demonstrate creativity, value reflection, work hard and play fair.			
Theory of Action			
IF we continue to build educator expertise and a shared vision of effective teaching, refine curriculum and instruction, and use assessment and data effectively, THEN we will respond to student needs skillfully and we will strengthen the engagement and achievement of all students.			
Strategic Objectives			
A. Educator Growth: Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development	B. Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students	C. Assessment and Data: Use assessment and data to effectively promote and monitor student growth	D. Responding to Student Needs: Respond skillfully to the academic, social emotional, and physical needs of all students
Strategic Priorities			
1. Develop understanding and practices in the “Standards and Indicators of Effective Teaching Practice” among all faculty and administrators by observing lessons and analyzing student work	1. Provide professional development aligned with the 5 Key Questions for Learning: <ul style="list-style-type: none"> authentic learning learning targets/objectives meaningful exchanges assessing student understanding differentiating instruction 	1. Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices	1. Provide professional opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners
2. Develop administrator skill in coaching, conducting observations of teaching, and providing meaningful feedback to educators	2. Analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement	2. Refine and pilot our District Determined Measures	2. Monitor the progress of students identified with “high needs”* and adjust instruction to narrow achievement gaps
3. Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices	3. Continue refining curriculum to align with new MA Curriculum Frameworks in ELA, math and science	3. Support educator use of data to monitor student growth and inform instruction	3. Continue to refine our implementation of Goal Focused Intervention Plans

•On Target
 •On Target/Progressing
 •Progressing
 •Off Track

* Students with Disabilities, English Language Learners or Former English Language Learners, and Low-Income

Approved by School Committee 6/20/13 Reapproved by School Committee 6/19/14

Mid-Year Strategic Priority Report, January 2015

Lincoln Public Schools

A3: Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices

Status: On Target

Activities	Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Provide opportunities for faculty to engage in Peer Observation as a means towards developing reflective, collaborative practices that improve student learning and growth.</p>	<p>Develop a Peer Observation Implementation Plan.</p> <p>Develop and implement training for faculty and administrators in Peer Observation.</p> <p>Evaluate the effectiveness of the implementation and impact on teacher and administrator learning.</p>	<p>Peer Observation Implementation Plan</p> <p>Professional Development is provided.</p> <p>Feedback tool to solicit information from participants regarding their learning as a result of participating in Peer Observation</p> <p>Summary report of faculty and administrator participation rates and the models/protocols used for peer observation</p> <p>Summary report of feedback from faculty and administrators about their learning as a result of participating in Peer Observation</p>	<p>2014 - 15</p>	<p>Faculty participation was solicited in early November.</p> <p>Professional Development sessions 12/17 and 1/8</p> <p>Feedback has been collected from faculty at the end of the two professional development sessions</p> <p><i>Supporting Documents are attached</i></p>	<p>Faculty will be provided time to refine their focus of inquiry January.</p> <p>Faculty will begin their observation process</p>

Strategic Plan 2014-2015 Update
1/14/15

A3: Peer Observation Program

List of attachments:

Mid-year Update on Peer Observation Program
Peer Observation Participants
Peer Observation Information Packet
Emails to Faculty: 11/7/14 and 12/2/14
Application Form for Peer Observation Program
Peer Observation Applications Received
Peer Observation Training Agendas
 12/17/14
 1/8/15
Selected Peer Observation Protocols Cover Sheet
Sample Protocols:
 Focus Point
 Observer as Learner

Strategic Plan 2014-2015 Update
1/14/15

A3: Peer Observation Program

This report provides information about the development, design, early feedback, and next steps for the Peer Observation (PO) program.

The PO program embodies one of the district's core beliefs: that educators flourish when they are given time and support to learn. To guide its work, the district established the following goals:

- to sustain a professional culture of open communication, reflective practice, and collaborative inquiry;
- to lay the foundation for a longer-term shift towards a professional culture in which sharing one's practice with colleagues is standard and consistent among all LPS educators, and
- to increase educators' technical skill and comfort with providing specific and high-quality feedback to colleagues.

Early responses from program participants suggest that we have begun well and are pointed in the right direction in order to meet these goals.

Program development

During its annual retreat in August 2014, the Administrative Council participated in a structured learning process about peer observation programs. Through reading, analysis, and discussion, the group clarified not only goals for the 2014-2015 work, but also the parameters within which that work should take place. The Admin Council decided, for instance, that educator participation in the program should be voluntary, inquiry-based, and separate from the educator evaluation process.

Given a list of goals and parameters to guide her work, the Assistant Superintendent drafted an outline for program design that was then reviewed and approved by the Admin Council over several sessions in the early fall.

Faculty received an information packet in early November introducing them to the program and application process (attached). In addition, the Assistant Superintendent gave presentations on the program during faculty meetings on both campuses. Although educator responses at those sessions were favorable, it is important to note that many faculty members indicated in their written feedback that they did not feel capable of taking on another project during this school year.

In addition, outreach for the PO program occurred at the same time the district was sharing news of potential budget shortfalls for FY16. This timing created a tension for many staff. The perception that the district was willing to embark on new programming while cuts to programs and perhaps staff were imminent did not sit well with some faculty. It was important for administration to clarify that the Improvement Initiative funds supporting this year's PO work belonged to FY15, while the budget under discussion was for FY16.

Interested faculty completed an online application (attached). Those applications were reviewed and approved by Principals and members of central office staff.

Nineteen faculty members have been accepted into the program this year. We are delighted that the educators participating come from both campuses, work in a variety of roles, and are at different stages in their careers.

Program design

Key to the success of this program is trust: the trust that educators in a peer observation group place in each other, the trust that educators place in administrators to manage a safe and productive process, and the trust that administrators place in educators to use their supported time wisely and bravely.

The pilot program for 2014-2015 features the following key design elements:

- the voluntary nature of participation in the program;
- the freedom for applicants to choose group partners across roles and campuses;
- the identification of an inquiry question that would drive the work of each group;
- the use of time-tested protocols to provide structure to the observation experience, and
- the opportunity to learn about giving and receiving feedback after observations.

In brief, the structure of the program is one in which small teams of teachers, between two and six participants each, decide upon a focus of inquiry around which they will organize their work together. The inquiry question, because it has been developed by the educators themselves, is highly relevant to their work. For example, a team might ask itself, "What happens when we adjust our language during individual writing conferences so that students talk more and we talk less?"

The protocols used in our peer observation program allow for important flexibility when conducting classroom observations (sample protocols attached). There will be observations in which the educators visiting a colleague's classroom are the primary learners: they are collecting information that they believe will help answer their inquiry question. There will be other times in which the teacher hosting an observation is the primary learner; she will have asked her team members ahead of time to look for specific pieces of information during the observation that she believes will give her clues to answering her inquiry question.

Once ready to begin observations, group members arrange for substitute coverage, convene a brief pre-observation meeting, conduct the observation, and then hold a debriefing conversation. Observations will vary in length, lasting anywhere from 15-60 minutes, typically. They will also vary in number, with some teams this year conducting only a few visits, and others conducting more than six visits.

Program feedback to date

The first two meetings of the Peer Observation program were held on December 17, 2014 and January 8, 2015. Both sessions were excellent, with a positive tone and a highly-focused sense of purpose.

Feedback from these professional learning sessions includes these highlights:

- faculty feel respected by the PO process to date;
- the opportunity to spend time talking and learning with colleagues is welcomed;
- the chance to share one's teaching practice with others is welcomed, and

- there is a sense of excitement about this opportunity.

Next steps

PO participants are currently planning their first observations with each other. The Assistant Superintendent is drafting an assessment model focused not only on the three program goals listed at the beginning of the report, but also on the implications for program development for the next school year.

Peer Observation Groups, 2014 - 2015

Transition from HPS to HMS	<p>Carolyn Baughan, HPS Gr. 3 Liz Clancy, HMS, Gr. 4 Loretta D'Alessandro, HMS, Transition Andrea Eagan, HMS, Gr. 4 Julie Johnson, HPS, Gr. 3</p>
Writing and Art in Kindergarten	<p>Gwen Blumberg, LS, Literacy Specialist Becky Eston, LS, Gr. K Judy Merra, District, ELA Content Specialist Colleen Pearce, LS, Art</p>
Problem-solving in Kindergarten Math	<p>Jillian Daly, LS, Gr. K Becky Eston, LS, Gr. K Rachel Goldner, LS, Gr. K Blake Siskavich, LS, Gr. K Carol Walker, LS, Math Specialist</p>
Literacy Centers	<p>Lindsay Forsberg, HPS, Gr. K Sharon Horenstein, HPS, Gr. K</p>
The Research Process	<p>Cindy Matthes, LS, Instructional Tech. Specialist Nicole Putnam, HPS, Instructional Tech. Specialist Nancy Rote, HPS and HMS, Librarian Alice Sajdera, LS, Librarian</p>

Peer Observations:

Pilot Program, 2014-2015

Goals and Timeline • Frequently Asked Questions • Sample Avenues of Inquiry

Applications are available [online](#) and are due by 12/8/14.

Peer Observations 2014-15: Goals and Timeline

Goals, from the District Strategic Plan

Strategic Objective: *Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development*

Strategic Priority: *Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices.*

Program Outcomes

The Peer Observation program for 2014-2015 will move the district towards the following outcomes:

- sustain a professional culture of open communication, reflective practice, and collaborative inquiry;
- lay the foundation for a longer-term shift towards a professional culture in which sharing one's practice with colleagues is standard and consistent among all LPS educators, and
- increase educators' technical skill and comfort with providing specific and high-quality feedback to colleagues.

Timeline 2014-2015

November – early December <i>Outreach to faculty</i>	11/10	information packets and application available online
	11/10	Lincoln faculty meeting – outreach presentation by Patricia Kinsella
	11/20	afterschool info session, HPS Prep Room (not required, time for Q&A)
	12/1	Hanscom faculty meeting – outreach presentation by Patricia Kinsella
	12/2	afterschool info session, Hartwell Multipurpose Room (not required; time for Q&A)
Early December <i>Applications and selection</i>	11/10	applications available online
	12/8	applications due
	12/10	selection decisions announced
December - January <i>Preparation: professional learning</i>	12/17	district Wednesday
	1/8	afterschool meeting, 3:00 – 4:00
January – April <i>Implementation and ongoing learning</i>	TBD	at least two other professional learning opportunities after school; dates to be provided before December break
May <i>Review and planning</i>	5/16	final district Wednesday with group

Peer Observations: FAQs

What is this Peer Observation program about?

The Peer Observation program stems from one of the district's core beliefs: that educators flourish when they are given time and support to learn. Through the PO program, we will provide substitute coverage to small groups of educators so that they can visit each other's classrooms in order to learn from one another. The district will also provide professional learning opportunities so that all PO groups have a solid understanding of observation protocols and feedback strategies.

I thought Peer Observation was about visiting the teacher everyone considers to be "the best" and learning from them?

Sometimes it is, but we are choosing a more expansive version of Peer Observations, one that works from an inquiry stance. In this version, we are all learners, thoroughly engaged in exploring a question that has deep meaning for our work. Educators should not feel that their practice must be exemplary in order to submit an application.

Who is eligible to participate?

All faculty in the Lincoln Public Schools may apply.

How do we apply?

You may complete your group application [online](http://goo.gl/forms/i0tZod5wRk/) at <http://goo.gl/forms/i0tZod5wRk/>.

Does everyone in my group have to teach in the same grade or content area or school?

Not at all! Your group may include staff from different grade levels, content areas, job roles, and/or campuses. In fact, we encourage you to consider forming a group with diverse membership. Creative alliances often spark creative work.

How many people should be in a peer observation group?

Group size will vary between two to six people. When groups have more than four members, however, the logistics of conducting multiple visits to each member's classroom become increasingly difficult. Keep this in mind when assembling your group.

Do we all need to have the same inquiry question?

For this pilot year, all the members of any one group will have the same inquiry question. As we gain experience with the Peer Observation process, however, that may change. There are productive ways of structuring groups so that members have different, but related, questions they are trying to answer. As we begin, however, let's keep it simple: each group has one question.

Could our inquiry focus relate to our educator evaluation goal?

Yes. Connecting your inquiry focus with the work you are already doing towards your educator goals is a great idea. This is why we've asked you to identify on the application how your inquiry focus relates to both the district Strategic Plan and either your school's improvement plan or your own educator goals. We are promoting a notion of cohesiveness: it is productive and enjoyable to keep our work focused and connected.

Will this be part of my evaluation process?

No. The Peer Observation program is not connected to the evaluation process. Educators need space to explore and learn in this process, so no connection with evaluation.

What if I want to use evidence from the Peer Observation program towards a rating of Exemplary on my evaluation?

Not this year. Maybe in the future we will have a structure in which educators could choose to share PO information with their evaluator in order to earn an Exemplary rating. For now, however, it is more important that we build the credibility of the Peer Observation program as an opportunity not connected to evaluation.

How much time does this require? When would I do all this?

Classroom observations and debriefing conversations take place during the school day, and the district provides substitute coverage for those. Professional learning opportunities will take place in the afternoon, with two dates that are confirmed:

- Wednesday, 12/17, 1:30 – 4:00 (District Wednesday)
- Thursday, 1/8/15, 3:00 – 4:00

There will be at least two other dates for afterschool sessions. We will have identified those dates before the December break.

What's the timeline on this?

See the timeline on the first page of this packet for full details of this year's schedule.

What kinds of support will the district provide to my group?

The district will provide comprehensive support, including substitute coverage and ongoing professional learning opportunities. Those opportunities include work around observation protocols, as well as giving and receiving high-quality feedback. Patricia Kinsella will lead the trainings and the ongoing program support.

How often will we visit each other's classrooms?

That's going to vary depending on the number of people in your group, the inquiry question you are trying to answer, and the length of your visits. Most groups will conduct between three – six observations in each other's classrooms.

Who is going to cover my class while I'm observing my colleagues?

The district will provide substitute coverage during peer observation sessions. Coverage will most often last a half-day so that you have time for good debriefing conversations.

What is the role of administrators in the PO process?

Administrators play three important roles in the Peer Observation program:

1. participating in the selection of PO groups;
2. interacting with PO groups;

(Every inquiry group will have at least one administrator with whom they interact. There are several options for PO group-administrator interaction, and that choice is up to the group. See “Administrator Support, Part 1” on the application for more details.)

3. participating in an administrator-only PO group.

What if we want to have an administrator be part of the group?

That’s terrific; you are free to make that choice. Please note, however, that administrators may not gather any data through Peer Observations for use in the educator evaluation process.

May I earn PDPs through the Peer Observation work?

Yes. Your hours in the Peer Observation program, including professional learning opportunities, classroom observations, and planning and debriefing conversations, will all be PDP-worthy.

How are you going to choose which inquiry groups are accepted into the program?

We need to limit the number of groups this year (somewhere around 40-50 staff total) because we have only limited funding to support substitute coverage. To select groups, we will use two criteria:

Diversity of representation: We will choose among groups so that both campuses, a variety of grade levels, and a variety of job roles are all represented.

Administrative support: Building-based administrators need to be aware of and support the work of every peer observation group.

Is this the only opportunity for me to participate in peer observations? What if I’m not quite ready to try this out?

If you’re not ready to give it a try this year, wait until next year. We hope that, eventually, Peer Observations become part of the fabric of life in the Lincoln Public Schools.

Peer Observations: Sample avenues of inquiry

Note: We share these ideas as examples, not as a prescribed list from which you must choose. While your group must identify a focus of inquiry on your application, you will have the opportunity to refine that focus during the professional learning opportunity on December 17.

What is the ratio of open-ended to close-ended questions we ask our students? How do our students respond to both? What happens when we shift to asking open-ended questions more frequently?

What is the ratio of teacher to student talk in our classrooms? How can we decrease teacher talk and increase student talk? How does student learning change when students talk more and we talk less?

What is the quality of verbal feedback we provide students during _____ class? How can we improve our feedback so that it is more timely, specific, and actionable? When we give higher quality feedback to students, what happens?

We want to integrate visual art (music, movement) into our daily curriculum more often? How do we do that? How does that change student behavior and learning?

What does the pacing of our lessons look like? How can we be more efficient with mini-lessons so that students spend more minutes actually working? What happens when students spend more time working?

How can we improve ____ lesson or unit so that it connects better to _____? What happens with student learning when we do this?

We would like to increase the level of cognitive demand of the questions we ask during _____ class. How do we do this? How do we support children in answering higher-level questions? How does student learning look different when students are presented with higher level demands more frequently?

We often end a class period without enough time left over for students to consolidate their thinking about what they just learned in that class. How do we change this? What happens when we provide students the opportunity to share their thinking about what they've just learned and to preview what they will need to work on next?

We know we need to get better at _____. What can we learn from each other about _____? What happens when we try this out in our classrooms?

We would like to institute a workshop approach in our middle school classrooms. How do educators in the primary grades structure their workshop times? What can we learn from them about this? What happens with our students' learning when we try a workshop approach?

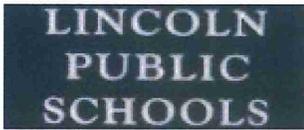
How can we extend the number of minutes our students are able to work independently in centers? How can we improve the quality of the work they produce in those centers?

How many of our students are actually producing work, and for what percentage of the time, during _____ class? How many students are "getting by," and for how long? What can we do to improve things? What happens when more students are producing more work?

LINCOLN PUBLIC SCHOOLS STRATEGIC PLAN 2013-2015

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Strategic Objectives			
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Strategic Priorities			
Develop understanding and practices in the “Standards and Indicators of Effective Teaching Practice” among all faculty and administrators by observing lessons and analyzing student work	Provide professional development aligned with the 5 Key Questions for Learning: <ul style="list-style-type: none"> • authentic learning • learning targets/ objectives • meaningful exchanges • assessing student understanding • differentiating instruction 	Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices	Provide professional opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners
Develop administrator skill in coaching, conducting observations of teaching, and providing meaningful feedback to educators	Analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement	Refine and pilot our District Determined Measures	Monitor the progress of students identified with “high needs”* and adjust instruction to narrow achievement gaps
Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices	Continue refining curriculum to align with new MA Curriculum Frameworks in ELA, math and science	Support educator use of data to monitor student growth and inform instruction	Continue to refine our implementation of Goal Focused Intervention Plans

* Students with Disabilities, English Language Learners or Former English Language Learners, and Low-Income
 Approved by School Committee 6/20/13



Becky McFall <bmcfall@lincnet.org>

Peer Observation program 2014-2015

1 message

Patricia Kinsella <pkinsella@lincnet.org>

Fri, Nov 7, 2014 at 5:34 PM

To: All Users <allusers@lincnet.org>

Hello Colleagues,

We are pleased to share information with you about a new Peer Observation program in the district. Attached you will find an information packet describing the program. Applications may be found [here](#).

Peer Observations can be a powerful, supportive mechanism for educators to grow as professionals. This pilot program will provide groups of faculty with time to observe in each other's classrooms. In addition, faculty will examine their practice in light of an inquiry question they have identified as central to their growth as educators.

Participating faculty will receive training in how to facilitate peer observation protocols and the art of giving and receiving feedback.

To ensure that all faculty have adequate opportunity to consider this opportunity, we are holding informational sessions over the next month. I will be attending a regularly-scheduled faculty meeting on each campus to provide an overview of the program and the application process. I will also hold voluntary after school sessions, with one session on each campus, to answer any additional questions you may have. Dates for all sessions are listed at the bottom of this email.

Please note: the deadline for applications is Monday, December 8. The faculty meeting date for Hanscom at which Peer Observations will be discussed is December 1 - which leaves only one week before the applications are due. We have therefore scheduled the first voluntary, after school session to be on the Hanscom campus on Thursday, November 20.

Your feedback regarding the attached information and the application is welcomed. We look forward to talking with you about the program over the next month, and we eagerly anticipate reading your creative, inspired applications in early December.

Yours in learning,

Patricia

Peer Observation outreach and application timeline, 2014-2015**November – early December: Outreach to faculty**

- 11/10 information packets and application available online
- 11/10 Lincoln faculty meeting – outreach presentation by Patricia Kinsella
- 11/20 afterschool info session, HPS Prep Room (not required, time for Q&A)
- 12/1 Hanscom faculty meeting – outreach presentation by Patricia Kinsella
- 12/2 afterschool info session, Harwell Multipurpose Room (not required; time for Q&A)

Early December: Applications and selection

11/10 applications available online

12/8 applications due

12/10 selection decisions announced

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Patricia Kinsella

Assistant Superintendent
Lincoln Public Schools
Ballfield Road
Lincoln, MA 01773

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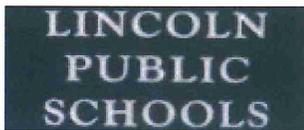
www.lincnet.org

In compliance with MGL c.66, all email correspondence to and from the Lincoln Public Schools is archived and may be a public record.



Peer observation info packet 110714.doc

809K



Becky McFall <bmcfall@lincnet.org>

Re: Peer Observation program 2014-2015

1 message

Patricia Kinsella <pkinsella@lincnet.org>

Tue, Dec 2, 2014 at 2:48 PM

To: All Users <allusers@lincnet.org>

Hello Colleagues,

Thank you to faculty on both campuses for your valuable feedback on the presentations about the Peer Observation program.

A few **answers to questions** raised during the faculty presentations:

Will there be money in the 2015-2016 budget for Peer Observations?

Peer Observations were on the list of items to be cut from next year's budget, and the School Committee has asked us to find a way to reinstate that line item. We are doing all we can to ensure that you will have opportunities in 2015-2016 to participate in Peer Observations.

Is Preschool involved in the program?

Yes!

Would it be ok to cross disciplines, i.e, music with art?

Yes!

How will you provide subs for related service providers?

If we need to find per diems who can fill the role of related service providers (as opposed to using traditional substitutes), we will do that.

What about confidentiality?

During our professional learning time with each other, we will discuss and commit to confidentiality in the peer observation process.

I want to participate, but I just can't take on more paperwork! How much extra work will this require?

Don't worry about paperwork - I promise you that any paperwork involved will be minimal. Our goal is to support teacher growth, not to drown people with unnecessary, burdensome tasks. Really, the focus here is on conversation, observing each other's practice, and more conversation.

Reminders

12/8 applications due (*applications available [here](#)*)

12/10 selection decisions announced

There is a voluntary Q&A session starting shortly in the Hartwell Room for anyone who would like to talk about the program. Please feel free to join us! I am available by phone and email, as well.

Looking forward to working with you on this,

Patricia

On Fri, Nov 7, 2014 at 5:34 PM, Patricia Kinsella <pkinsella@lincnet.org> wrote:

Hello Colleagues,

We are pleased to share information with you about a new Peer Observation program in the district. Attached

Peer Observations 2014 – 2015: Application

Applications are due on **Monday, 12/8/14**.

Selection decisions will be sent out on **Wednesday, 12/10/14**.

Group members (Two to four members is optimal; up to six members is possible)

	<u>Name</u>	<u>School</u>	<u>Position</u>
1.			
2.			
3.			
4.			
5.			
6.			

1. Inquiry focus

What will be the focus of your group's inquiry? What do you want to know about your practice and/or your students' learning through this collaborative process?

2. Alignment with goals

The district will give priority to groups whose inquiry focus has a strong alignment with the district's strategic plan (attached to the information packet) and either your school's improvement plan or your educator evaluation goals and plan.

Describe the alignment between your inquiry focus and these plans

3. Administrator support

Because the Peer Observation program provides educators with the opportunity to learn from each other, your trust in the program as a protected space in which to grow is critical. To encourage that trust, the district has committed to a policy in which educator work conducted through the Peer Observation program, i.e., classroom observations and debriefing conversations, will not form part of an educator's evaluation process.

(In future years, if educators choose *on their own initiative* to invite administrators into their PO process, then data from that process could inform the educator's evaluation.)

As we build our inaugural PO program, we seek to strike a balance between providing you with a safe space in which to learn and also maintaining some administrative connection with the work being carried out through the program. The district will, therefore, require that there be some interaction with an administrator (or administrators). The choice of what that interaction looks like will be in the hands of the inquiry group.

Please choose at least one option below regarding interaction with administration. You may choose multiple options if you wish.

An administrator will...

- play a role in our inquiry planning process
- participate in summary follow up conversation with us towards the end of the process
- join us for one or more observations
- be a member of our group

Would you prefer that an administrator other than your direct supervisor(s) be the administrator interacting with your group? If so, please let us know which administrator you would prefer.

Group membership	Inquiry focus	Alignment with goals	Administrator support, Part 1
Becky Eston Salemi, Lincoln School, Kindergarten Teacher Blake Siskavich, Lincoln School, Kindergarten Teacher Jillian Daly, Lincoln School, Kindergarten Teacher	<p>Our Kindergarten Team is focused on creating a culture of problem solving. We are committed to developing problem solving situations that are mathematically and developmentally appropriate for our students. We would like to use the Peer Observation program so we can learn from each other about developing appropriate problems, responding to discourse, creating a culture in the classroom and student - teacher interactions and giving feedback.</p> <p>Overall question: How can we better use our literacy block time to create independent and higher level activities for students?</p> <p>Other thoughts to consider as we observe: How can we record student work to review later or keep as data? How can we increase student independence? Are they focused? How can we include activities higher in Bloom's Taxonomy? Are the activities authentic 'must dos' that are appropriate performances of understanding?</p>	<p>This connects to our team's Professional Learning Goal focused on mathematical problem solving . We also see that this connects to Authentic Learning and Meaningful Exchanges. This focus relates to our team student learning goal of: At least 90% of kindergarten students will make expected or accelerated growth as determined by the DIBELS next benchmark assessment.</p> <p>This focus also relates to our team professional practice goal of: Between October 2014 and June 2015 we will analyze and discuss our current and future practice within our literacy centers. We will grow our capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.</p> <p>This focus also relates to the strategic plan: to refine curriculum and instruction to strengthen the engagement and achievement of all students. dThis goal has a strong alignment with the following strategic objective:</p> <p>Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students.</p> <p>This goal also ties in with our school-wide professional development work on "Make Just One Change - Teach Students to Ask Their Own Questions", as well as Nancy's evaluation goal to improve how students determine what source will likely answer a question.</p> <p>Helping students to ask questions, evaluates sources, read and extract information, cite sources and create a product is an essential part of 20th century education. We have the challenge of children moving in and out of our system and need to reinforce these skills clearly and repetitively hence the advantage of learning from each other.</p>	<p>participate in summary follow up conversation with us towards the end of the process</p>
Sharon Horenstein HPS Kindergarten Teacher Lindsay Forsberg HPS Kindergarten Teacher	<p>Overall question: How can we better use our literacy block time to create independent and higher level activities for students?</p> <p>Other thoughts to consider as we observe: How can we record student work to review later or keep as data? How can we increase student independence? Are they focused? How can we include activities higher in Bloom's Taxonomy? Are the activities authentic 'must dos' that are appropriate performances of understanding?</p>	<p>This focus also relates to our team professional practice goal of: Between October 2014 and June 2015 we will analyze and discuss our current and future practice within our literacy centers. We will grow our capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.</p> <p>This focus also relates to the strategic plan: to refine curriculum and instruction to strengthen the engagement and achievement of all students. dThis goal has a strong alignment with the following strategic objective:</p> <p>Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students.</p> <p>This goal also ties in with our school-wide professional development work on "Make Just One Change - Teach Students to Ask Their Own Questions", as well as Nancy's evaluation goal to improve how students determine what source will likely answer a question.</p> <p>Helping students to ask questions, evaluates sources, read and extract information, cite sources and create a product is an essential part of 20th century education. We have the challenge of children moving in and out of our system and need to reinforce these skills clearly and repetitively hence the advantage of learning from each other.</p>	<p>participate in summary follow up conversation with us towards the end of the process</p>
Nancy Rote, HPS and HMS Librarian	<p>Overall question: How can we better use our literacy block time to create independent and higher level activities for students?</p> <p>Other thoughts to consider as we observe: How can we record student work to review later or keep as data? How can we increase student independence? Are they focused? How can we include activities higher in Bloom's Taxonomy? Are the activities authentic 'must dos' that are appropriate performances of understanding?</p>	<p>This focus also relates to our team professional practice goal of: Between October 2014 and June 2015 we will analyze and discuss our current and future practice within our literacy centers. We will grow our capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.</p> <p>This focus also relates to the strategic plan: to refine curriculum and instruction to strengthen the engagement and achievement of all students. dThis goal has a strong alignment with the following strategic objective:</p> <p>Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students.</p> <p>This goal also ties in with our school-wide professional development work on "Make Just One Change - Teach Students to Ask Their Own Questions", as well as Nancy's evaluation goal to improve how students determine what source will likely answer a question.</p> <p>Helping students to ask questions, evaluates sources, read and extract information, cite sources and create a product is an essential part of 20th century education. We have the challenge of children moving in and out of our system and need to reinforce these skills clearly and repetitively hence the advantage of learning from each other.</p>	<p>participate in summary follow up conversation with us towards the end of the process</p>
Nicole Putnam, HPS and HMS Technology Specialist Alice Sajdera, Cindy Matthes - we would like to work with Nancy Rote and Nicole Putnam. Colleen Pearce Lincoln School art Becky Salemi Eston Lincoln Kindergarten Gwen Blumberg Reading Specialist Lincoln Judy Merra Reading Specialist District	<p>We want to explore how we can support the new research process rolled out last year. The library introduces and gives practice in research skills in a separate class from the regular classroom setting. Nicole supports the research process through individual requests of teachers when they assign projects. How can we combine our efforts to more effectively help students (and teachers) in this important area?</p> <p>Since children's first written language is drawing, we would like to each experience each others instruction to better help students develop rich stories through both drawing and writing. We wonder if the components will become more multi-dimensional when we each have an opportunity to observe and participate in each others instruction.</p>	<p>This connects to our team's Professional Learning Goal focused on mathematical problem solving . We also see that this connects to Authentic Learning and Meaningful Exchanges. This focus relates to our team student learning goal of: At least 90% of kindergarten students will make expected or accelerated growth as determined by the DIBELS next benchmark assessment.</p> <p>This focus also relates to our team professional practice goal of: Between October 2014 and June 2015 we will analyze and discuss our current and future practice within our literacy centers. We will grow our capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.</p> <p>This focus also relates to the strategic plan: to refine curriculum and instruction to strengthen the engagement and achievement of all students. dThis goal has a strong alignment with the following strategic objective:</p> <p>Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students.</p> <p>This goal also ties in with our school-wide professional development work on "Make Just One Change - Teach Students to Ask Their Own Questions", as well as Nancy's evaluation goal to improve how students determine what source will likely answer a question.</p> <p>Helping students to ask questions, evaluates sources, read and extract information, cite sources and create a product is an essential part of 20th century education. We have the challenge of children moving in and out of our system and need to reinforce these skills clearly and repetitively hence the advantage of learning from each other.</p> <p>This will align with the objectives of Educator Growth, Curriculum and Instruction and Responding to Student Needs.</p>	<p>participate in summary follow up conversation with us towards the end of the process</p>

Group membership	Inquiry focus	Alignment with goals	Administrator support, Part 1
<p>Loretta D'Alessandro HMS Transition Coordinator Liz Clancy HMS 4th grade teacher Andrea Eagan HMS 4th grade teacher Julie Johnson HPS 3rd grade teacher Carolyn Baughan HPS 3rd grade teacher</p>	<p>How can we better bring continuity to ELA instruction? We will review our common strategies and work to fill in gaps as they appear.</p> <p>What does it mean to be an "independent worker?" How can we extend the number of minutes our students are able to work independently and how can we improve the quality of work?</p> <p>How can we work more cohesively as a 3-4 team to ease the transition between schools and grades? What specific measures could be implemented for teacher teams, parents and students?</p>	<p>Links to specific school/teacher goals: 4th grade "close reading goal" 3-4 goal of improving transitions through collaboration 3rd grade writing goal building the spirit of "community" Strategic Lincoln Plan goals: Educator Growth: Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices. Responding to Student Needs: provide professional opportunities to refine instruction to effectively teach the full range of learners Curriculum and Instruction: analyze instruction and student assignments for content and structure and adjust levels for expectations and engagement These goals will help us strengthen our teacher teams and look more closely at teacher and student teaching/learning. Observations of one another will give us more detailed information about our practices with the benefit of reflecting and discussing effective measures for improvement.</p>	<p>participate in summary follow up conversation with us towards the end of the process</p>

Agenda: Peer Observation

Wednesday, December 17, 2014

1:35 – 4:00

Connector

Name cards

Welcome and Overview

Chalktalk

What would make me feel great at the end of the program?

What strengths do I bring to the group?

What's the worst that could happen?

Norms

Protocols

An introduction

Ghost Walk

Visits to PreK classrooms

Honing in on our questions

Logistics

Feedback and closure

Agenda: Peer Observation

Thursday, January 8, 2015

3:00 – 4:00

Connector: *“Really cold weather...”*

Working and learning

Inquiry questions

Two initial protocols:

Focus Point

Observer as Learner

Next steps

Feedback and closure

Selected Peer Observation Protocols

National School Reform Faculty (www.nsrffharmony.org)

Low stakes, students not present:

Ghost Visit

School Walk

Observed teacher as primary learner:

#2 Focus Point

Observing teacher as primary learner:

#5 Observer as Learner

#6 Person Observed as Coach

Control and learning more evenly distributed:

#3 Interesting Moments

#4 Teaming



Observation Protocol #2

Focus Point

Adapted for observing students in ATLAS Communities from Peer Observation Protocols created by the National School Reform Faculty.

This protocol is designed to help deepen the observed's understanding of his or her practice. The observer(s)' role is to note those events that relate to a particular aspect of the observed's practice and to then act as an active listener as the observed attempts to make sense of those events.

Pre-Observation Conference

In addition to outlining what will be occurring during the observation, the person to be observed asks the observer(s) to focus on a particular aspect of his practice. Example: "Would you look at how I respond to student questions?"

Observation

The observer(s) focus on that aspect of practice raised during the pre-observation conference. Field notes include both descriptions of "focus" events and related questions that the observer may wish to raise during the debriefing. The observer(s) may also wish to note events and questions outside the focus of the observation, but these may or may not be discussed during the debriefing.

Debriefing

The observer(s) begin by restating the focus and asking the observed to share her thoughts. Example: "What did you notice about how you responded to student questions?" As the observed talks, the observer(s) 1) supply specific events that either corroborate or contrast with the observed's statements, 2) summarize what the observed is saying, 3) ask clarifying questions, and/or 4) raise questions related to the focus that were noted during the observation.

Note: Events and questions not directly related to the focus of the observation should only be raised after asking for permission from the observed, and some practitioners think even asking for permission is inappropriate. The observer(s) should refrain from stating their ideas and perspective on the issues unless specifically invited to do so. An important principle in this process is that at all times the person who is being observed is the one who is in control of the situation.

Further Thoughts on the Process, especially when the observer has been designated as the "coach:"

- Each person should choose the person or people with whom they will work. They should agree to take turns being the observer and observed.
- The pair (or triad) should establish ground rules for giving and receiving feedback. (For example: "Our observation data will remain confidential; we will meet to follow up on the observation within 24 hours of the observation.")
- The person asking for feedback specifies the areas in which they want feedback. (For example: "Track the kinds of questions I ask: are they memory questions, or do they require evaluation? Do I give

enough time for students to answer? Do I ask boys more questions than girls? How did the small groups work together when I wasn't there?")

- The observer(s), armed with a short list of what to look for from the person being observed, comes and watches the class or meeting for a short time (15-20 minutes at first, longer as they become more comfortable with both the observation and the feedback).
- The two people meet afterwards — undisturbed — for 10 minutes (it needs to be short at first).

During this meeting:

- The observed and observer(s) should sit with the data between them.
- The observed should refocus on the questions s/he asked. That is, reflect on the questions in light of the data being brought back by the observer.
- The observer(s) should share the things they saw, heard, and tracked rather than what they thought about them. Allowing the observer(s) to evaluate or judge the observed will poison the process quickly.
- There should be some talk of what did and didn't happen and how the observed could make it happen next time.
- The observed should encourage the observer to reflect on the relevance of the data to the questions.
- Both the observer(s) and observed should watch for defensive behavior.
- All should work to make sure the observed doesn't get into a defend/attack dialogue (if the observed feels a need to defend him or herself, s/he should stop the conversation and talk about why s/he feels that way and what it would take to reduce that behavior).
- The observer(s) should check for signals to see when the observed has had enough.



Observation Protocol #5 Observer as Learner

Developed in the field by educators affiliated with NSRF.

The primary “learner” in this protocol is the observer. The observer’s only purpose is to learn how to improve his or her own practice. Since the observer has little responsibility to the observed, the duration of the observation and even the level of attention to what’s going on is determined by the observer, as long as this is fine with the person being observed. This protocol may significantly increase the frequency of visits to each other’s classrooms since observers may be able to do some quiet paperwork during their stay, and therefore are more likely to use a prep period to visit another teacher’s classroom. The time involved may also be reduced if neither party desires a pre-observation conference.

Pre-Observation Conference

It is not necessary to have a pre-conference unless either party would like to have one. A pre-conference would help to orient the observer as to what will be happening.

Observation

The observer focuses on whatever s/he wishes.

Debriefing

The observer often asks the observed questions that might help him or her better understand the choices made by the observed.

Note

Given the potential feeling of vulnerability on the part of the observed in any situation, and especially in a situation such as this where the observed may have little idea of what the observer is focusing on, it’s important that the observer try to ask questions during the debriefing in a way that does not put the observed on the defensive.

Mid-Year Strategic Priority Report, January 2015

Lincoln Public Schools

B1: Provide professional development aligned with the “5 Key Questions for Learning”

Status: On Target

Activities	Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Hanscom Principals will provide K-8 professional development to teachers on delivering feedback to students that describes where the students are in relation to the learning target and suggests next steps for improvement while the students still have time to act on the feedback to improve their work.</p>	<p>Educators have structured time to learn and share strategies</p> <p>Educators are observed applying learning to practice by:</p> <ul style="list-style-type: none"> · providing specific, learning target-based feedback that helps students move toward success with the learning target; and · providing “second chance” opportunities for students to respond to feedback and improve their work (through teacher or peer feedback). 	<p>Based on observations of teachers, information will be gathered on the percentage of teachers who are effectively implementing practice as intended.</p> <p>Review written feedback provided to teachers and summarize information from feedback.</p> <p>Summary of results will be presented as part of the School Improvement Plan report, May 2015</p>	<p>School-Based Wednesdays November 19, 2014 January 14, 2015 April 8, 2015</p>	<p>See attached updates from principals</p>	<p>Additional work will be carried out in faculty meetings and on professional development Wednesday afternoons</p>
<p>Educators Implement the Formative Learning Cycle:</p> <ul style="list-style-type: none"> · Educators plan lessons by defining the learning target for which students and teachers will aim · Teachers and students gather strong evidence of learning using specific success criteria (student “look-fors”) that reveal where students are in relation to the learning target 	<p>Lessons include a strong performance of understanding that deepens students’ understanding of the essential content, helps them aim for understanding, allows them to assess their work as they are learning, and enables educators to gather evidence of student achievement of the learning target.</p>	<p>Based on observations of teachers, information will be gathered on the percentage of teachers who are effectively implementing practices as intended.</p> <p>Review the written feedback provided to teachers and summarize information from the feedback related to the Formative Learning Cycle.</p> <p>A summary of results will be presented as part of the School Improvement Plan report, May 2015.</p>	<p>September 2014-June 2015</p>	<p>See attached updates from principals</p>	<p>Additional work will be carried out in faculty meetings and on professional development Wednesday afternoons</p>

Activities	Skills; Approaches	Outputs; Measures	Timeframe	Work to Date	Work to Come
<p>Educators will have opportunities to advance their knowledge of authentic learning and apply their understanding to refine current curriculum and instruction.</p>	<p>Build a common understanding of authentic learning.</p> <p>Provide time for collaboration and to work on lesson and unit planning.</p> <p>Develop district exemplars in practice.</p>	<p>Create a bank of lessons that demonstrates the components of authentic learning.</p> <p>Collect educator feedback on experiences and reflections.</p> <p>Analyze results from the Student Feedback Survey questions in grades 3 - 8 related to student engagement.</p> <p>A summary of results will be presented as part of the School Improvement Plan report, May 2015</p>	<p>September 2014-June 2015</p> <p>Faculty Meetings</p> <p>School-based Wednesdays</p>	<p>The superintendent Provided a basis for defining authentic learning; purpose, audience, process/skills</p> <p>Discussion during principal meetings focused on deeper understanding of authentic learning and cognitive demand as well as preparation for work with faculty</p> <p>See attached updates from principals</p>	<p>Additional work will be carried out in faculty meetings and on professional development Wednesday afternoons</p>

District Priority Maps

HPS Mid-Year Status Report

January 2015

School Improvement Goal #1

Strategic Priority B1

Educators will grow their capacity to engage students in activities that simultaneously show students what the learning target is, develops their understanding of the concepts and skills that make up the target, produces evidence of their progress toward the target, and feeds learning forward toward the learning target by providing specific, ongoing feedback.

January Status Update

Educators plan lessons by defining the learning target for which students and teachers will aim.

- 98% of faculty share daily learning targets with students in at least one area of curriculum (observational data)
- Professional development on December 3 provided further clarification and a deepening of knowledge on these key points:
- Learning targets should describe learning, not activities. If you find yourself describing an activity (*Students will write five sentences*), ask yourself, "What will the students learn by doing that?" (*I can write sentences that tell complete thoughts*).
- Learning targets builds a learning trajectory that leads students to a larger instructional goal. Moreover, they clarify the difference between what students will *learn* and what they will *do*. Learning targets move students step-by-step from readiness; they are a parade of lessons and learning targets lead to the larger goals; kept the lessons coherent and unified was to continually explain how each lesson fit into the bigger picture
- Next Steps: We are beginning to establish a strong relationship between learning targets, Bloom's Taxonomy, cognitive demand, student engagement, and authentic learning. Ultimately, we want to help teachers develop learning targets that scaffold learning over time, "build a learning trajectory that leads students to a larger instructional goal", and push learning targets into higher levels of Bloom's. Our consultant, Heidi Fessenden, is going to provide teachers with clear examples of learning targets that promote reasons, discovery, and higher-level thinking.

Teachers and students gather strong evidence of learning using specific success criteria (student "look-fors") that reveal where students are in relation to the learning target.

- 98% of faculty share daily criteria for success that accompanies learning targets in at least one area of curriculum
- 1:1 conversations and feedback provided through the evaluation process have provided opportunities for coaching. As we work with individuals, we have been able to help them design well-connected learning targets and look fors.
- *This connects to the information above

Lessons include a strong performance of understanding that deepens students' understanding of the essential content, helps them aim for understanding, allows them to assess their work as they are learning, and enables educators to gather evidence of student achievement of the learning target.

- 1:1 conversations and feedback provided through the evaluation process have provided opportunities for coaching. As we work with individuals, we have been able to help them design a performance of understanding that is well-connected to the target and look fors.
- 50% of teachers under principal's direct supervision have established professional practice goals relating to increasing cognitive demand on performance of understanding tasks.

- Next Steps: At our next professional development on April 18, we will begin to guide faculty to analyze performance of understanding tasks. They will learn to analyze tasks based on Bloom's and revise tasks so they push the cognitive demand to higher levels in Bloom's.

Educators deliver feedback that describes where the students are in relation to the learning target and suggest next steps for improvement while the students still have time to act on the feedback to improve their work.

- This is a learning year for feedback, so we have not expected faculty to fully implement this practice this year
- 14% of teachers under the principal's direct supervision have established professional practice goals relating to teacher-to-student feedback and student-to-student feedback
- Our first professional development session on feedback will be conducted by Heidi Fessenden on January 14

School Improvement Goal #2

Strategic Priority B2

Educators will grow their capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.

January Status Update

Educators have structured time to learn and share strategies, develop shared understanding, and practice revising and refining student assignments to focus on higher level cognitive demand

- We have only had one PD on this topic at HPS
- November 3 professional development provided an introduction and context for upcoming work
- Thinking back to the presentation we shared at the Principal's meeting, I think we've designed a thoughtful PD plan that includes the following learning outcomes for teachers. The professional learning goals and activities we've designed integrate Bloom's so we can model how to apply Bloom's to instruction. Goals for upcoming professional development include:
 - Remember/Understand: Identify 6 cognitive categories in the revised BT
 - Apply: Use Bloom's Taxonomy to identify cognitive categories and processes in a learning task.
 - Analyze: Provide faculty with examples of tasks that cross cognitive categories. Use BT to classify a variety of given learning tasks (on same topic) by cognitive category
 - Evaluate: Assess learning task and revise the task to increase cognitive demand
 - Create: Construct a high level, meaningful, authentic and engaging learning experience that scaffolds learning across all cognitive categories.

School Improvement Goal #3

Strategic Priority D2

Implement a three-tiered positive behavioral intervention system to support the behavioral, social and emotional growth of students.

January Status Update

- Completed summer work where we reflected on the strengths and areas for growth of the 2013-2014 Behavioral/Emotional/Social Support Team (BESST) and made necessary revisions to model
- Opening faculty meeting (August 2014) the BESST team shared results of summer work, mission/ vision statement, and prevention strategies with faculty

- Collaborate with BESST to build faculty and staff (tutors and classroom assistants) skill set around the explicit instruction and modeling of behavioral, social and emotional prerequisites for learning.
 - The BESST team supports faculty by designing actions plans, behavior plans, and follow up plans
 - Social worker and school psychologist follow up on an ongoing, more frequent basis to assist with behavior plan intervention
 - PBIS training (September 2014) was provided to classroom assistants and tutors
 - October-November: BESST resources were included in weekly faculty notes
- The BESST team completed the *Behavioral, Social, Emotional Prerequisites for Learning Mission and Vision Statement* which includes specific indicators of success in the areas of self-regulation, problem-solving, coping, and expected social communication. This document has been shared with faculty and families.
- Continue to refine discipline data collection tool (see attached data collection and summery)
- Between September and June, the BESST team reviewed 15 students last year. In term 1 of this school year, we have reviewed 10 students. 2 of the 10 students have been placed out of district.
- We have implemented a school-wide incentive for students demonstrating positive behaviors (“Victory Slips”); 71 “Victory Slips” have been shared with the principal (September 9-December 18)

Additional Strategic Priority D1

Results of data wall meetings and how teachers have differentiated literacy instruction (section completed by Rose Vignola).

January Status Update

Literacy data includes specific assessments, including Dibels and Fountas and Pinnell Benchmark Assessment, as well as classroom observations. Data gathered from Dibels subtests can help pinpoint challenges and strengths in individual readers, including fluency components, phoneme segmentation, and nonsense word reading. Fountas and Pinnell measures highlight individual student's independent, instructional, and hard reading levels; and also show the child's fluency, words per minute, self correction rate and comprehension competencies. Analysis of a child's errors help a teacher determine the processing systems that a child is/is not effectively using to accurately read text. Similarly, analysis of a child's comprehension conversation serves as evidence of a child's ability to understand information within the text, about the text, and beyond the text.

Teachers use this literacy data along with their classroom observations to plan for instruction. This practice occurs across the grade level as a whole, specifically to track students' progress and gauge it against the goal of accelerated progress. It also occurs within the individual classroom level as teachers plan for their daily classroom literacy program. Ultimately, the data helps to design an effective intervention program to accelerate each child's growth as a reader.

Teachers use this data to differentiate classroom instruction in the following ways (in no particular order):

1. Selecting instructional texts appropriate for individual reading levels; independent texts matched with individual reading levels
2. Designing strategy group work targeted at a specific learning target, as well as guided practice in this area; selecting groupings based on common need
3. Building multiple options for independent literacy experiences that are authentic and accessible for all learners regardless of their profile as a literacy student
4. Matching word work learning to fit with the child's instructional level, aiming for "zone of proximal development"
5. Adjusting pacing on grade level expectations to allow for foundational skills to build as readiness for the next stage of literacy development

6. Using Tier One interventions to support needs that are reflected in data: Great Leaps and/or FIGS (Fluency Initiating Gestures) for fluency; Foundations at previous grade level to close gap
7. Designing literacy instructional block with a variety of learning opportunities best matched with each student's targeted learning goal in areas of word work, comprehension, written response to reading, etc.
8. Supplementing individual student's skill work with Lexia Core 5, characterized by ongoing data-informed instruction and practice
9. Assigning homework to children that are best matched with their needs and/or strengths, often resulting in multiple versions of assignments
10. Utilizing support staff to support guided practice and/or supplemental literacy programs

District Priority Maps

HPS Mid-Year Status Report

January 2015

School Improvement Goal #1

Strategic Priority B1

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- Next Steps: We are beginning to establish a strong relationship between learning targets, Bloom's Taxonomy, cognitive demand, student engagement, and authentic learning. Ultimately, we want to help teachers develop learning targets that scaffold learning over time, "build a learning trajectory that leads students to a larger instructional goal", and push learning targets into higher levels of Bloom's. Our consultant, Heidi Fessenden, is going to provide teachers with clear examples of learning targets that promote reasons, discovery, and higher-level thinking.

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School Improvement Goal #2

Strategic Priority B2

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January Status Update

Educators have structured time to learn and share strategies, develop shared understanding, and practice revising and refining student assignments to focus on higher level cognitive demand

- We have only had one PD on this topic at HPS
- November 3 professional development provided an introduction and context for upcoming work
- Thinking back to the presentation we shared at the Principal's meeting, I think we've designed a thoughtful PD plan that includes the following learning outcomes for teachers. The professional learning goals and activities we've designed integrate Bloom's so we can model how to apply Bloom's to instruction. Goals for upcoming professional development include:
 - Remember/Understand: Identify 6 cognitive categories in the revised BT
 - Apply: Use Bloom's Taxonomy to identify cognitive categories and processes in a learning task.
 - Analyze: Provide faculty with examples of tasks that cross cognitive categories. Use BT to classify a variety of given learning tasks (on same topic) by cognitive category
 - Evaluate: Assess learning task and revise the task to increase cognitive demand
 - Create: Construct a high level, meaningful, authentic and engaging learning experience that scaffolds learning across all cognitive categories.

School Improvement Goal #3

Strategic Priority D2

Implement a three-tiered positive behavioral intervention system to support the behavioral, social and emotional growth of students.

January Status Update

- Completed summer work where we reflected on the strengths and areas for growth of the 2013-2014 Behavioral/Emotional/Social Support Team (BESST) and made necessary revisions to model
- Opening faculty meeting (August 2014) the BESST team shared results of summer work, mission/ vision statement, and prevention strategies with faculty

- Collaborate with BESST to build faculty and staff (tutors and classroom assistants) skill set around the explicit instruction and modeling of behavioral, social and emotional prerequisites for learning.
 - The BESST team supports faculty by designing actions plans, behavior plans, and follow up plans
 - Social worker and school psychologist follow up on an ongoing, more frequent basis to assist with behavior plan intervention
 - PBIS training (September 2014) was provided to classroom assistants and tutors
 - October-November: BESST resources were included in weekly faculty notes
- The BESST team completed the *Behavioral, Social, Emotional Prerequisites for Learning Mission and Vision Statement* which includes specific indicators of success in the areas of self-regulation, problem-solving, coping, and expected social communication. This document has been shared with faculty and families.
- Continue to refine discipline data collection tool (see attached data collection and summery)
- Between September and June, the BESST team reviewed 15 students last year. In term 1 of this school year, we have reviewed 10 students. 2 of the 10 students have been placed out of district.
- We have implemented a school-wide incentive for students demonstrating positive behaviors (“Victory Slips”); 71 “Victory Slips” have been shared with the principal (September 9-December 18)

Additional Strategic Priority D1

Results of data wall meetings and how teachers have differentiated literacy instruction (section completed by Rose Vignola).

January Status Update

Literacy data includes specific assessments, including Dibels and Fountas and Pinnell Benchmark Assessment, as well as classroom observations. Data gathered from Dibels subtests can help pinpoint challenges and strengths in individual readers, including fluency components, phoneme segmentation, and nonsense word reading. Fountas and Pinnell measures highlight individual student's independent, instructional, and hard reading levels; and also show the child's fluency, words per minute, self correction rate and comprehension competencies. Analysis of a child's errors help a teacher determine the processing systems that a child is/is not effectively using to accurately read text. Similarly, analysis of a child's comprehension conversation serves as evidence of a child's ability to understand information within the text, about the text, and beyond the text.

Teachers use this literacy data along with their classroom observations to plan for instruction. This practice occurs across the grade level as a whole, specifically to track students' progress and gauge it against the goal of accelerated progress. It also occurs within the individual classroom level as teachers plan for their daily classroom literacy program. Ultimately, the data helps to design an effective intervention program to accelerate each child's growth as a reader.

Teachers use this data to differentiate classroom instruction in the following ways (in no particular order):

1. Selecting instructional texts appropriate for individual reading levels; independent texts matched with individual reading levels
2. Designing strategy group work targeted at a specific learning target, as well as guided practice in this area; selecting groupings based on common need
3. Building multiple options for independent literacy experiences that are authentic and accessible for all learners regardless of their profile as a literacy student
4. Matching word work learning to fit with the child's instructional level, aiming for "zone of proximal development"
5. Adjusting pacing on grade level expectations to allow for foundational skills to build as readiness for the next stage of literacy development

6. Using Tier One interventions to support needs that are reflected in data: Great Leaps and/or FIGS (Fluency Initiating Gestures) for fluency; Foundations at previous grade level to close gap
7. Designing literacy instructional block with a variety of learning opportunities best matched with each student's targeted learning goal in areas of word work, comprehension, written response to reading, etc.
8. Supplementing individual student's skill work with Lexia Core 5, characterized by ongoing data-informed instruction and practice
9. Assigning homework to children that are best matched with their needs and/or strengths, often resulting in multiple versions of assignments
10. Utilizing support staff to support guided practice and/or supplemental literacy programs

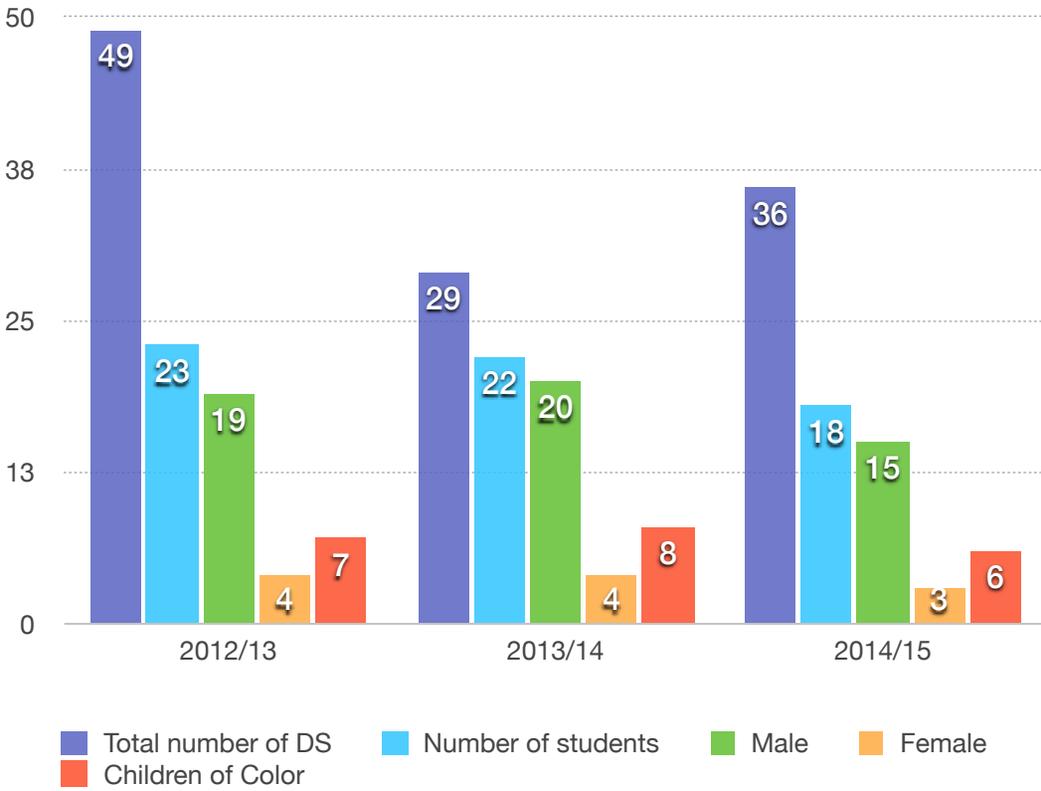
Discipline Slip Data Comparison (Term 1)

DESCRIPTION	2012/13	2013/14	2014/15
Total number of DS	49	29	36
Number of students	23	22	18
Male	19	20	15
Female	4	4	3
Children of Color	7	8	6

Demographic Comparison (Term 1)

DESCRIPTION	2012/13	2013/14	2014/15
Male		50.3%	50.3%
Female		49.7%	49.6%
Children of Color		37.0%	32.0%

Discipline Slip Data Comparison (Term 1)



Summary: The total number of discipline incidences have decreased in Term 1 within the last three years. This may be attributed to school-wide positive behavior intervention system implemented in 2013/2014. The clarification of school rules and explicit kid-friendly language consistently used throughout the school may be contributing to this trend.

The number of students receiving discipline slips in Term 1 is mostly unchanged. We will be looking for the 2014/15 number to decrease in term 2. This will provide some indication that our responses to behaviors have had impact and students are learning from mistakes and intervention.

We notice a three-year gender trend in discipline data. The number of boys receiving discipline slips continues to be significantly greater than girls. In Term 1 2014/2015, boys make up 50.3% of the school's population, but received 83.4% of the discipline slips. While girls, making up 49.7% of the school's population, received 16.6% of the discipline slips.

The percentage of children of color receiving discipline slips in the last three years is more consistent with our population. In 2014/2015 Term 1, children of color make up 32% of our population. 33% of discipline slips have been issued to children of color.

Hanscom Primary School should continue to investigate the disproportionate number of boys receiving discipline slips.



Hanscom Middle School

School Improvement Goal #1

Strategic Priority B1

Educators will grow their capacity to engage students in activities that simultaneously show students what the learning target is, develops their understanding of the concepts and skills that make up the target, produces evidence of their progress toward the target, and feeds learning forward toward the learning target by providing specific, ongoing feedback.

January Status Update

Educators plan lessons by defining the learning target for which students and teachers will aim.

- 100% of teachers have a professional practice goal related to learning targets.
- 100% of faculty share daily learning targets with students in at least one area of curriculum (observational data)
- Professional development on December 3 provided further clarification and a deepening of knowledge on these key points:
 - Learning targets should describe learning, not activities. If you find yourself describing an activity (*Students will write five sentences*), ask yourself, "What will the students learn by doing that?" (*I can write sentences that tell complete thoughts*).
 - Learning targets builds a learning trajectory that leads students to a larger instructional goal. Moreover, they clarify the difference between what students will *learn* and what they will *do*. Learning targets move students step-by-step from readiness; they are a parade of lessons and learning targets lead to the larger goals; kept the lessons coherent and unified was to continually explain how each lesson fit into the bigger picture
 - Next Steps: We are beginning to establish a strong relationship between learning targets, Bloom's Taxonomy, cognitive demand, student engagement, and authentic learning. Ultimately, we want to help teachers develop learning targets that scaffold learning over time, "build a learning trajectory that leads students to a larger instructional goal", and push learning targets into higher levels of Bloom's. Our consultant, Heidi Fessenden, is going to provide teachers with clear examples of learning targets that promote reasons, discovery, and higher-level thinking.

Teachers and students gather strong evidence of learning using specific success criteria (student "look-fors") that reveal where students are in relation to the learning target.

- 90% of faculty share daily criteria for success that accompanies learning targets in at least one area of curriculum
- 1:1 conversations and feedback provided through the evaluation process have provided opportunities for coaching. As we work with individuals, we have been able to help them design well-connected learning targets and look fors.
- *This connects to the information above

Lessons include a strong performance of understanding that deepens students' understanding of the essential content, helps them aim for understanding, allows them to assess their work as they

are learning, and enables educators to gather evidence of student achievement of the learning target.

- 1:1 conversations and feedback provided through the evaluation process have provided opportunities for coaching. As we work with individuals, we have been able to help them design a performance of understanding that is well-connected to the target and look for.
- Next Steps: At our next professional development on April 18, we will begin to guide faculty to analyze performance of understanding tasks. They will learn to analyze tasks based on Bloom's and revise tasks so they push the cognitive demand to higher levels in Bloom's.

Educators deliver feedback that describes where the students are in relation to the learning target and suggest next steps for improvement while the students still have time to act on the feedback to improve their work.

- This is a learning year for feedback, so we have not expected faculty to fully implement this practice this year
- Our first professional development session on feedback will be conducted by Heidi Fessenden on January 14

School Improvement Goal #2

Strategic Priorities B1/B2

Educators will grow their capacity to analyze instruction and student assignments for content and structure and adjust for the level of demand and engagement.

January Status Update

Educators have structured time to learn and share strategies, develop shared understanding, and practice revising and refining student assignments to focus on higher level cognitive demand

- We have only had one PD on this topic at HMS
- November 3 professional development provided an introduction and context for upcoming work
- Thinking back to the presentation we shared at the Principal's meeting, I think we've designed a thoughtful PD plan that includes the following learning outcomes for teachers. The professional learning goals and activities we've designed integrate Bloom's so we can model how to apply Bloom's to instruction. Goals for upcoming professional development include:
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 - Evaluate: Assess learning task and revise the task to increase cognitive demand
 - Create: Construct a high level, meaningful, authentic and engaging learning experience that scaffolds learning across all cognitive categories.

Strategic Priorities C3/D1/D2

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

Provide professional opportunities refine the differentiation of curriculum and instruction to effectively teach the full range of learners.

Monitor the progress of students identified with "high needs" and adjust instruction to narrow achievement gaps.

January Status Update

I have bundled these three areas of the Strategic Plan because we are working on addressing all three of these priorities through our weekly math meetings. As we know, math is an area of constant struggle particularly given the fact that our students arrive to us not only with gaps but usually gaps in different areas. This causes a significant elevation in the range of learners in front of our teachers. With that said, we have dedicated a number of resources over the last few years to our math program. These resources have included dedicating a significant increase in instructional minutes compared to other subjects, increased math specialist support, funds for materials, professional development and dedicated time to the math department. Given these increased resources our overall math performance as measured by MCAS has shown modest pockets of improvement but only in isolated areas that vary year by year based on our student population.

We do not feel that the gains that have been realized are proportional to the amount of resources that we have directed to raising our overall math performance. As a result, we have been holding weekly meetings as a math department to address this issue. Here was our initial rationale:

Over the past few years we have struggled as a school to grow in math as measured by our MCAS results. Although, this is not and should not be our only means of measuring growth, it is an important one. Our students have not consistently been able to demonstrate a high level of growth and our overall performance is not at a level that we feel is acceptable. Also, there is specific concern for our students identified as *high needs*.

We have an opportunity this year with the introduction of the STAR Math Program to have an additional normed and standardized way to measure student growth. This program will also help us define what specific areas we are doing well with and which areas we need to focus our teaching. We will have three opportunities to administer this assessment.

To better meet the needs of our students we will meet as a math team on a bi-weekly basis. The goal of these meetings will be to examine what we will be teaching, including, content, assessments and homework for a two week period. At the next meeting we will monitor our two week progress and discuss a plan for the following two weeks.

We will assess the growth of an identified group at each grade level based on the STAR Math Program and our formative assessments.

Finally, we will create a Student Learning Goal to organize, monitor and assess our efforts. We will also have the opportunity to use the Peer Observation process.

Student Learning Goal:

How does it connect to district and/or school goals?

Connects to strategic Objectives Curriculum and Instruction, Assessment and Data, Responding to Student Needs and Educator Growth. Connects to School goals, Learning Target, feedback and higher level of engagement and cognitive demand.

SMART goal: *By June 2014 an identified group of math students will demonstrate student growth percentile of 50 or above as measured by the STAR Math Program.*

ACTION PLAN:

Instructional Plan:

What is your plan for students who fall below benchmark?	Remedial services during Academic Extensions. Differentiated work during no new teaching days. this work will be overseen by the math teacher or specialist.
What is your plan for students who met benchmark?	Enrichment opportunities during academic extensions. Differentiated work during no new teaching days. this work will be overseen by the math teacher or specialist.
What is your plan for students who exceeded benchmark?	Enrichment opportunities during academic extensions. Differentiated work during no new teaching days. this work will be overseen by the math teacher or specialist.
What is your general timeline of scaffolds (ex: October: Good beginnings and middle)	Down and dirty Friday check in No new teaching Tuesday - differentiated based on Friday's check in, Monday's meeting
How will your team design responsive instruction that meets the needs of individual students and students within the cohort?	Bi-weekly team meetings

Benchmarking and Progress Monitoring Plan:

Summative: What benchmark assessment will you use to assess (may refer to district common assessment guidelines)?	STAR Math Program
Formative: What assessment will you use to monitor progress over time?	Down and dirty Friday check in No new teaching Tuesday - differentiated based on Friday's check in, Monday's meeting
What is your schedule for benchmarking and progress monitoring?	Benchmarking 3 times (October, January, May) Weekly progress monitoring

Data Tracking Plan:

Data input should allow for meaningful analysis	Regular Formative Assessments
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during the school year	Monday Check ins?
How will you show your data to represent your findings?	Data will be collected on an identified group of students meeting a set criteria
<ul style="list-style-type: none"> ○ Summary of analysis, findings and conclusion ○ Recommendations 	STAR Math and Excel data sheets will be used to present findings, conclusions and recommendations.
If it is a team goal, discuss the relationship between your individual class data and the cohort	The data cohort was chosen based on a combination of student growth and students identified as high needs
What program will you use to track data (excel, checklist, numbers, etc.?)	excel

Supports and Resources from School and District:

Training on data collection	As needed
Coaches	Carolyn Shannon, Erich Ledebuhr
Professional development	As needed
Time	Bi-weekly math team meetings

In addition to creating a student learning goal, we have also crafted an HMS math department mission statement. We went through this process to build consensus around our beliefs and to help build the relationship of the math department.

The mission of the Hanscom Middle School Mathematics Department is to provide an educational experience that helps students enjoy math and prepare for successful roles in the 21st century.

We will do this by fostering student-centered classrooms in which students make real-world connections and become confident and competent problem-solvers who can think critically, communicate effectively and use those skills beyond the math classroom.

Initially we planned to meet on a bi-weekly basis. We found that we needed to increase our time and now meet weekly. We have created a data tracking document and regularly discuss how to differentiate our lessons based on the results of our weekly formative assessments. This document is important as it represents cohorts of students from each grade and includes students identified as high needs, low performing, high performing and also students who have received numerous interventions over the past two years. Differentiation has taken place not only during extensions but more importantly we are getting more adept in defining student needs and addressing those needs during class time. The relationship between the classroom teachers and math specialists have been extremely important as they have partnered to divide students into groups to better meet their needs. Next week we will be administering our second STAR math assessment. We are hopefully going to see progress with our identified group of students.

Strategic Plan Updates for Mid-year Lincoln School K-8:

B1: We have refined our thinking and understanding of authentic learning to include engaging experiences that have a purpose, an audience and/or that opportunity to carry our real life processes or skills. We are collecting examples of authentic learning lessons related to purpose, audience, and skills required.

Examples:

- The 8th grade has a warrant article group working toward putting a warrant together for Town Meeting. (skills, audience and purpose)
- 5th graders create their own light boxes to show their understanding of electricity and how circuits work. They then explain them to parents in a morning of sharing (purpose, audience)
- 7th grade engineering students are currently designing helmets to keep them safe. They began by studying the brain and what areas of the brain are most crucial to protect and then transitioned into the plans for helmets. They will be building this month. (purpose, skills)
- 3rd grade rug project has connected art, science and social studies to plan, develop and use a braided rug in the same manner early colonists or native Americans did. It will become the a focal point in the K-4 art room (purpose, audience, processes/skills)
- 6th grade created Google earth projects that turned them into tour guides for a landmark in another place. (audience, purpose)
- 4th grade is making links to the importance of decimals, recognizing the importance of tenths and hundredths of a second in Olympic competition. Playing a variety of "Olympic" games they experience the reality (purpose, skills)
- 8th grade ELA and art are working together to use art to highlight tone and mood in a piece of literature (purpose, audience)
- An extension is creating music videos from self-selected pieces of music (purpose, audience)
- 1st grade students create and post a topic to start an online blog discussion. They write comments on a variety of topics in an online blog discussion. (purpose, audience, skills)
- Students are preparing Grease: The School Version for the community to see (purpose, audience)
- 2nd graders use scientific inquiry to access, explore and explain their understanding of simple machines (purpose, skills)

B2: Cognitive demand:

- We spent part of a faculty meeting in November talking about cognitive demand related to thinking about tweaking lessons. We will do that again on January 14.
- As we give feedback to teachers we talk about cognitive demand in lessons and have given suggestions for elevating the level of demand
- Several teachers are going to spend part or all of institute day working on lesson design that pushes students to higher level thinking.

B2: SAMR

- Our January 8 School Council meeting will have a direct conversation about SAMR.
- In March, Mark McDonough and Cindy Matthes will lead K-4 and 5-8 faculty meetings to introduce the model and give people practice in identifying options and an appropriate level of technology integration during lesson planning.

C3: Assessment

- December 3 faculty meeting all faculty was asked to work on a table of assessments that have been shared with the Assistant Superintendent.

D2: MCAS

- Students with NI or W on math MCAS are either in GFIP groups, have been placed on lists for GFIP groups (if reading takes priority) or are in extensions in the middle school

Strategic Priority Map
Mid-year update
Lincoln Preschool

A3: Develop team expertise in focusing on student learning goals and growth using reflective collaborative practices

Vision: Beliefs and Assumptions	Activities	Skills; Approaches	Outputs; Measures	Resources	Who is Responsible	Timeframe
A culture of connection, engagement, and collaboration amongst faculty leads to student growth.	Provide opportunities for faculty to engage in Peer Observation as a means towards developing reflective, collaborative practices that improve student learning and growth.	Develop a Peer Observation Implementation Plan. Develop and implement training for faculty and administrators in Peer Observation. Evaluate the effectiveness of the implementation and impact on teacher and administrator learning.	Peer Observation Implementation Plan Professional Development is provided. Feedback tool to solicit information from participants regarding their learning as a result of participating in Peer Observation Summary report of faculty and administrator participation rates and the models/protocols used for peer observation Summary report of feedback from faculty and administrators about their learning as a result of participating in Peer Observation	National School Reform Faculty Peer Observation Protocols	Priority Leaders: Superintendent, Assistant Superintendent, and Administrative Team Priority Implementers: Participating educators	August 2014 - May 2015

The Preschool Coordinator has engaged in conversations with the Assistant Superintendent regarding opportunities for the preschool faculty to observe colleagues in both private and public preschool programs. These observations would be in preparation for peer observation work within the district in the upcoming months.

B1: Provide professional development aligned with the “5 Key Questions for Learning”

Vision: Beliefs and Assumptions	Activities	Skills; Approaches	Outputs; Measures	Resources	Who is Responsible	Timeframe
	learning using specific success criteria (student “look-fors”) that reveal where students are in relation to the learning target	achievement of the learning target.	Formative Learning Cycle. A summary of results will be presented as part of the School Improvement Plan report, May 2015.			
When educators refine their practice to increase authentic learning experiences for students, student engagement will rise.	Educators will have opportunities to advance their knowledge of authentic learning and apply their understanding to refine current curriculum and instruction.	Build a common understanding of authentic learning. Provide time for collaboration and to work on lesson and unit planning. Develop district exemplars in practice.	Create a bank of lessons that demonstrates the components of authentic learning. Collect educator feedback on experiences and reflections. Analyze results from the Student Feedback Survey questions in grades 3 - 8 related to student engagement. A summary of results will be presented as part of the School Improvement Plan report, May 2015	Videos of lessons Demonstration and modeling among faculty Student work provided by faculty Peer Observation Grant Wiggins resources from UbD Nation	Priority Leaders: Principals/ Preschool Coordinator Curriculum Leaders Priority Implementers: All Educators	September 2014-June 2015 Faculty Meetings School-based Wednesdays

Authentic learning has been the focus of professional development within the preschool. Faculty have shared lessons and engaged in discussions regarding authentic learning and how to incorporate this practice into their work. There is a

genuine excitement about the student led lessons/activities that have been implemented to date including the preschool café and circle time.

B2: Analyze instruction and student assignments for content and structure, and adjust for the level of demand and engagement

Vision: Beliefs and Assumptions	Activities	Skills and Approaches	Outputs and Measures	Resources	Who is Responsible	Timeframe
When administrators and teachers understand cognitive demand, they are able to work together to analyze instruction and adjust for the level of demand and engagement.	<p>Develop shared understanding among administrators and faculty of Bloom's Taxonomy and cognitive demand.</p> <p>Develop shared understanding of how cognitive demand and authentic learning experiences have an impact on student engagement.</p>	<p>Provide professional development to administrators and faculty about cognitive demand (ex. Bloom's Taxonomy), student engagement, and authentic learning experiences.</p> <p>Provide opportunities to analyze and reflect upon lessons, student work, and assessments.</p> <p>Make adjustments to lessons to increase the level of engagement and cognitive demand.</p> <p>Educators will share ideas about lesson revisions with colleagues and their supervisor.</p> <p>Educators will apply learning from professional development on cognitive demand in order to increase the cognitive demand of their own student assignments.</p>	<p>Administrators and faculty are able to identify levels of cognitive demand in tasks assigned to students.</p> <p>Appropriate analysis of cognitive demand will be observed in:</p> <ul style="list-style-type: none"> Administrative Council meetings and principal meetings - lesson observation and student work analysis; faculty meeting and Team meetings; and written observation feedback to faculty. <p>Begin developing a library of resources that includes sample lessons that have been revised to increase their level of cognitive demand.</p> <p>A summary of results will be presented as part of the School Improvement Plan report, May 2015 and during mid-year and end-of-year Strategic Plan reports.</p>	<p>Bloom's Taxonomy</p> <p>Research articles related to cognitive demand</p> <p>Student work samples</p> <p>Lesson videos</p> <p>Central Office Administrators</p> <p>Articles, sample work, videos</p>	<p><u>Priority Leaders:</u> Superintendent, Assistant Superintendent, Administrator for Student Services, Principals, Preschool Coordinator</p> <p><u>Priority Implementers:</u> All educators</p>	<p>October - June 2014</p> <p>Administrative Council meetings and Principal meetings</p> <p>Coaching conversations</p> <p>Faculty meetings and School-based Wednesdays</p>

The preschool faculty participated in a District Wide curriculum meeting on December 17th regarding Cognitive Demand and the use of Bloom's taxonomy as a measure. The group reviewed lessons together and discussed the elements of cognitive demand and how they relate to the lesson. The faculty have been asked to take one to two lessons and modify them to reflect increased cognitive demand to share at an upcoming faculty/professional development meeting.

D1: Provide Professional opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners

Vision: Beliefs and Assumptions	Activities	Skills; Approaches	Outputs; Measures	Resources	Who is Responsible	Timeframe
Skilled differentiation depends on well targeted assessment practices.	<p>Educators will analyze student work to identify targeted needs for students at all levels.</p> <p>Educators use analysis of student work to plan instruction.</p> <p>Educators will continue using standards-based assessment approaches to determine student needs and progress.</p> <p>Educators will use DDMs, STAR, Fountas & Pinnell Benchmark Assessment, AMC Kathy Richardson Assessment and other classroom-based assessment measures to assess their students' skill and to develop new approaches for differentiated instruction.</p>	<p>Principals and curriculum leaders will use protocols to lead data meetings and analysis of student work.</p> <p>Literacy and math specialists provide coaching to assist faculty in the analysis of student work to identify targeted needs and approaches to instruction.</p> <p>Provide professional development for using the district plan for DDMs and other assessment tools as a basis for differentiation.</p> <p>Educators will collaborate to determine student needs, develop targeted differentiation approaches, and share results with team members.</p>	<p>Changes in educators' teaching strategies as observed by supervisors and documented in self-reflection</p> <p>Delivery of instruction is differentiated based on data from assessments.</p> <p>Analysis of student growth for "high needs" populations as presented in Annual Report on sub-group performance in November of each year</p> <p>A district set of examples of differentiation strategies connected to DDM results and targeted to student needs</p>	<p>Student work and assessment data</p> <p>Common Planning Time</p> <p>Current programs in place for "Goal Focused Intervention Plans" (GFIPs), technology tools, software and subscriptions, educator-developed resources</p> <p>Expertise and coaching: Special educators, math and literacy specialists, instructional technology specialists, curriculum leaders</p>	<p><u>Priority Leaders:</u> Assistant Superintendent, Principals, Curriculum Leaders and Specialists, Instructional Technology Specialists, Administrator and Coordinators for Student Services, Preschool Coordinator</p> <p><u>Priority Implementers:</u> All Educators</p>	<p>2014 - 2015 School Year</p> <p>Annual Report on MCAS Results October 2014 and October 2015</p> <p>Annual Report on sub-group performance November 2014 and November 2015</p>

The Lincoln Preschool is currently focused on data in the areas of social/emotional skills and numeracy. The faculty have used school based Wednesdays to analyze the data from these measures and plan lessons that target identified needs.

B2: Analyze instruction and student assignments for content and structure, and adjust for the level of demand and engagement

Status: On Target/Progressing

Activities	Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Develop shared understanding among administrators and faculty of <i>Bloom's Taxonomy</i> and cognitive demand.</p> <p>Develop shared understanding of how cognitive demand and authentic learning experiences have an impact on student engagement.</p>	<p>Provide professional development to administrators and faculty about cognitive demand (ex. <i>Bloom's Taxonomy</i>), student engagement, and authentic learning experiences.</p> <p>Provide opportunities to analyze and reflect upon lessons, student work, and assessments.</p> <p>Make adjustments to lessons to increase the level of engagement and cognitive demand.</p> <p>Educators will share ideas about lesson revisions with colleagues and their supervisor.</p> <p>Educators will apply learning from</p>	<p>Administrators and faculty are able to identify levels of cognitive demand in tasks assigned to students.</p> <p>Appropriate analysis of cognitive demand will be observed in:</p> <ul style="list-style-type: none"> • Administrative Council meetings and principal meetings - lesson observation and student work analysis; • faculty meeting and Team meetings; and • written observation feedback to faculty. <p>Begin developing a library of resources that includes sample lessons that have been revised to increase their level of cognitive demand.</p> <p>A summary of results</p>	<p><u>October - June 2014</u></p> <p>Administrative Council meetings and Principal meetings</p> <p>Coaching conversations</p> <p>Faculty meetings and School-based Wednesdays</p>	<p>Discussion during principal meetings focused on deeper understanding of authentic learning and cognitive demand as well as preparation for work with faculty</p> <p>Shared observations and discussion of level of cognitive demand and feedback to be provided to faculty</p> <p>See attached updates from principals</p>	<p>Continued work with Administrative Team and faculty to develop instructional planning expertise and knowledge of teaching strategies that support and enable high level student engagement and critical thinking</p>

	professional development on cognitive demand in order to increase the cognitive demand of their own student assignments.	will be presented as part of the School Improvement Plan report, May 2015 and during mid-year and end-of-year Strategic Plan reports.			
<p>Develop an implementation plan for administering the DESE Model Student Feedback Survey to students in grades 3-8.</p> <p>Administer the DESE Model Student Feedback Survey in grades 3 through 8</p> <p>Begin to develop baseline data that may inform the district, over time, of areas of strength and areas of growth.</p>	Teachers and administrators are provided professional development and support about how to interpret and use the results of the survey.	A summary report of the district level Student Feedback Survey results including reflections on what we can learn from the data.	<p>Develop implementation plan and work with DESE to administer survey October 2014 through May 2015.</p> <p>Report results to School Committee in March or April depending on when results are received.</p>	<p>Implementation plan is complete and materials are being prepared.(See attached)</p> <p>Student surveys will be administered between January 26th and February 6th. (See attached sample surveys)</p>	<p>Set Wednesday afternoon date to work with faculty on interpretation and use of survey results.</p> <p>Provide report of results to the School Committee in March or April.</p>
Develop a common understanding of how to critically assess the efficacy of integrating technology into lessons and learning activities.	Provide professional development for administrators and faculty in the Lincoln School focused on tools, such as the Substitution Augmentation Modification Redefinition (SAMR) Framework, that aid teachers in determining when it is and is not effective to use technology tools, and how to maximize the	<p>Faculty and administrators incorporate the SAMR Framework as one tool when discussing and planning technology integration.</p> <p>Instructional Technology Specialists are observed incorporating the SAMR Framework into their coaching and integration support.</p>	<p>December 2014 - June 2015</p> <p>Building-based meetings</p>	<p>SAMR model incorporated into summer Professional Development opportunities.</p> <p>Presentations made to School Council and School Committee on January 8th. (See attached)</p>	<p>Professional development for Preschool faculty scheduled for January 28th.</p> <p>Professional development for Smith Building faculty scheduled for March 2nd.</p> <p>Professional development for Brooks Building faculty</p>

	impact of integrating technology.	A summary of results will be presented as part of the School Improvement Plan report, May 2015.			scheduled for March 16th
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Survey Administration Overview
Student Survey
Lincoln Public Schools
Last updated: 1/8/2015

Key Dates

Survey materials delivered to proctors	January 22, 2015
Administration window opens	January 26, 2015
Administration window closes	February 6, 2015
Reports available to staff	TBD

Key Personnel

Panorama Education Main Contact	Irene Chen – ichen@panoramaed.com
Panorama Education HelpDesk	support+districtname@panoramaed.com
District Survey Coordinator	Rob Ford, rford@lincnet.org
School Survey Coordinator (where applicable)	Hanscom Primary School – Beth Ludwig ludwigb@lincnet.org
	Hanscom Middle School – Erich Ledebuhr ledebuhre@lincnet.org
	Lincoln School: Smith Building – Stephen McKenna smckenna@lincnet.org
	Lincoln School: Brooks Building – Sharon Hobbs shobbs@lincnet.org

Administration Details

Access code distribution plan	District site coordinator downloads access code materials week of January 12th. Access code materials will be delivered to proctors on January 22 nd .
Survey administration website	TBD
Survey population	All students grades 3-8 who have been in school for at least 20 days prior to the start of the survey window.
# of surveys per student	3-5 – 1 survey of primary classroom teacher
	6-8 – 2 surveys randomly selected from core subject teachers



<p>Survey taking schedule</p>	<p>Grades 3-5: Grade level classrooms rotate teachers to administer surveys.</p> <p>Grades 6-8, Lincoln: Surveys administered during Social Studies class. Proctored by administrators and other non-survey teacher designees.</p> <p>Grades 6-8, Hanscom: Surveys administered during Science class. Proctored by Science teacher.</p> <p>Instructional Technology Specialists will coordinate the booking of labs and carts for survey administration.</p>
<p>Accommodations</p>	<p>Special Education Coordinators will determine if any students require paper copies, small group environments, or other accommodations. Panorama will provide PDFs to the site coordinator for any students requiring hard copies. Other accommodations will be coordinated with Special Education liaisons. ELL staff have determined now translations will be required.</p>
<p>Make-up survey administration plan</p>	<p>There will be no make-ups for absent students.</p>



LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.
SUPERINTENDENT

2014 – 2015 Student Feedback Survey Implementation Plan

Grades 3 – 5

- Students will complete one long form survey for their primary classroom teacher.
- Grade level teachers will rotate to administer the survey to students who are not their own students.

Grades 6 – 8

- Students will complete two surveys during one sitting. Each survey will be for a different teacher.
- The teacher each student will complete a survey for will be randomly selected from the core subject (Math, English, Science, Social Studies) teachers.
- Lincoln surveys will be administered during Social Studies class and proctored by administrators and other non-survey teacher designees.
- Hanscom surveys will be administered during Science class and proctored by the science teacher.
- Instructional Technology Specialists will coordinate the booking of labs and carts for survey administration.

All Participating Grades

- All surveys will be administered between January 26th and February 6th, 2015.
- Special Education Coordinators and liaisons will determine if any students require paper copies, small group environments, or other accommodations.
- No translations are needed for ELL students.
- There will not be an opportunity for absent students to make-up the missed survey.



Lincoln Public Schools

REBECCA MCFALL, ED.D.
SUPERINTENDENT OF SCHOOLS

January 13, 2015

Dear Faculty,

Following a year of pilot and development of the DESE Model Student Feedback Survey, our district will be participating in the 2014-2015 Massachusetts ESE Model Survey Administration. Lincoln Public Schools' teachers contributed to the development of the model survey through participation in a pilot program last year and via feedback faculty directly provided to DESE during their campus visit last spring. We know that you are committed to providing our students with a high-quality, rigorous education. We are eager to see our schools use student feedback as a tool to support professional growth and to improve classroom practice. You will also be invited to participate in a faculty feedback survey regarding administrator practice in mid-February.

We are working with Panorama Education (<http://www.panoramaed.com>) to ensure the validity and confidentiality of sensitive feedback information. Panorama Education provides online reports with survey analytics that we will use to understand feedback in our schools and to grow and improve.

Students in grades 3-8 will take surveys online during the school day. Surveys will be administered in your school between January 26th and February 6th. In grades 3-5, students will take the survey within their classroom. Grade level teachers will proctor the survey for a class other than their own to ensure that students feel comfortable responding to the survey. At Brooks, grade 6-8 students will take the survey during social studies class, and at Hanscom Middle School, grade 5-8 students will take the survey during science class. Your principal will work with you to assign proctors. Instructional technology specialists will be creating a schedule for use of computer labs and devices. We expect that teachers will receive their survey results by the first week of March. You will receive a link to a personalized, online report on feedback from your students that you will use to inform self-evaluation, formative assessment, and setting professional goals. On Wednesday March 4th, we will spend the afternoon reviewing the survey results and talking about how you can use the results to inform your practice and set professional practice goals.

DESE heard the feedback we provided about the problems with giving surveys of this type to young children. As a result, they have not moved forward with the expectation of giving surveys to students in grades K-2. We will continue to work towards developing ways that other educators will gather student feedback. For now, the surveys will only be used in grades three through eight. Students in grades 6-8 will take two surveys during one sitting and will be randomly assigned surveys for their math, English, science or social studies teacher.

Panorama Education will host informational webinars for school leaders and staff. One informational session will cover using feedback to reflect and grow (<https://attendee.gotowebinar.com/rt/2639606724360868610>) which is appropriate for school leaders and teachers. I will be participating in this webinar next week, and I welcome you to join me. The Panorama team is available for support throughout the project. They may be reached at support@panoramaed.com.

Thank you again for your participation in this important project. I hope that you find it provides you with meaningful information to assist your continued reflection on your practice.

All the best,

Becky

Additional Resources

Registration Link for Using Feedback to Reflect and Grow:
<https://attendee.gotowebinar.com/rt/2639606724360868610>

DESE – Educator Evaluation: Student & Staff Feedback: <http://www.doe.mass.edu/eeval/feedback/>

Sample Letter

Dear Families,

I want to let you know that our school is participating in the 2014-2015 Massachusetts Elementary and Secondary Education (ESE) Model Survey Administration to use student feedback to inform professional growth and support school improvement. Lincoln Public Schools' teachers contributed to the development of the model survey through participation in a pilot program last year.

We are working with Panorama Education to ensure the validity and confidentiality of sensitive feedback information. Panorama Education provides online reports with survey analytics that we will use to understand feedback in our school and to grow and improve.

Your child will take an online survey between January 26th and February 6th. Panorama Education will provide teachers and school administrators with online reports, which we will use to inform professional goals and growth in classrooms and across the school. If you would like more information on this project, please feel free to contact me for more information.

Sincerely,

C3: Support educator use of data to monitor student growth and inform instruction

Status: On Target

Activities	Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Develop a map of assessments currently used in the district.</p> <p>Determine the core assessments that will continue to be used based upon feedback from faculty and administrators about usefulness and effectiveness.</p>	<p>Assistant Superintendent gathers input from curriculum leaders and faculty teams to develop an accurate map of all assessments used in the district.</p> <p>Devise and implement a plan to review the district map of assessments.</p>	<p>Make recommendations for adjusting the scope of assessments used across the district based upon value, efficiency, and effectiveness.</p>	<p>August 2014 - May 2015</p>	<p>The assistant superintendent with the support of principals has created a map of assessments used in the district (attached).</p>	<p>Conversations are beginning regarding the value, effectiveness, and utility of each assessment.</p>
<p>Implement STAR math Assessment three times per year in grades 3-8.</p> <p>Begin full implementation of DDMs across all curricular areas and at all grade levels PreK-8.</p>	<p>Provide professional Development on 9/24/14 with teachers and administrators on how to give the assessment.</p> <p>Provide support and training to administrators and faculty about the use and interpretation of STAR data and reports.</p> <p>Pilot DDMs from 2014-15 revised through</p>	<p>Collect STAR Math data from fall, winter, and spring assessment cycles.</p> <p>Determine benchmarks to be used when analyzing student results and making instructional decisions.</p> <p>Report to School Committee on the data collected and what the district has learned about STAR assessment, May 2015.</p>	<p><u>October 2014 - May 2015</u></p> <p><u>August 2014- May 2015</u></p>	<p>The STAR math assessment was administered in the fall and will be administered again in mid-January. Comparison of fall and winter data will assist us in understanding the assessment tool as well as how best to use the data available from the assessment. Wednesday Feb. 11th will focus on analysis of data with faculty.</p>	<p>Math specialists and principals will continue to work with faculty to use the STAR data to inform their instruction.</p> <p>The STAR assessment will be administered again in the spring.</p> <p>Data comparing fall, winter, and spring results will be analyzed and presented to the School Committee along with summary</p>

	<p>ongoing analysis of both data and assessment process.</p> <p>Teachers use DDM data to inform instruction.</p>	<p>Update DDMs across all curricular areas and at all grade levels PreK-8 by end of school year.</p> <p>Develop a system for collecting DDM data and determining levels of student growth for each DDM.</p>		<p>Curriculum Leaders have continued work with faculty groups to</p>	<p>information about the use of the STAR assessment.</p> <p>Work to refine DDMs will continue through the spring.</p> <p>Systems for collecting DDM data will be developed. We will begin conversations about the determination of low, moderate, and high growth based on DDM results.</p>
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Strategic Plan 2014-2015 Update
1/14/15

C3: Assessment Map and Analysis, DDMs

List of attachments:

Mid-year Update on Assessment Map and Analysis, DDMs
DRAFT Assessment Map ELA and Math
DRAFT Assessment tables Lincoln School K-8
Administrative Council Assessment Map Queries, 1/13/15

Strategic Plan 2014-2015 Update
1/14/15

C3: Assessment Map and Analysis and DDMs

This report provides information about the development of a comprehensive map of the assessments currently in use in the Lincoln Public Schools, along with the status of the district's DDM program. The report includes a review of the context in which this work takes place, an update on the status of the work, and a description of next steps remaining for 2014-15.

Context

In order for educators to serve their students well, they must have a thorough understanding of their students' current skills and understandings. Assessment, be it formative or summative, district-developed or commercial, is the primary means through which educators develop this critical understanding.

The district has developed good assessments in all curriculum areas and at all grades PreK-8. There are, however, multiple systems in use within the district for giving and analyzing assessments and for reporting on student growth and achievement. Not all staff are aware of the breadth of assessments given in neighboring curriculum areas or grade levels. Nor do we have the clarity one would hope for regarding how, why, and with whom student assessment data are shared.

In compliance with the state's Educator Evaluation System, LPS developed its District Determined Measures in school year 2013-14. These assessments, also known as growth measures, are designed to provide information regarding student learning growth over time. Staff devoted considerable effort last year to identifying appropriate measures and to implementing them in a pilot program. This year's work with DDMs focuses on full implementation of the measures, along with building a system that allows the district to store, share, and analyze student results.

Both inside and outside of the Lincoln Public Schools, there is a lively conversation taking place regarding the amount of assessment in public education. LPS staff have expressed some concerns about the time and energy devoted to assessment, and this current work on an assessment map allows the district to address those concerns in a thoughtful, fact-based way.

The Strategic Plan 2014-15 calls for the district to use assessment and data effectively to promote and monitor student growth. When the district has developed a comprehensive map that outlines its assessment program, that map will be a useful tool when making decisions regarding which assessments are most beneficial and which might be eliminated, as well as determining where we have a need for effective assessments. The district will also be able to align professional learning opportunities with the map. This alignment may be one of the most important benefits to the work at hand.

Status of work

During the summer and early fall of 2014, the Assistant Superintendent reviewed existing assessment files; she also met with administrators and curriculum specialists to learn more about their understanding of the current state of assessment in the district.

An initial map of all common assessments in Math and English Language Arts (ELA) was created (attached). That map includes information regarding the grade and time of year in which the assessment is given, and whether it is a DDM for purposes of the Educator Evaluation System.

The process of developing this early Math and ELA map illuminated some important findings:

- administrators and faculty in LPS have worked hard over many years to craft an assessment program that is thorough and well-considered;
- the assessment program changes not only year-to-year, but also within a single school year;
- information regarding assessment programs is housed in many different places, and not all staff have access to that information;
- there is significant duplication of effort in collecting and organizing information about assessments;
- the design of an assessment map is a difficult endeavor;
- how the district chooses to design the map will, obviously, have an enormous impact on its ease of use, and therefore on its likelihood of being used continuously and successfully;
- staff, both administrative and faculty, want this map to be created, and
- there is widespread agreement that a robust map will promote the collective ability to provide students with better services.

In addition to the summer work clarifying the assessment programs in Math and ELA, a review of assessments at Lincoln School was conducted in December 2014. During a school-based professional learning session 12/3/14, faculty in Lincoln School were invited to create lists on a Google spreadsheet of all the assessments they currently (attached). This initial exercise was not meant to be analytic; it was, instead, meant to provide an initial data set for the district to use in determining what the elements of a comprehensive assessment map would need to be.

During its January 13, 2015 meeting, the Administrative Council reviewed both the Math/ELA map and a portion of the Lincoln School assessment data set. Once again, there was significant enthusiasm for this work, reflected in the conversation held after participants responded in writing to a set of queries (attached). Commentary made it clear that a map would need to be robust, detailed, comprehensive, and flexible. The importance of good design was emphasized. To be useful to administrators, the visual representation of the data must be appealing and manageable. The task here is, therefore, to create templates that allow users to pull only the information about assessments that they want to see at any given time and to represent that information in accessible ways.

In terms of DDMs, many educators have already implemented the first of their assessments. In addition, the Curriculum Leadership Team is currently reviewing the entire list of 2014-2015 DDMs. That review includes confirming the DDMs in each curriculum area, updating the files related to each DDM on the district's Google drive, and clarifying where the data pertaining to each DDM are currently housed.

The state does not require districts to submit student learning data from DDMs as part of the Educator Evaluation System. The district is required, however, to establish parameters for determining the level of student growth (low, moderate, or high) for each

DDM. Those levels of growth will be taken into account in the spring of 2016 when evaluators determine student impact ratings in educator evaluations.

Setting growth parameters for each DDM is a substantial task. The district will focus this spring on laying the foundation for a parameter-setting process that includes and is supportive of both educators and administrators. The actual work of determining growth parameters will take place in 2015-16.

Next steps

The Assistant Superintendent has compiled feedback from the 1/13/15 Admin Council meeting on the district's assessment map and will use that guidance to plan next steps in its development. The first step will be to complete information gathering regarding the district's current assessment practices.

Once the district has sufficient information regarding the assessments in place, the work will transition to analysis. Goals for this phase include identifying those assessments that provide truly valuable information, those that may be safely eliminated from the assessment program, and those that need revision in order to justify their continued presence in the program.

Gr	Sub	DDM	Assessment	September	October	November	December	January	February	March	April	May	June
PreK	ELA	DDM	Social/Emotional Scale DECA	Social/Emotional Scale DECA Baseline								Social/Emotional Scale DECA Benchmark	
PreK	Math	DDM	Numeracy Skills District developed										
K	ELA	DDM	DIBELS	DIBELS LNF, FSF Baseline				DIBELS FSF, PSF, NWF Benchmark					DIBELS LNF, PSF, NWF Benchmark
K	ELA		Word Reading		Word Reading Baseline							Word Reading Benchmark	
K	ELA		Reading F&P									F & P	
K	ELA		Writing Common Assessment					Writing Baseline				Writing Benchmark	
K	Math	DDM	Counting & Card. Kathy Richardson		Counting Baseline			Counting (only if benchmark not reached)		Counting (if benchmark not reached)			Counting (if benchmark not reached)
1	ELA		DIBELS PSF, NWF, ORF	DIBELS PSF, NWF				DIBELS ORF					DIBELS NWF, ORF
1	ELA	DDM	Reading F&P		F&P Baseline							F&P Benchmark	
1	ELA		Writing Common Assessment	Writing Baseline								Writing Benchmark	
1	ELA		Spelling* <small>*dif on both campuses</small>	Spelling Baseline									Spelling Benchmark
1	Math		Open Response Questions	Baseline #1 <i>Ten Toys</i>	Instructional #1 <i>Apples, Apples</i>	Progress #1 <i>Pennies in My Pocket</i>	Baseline #2 <i>How Many Steps?</i>			Instructional #2 <i>Many Crayons</i>		Progress #2 <i>Counting Books</i>	
1	Math	DDM	Number Comb. Kathy Richardson			Number Comb. Baseline				Number Comb. Benchmark			
1	Math		Everyday Math End of Unit <small>(9 units; data not coll.)</small>	Ongoing after every unit									
2	ELA		DIBELS ORF	DIBELS ORF				DIBELS ORF					
2	ELA	DDM	Reading F&P		F&P Baseline							F&P Benchmark	
2	ELA		Writing Common Assessment	Writing Baseline								Writing Benchmark	
2	ELA		Spelling* <small>*dif on both campuses</small>	Spelling Baseline								Spelling Benchmark	
2	Math		Open Response Questions	Baseline #1 <i>The Lunchroom</i>	Instructional #1 <i>Penguin Heights</i>	Progress #1 <i>Recess</i>	Baseline #2 <i>Birthday Money</i>			Instructional #2 <i>Stuffed Animals</i>		Progress #2 <i>Hundred Stories</i>	
2	Math	DDM	Grouping of 10s	Grouping of 10s Baseline					Grouping of 10s Benchmark				
2	Math		Everyday Math End of Unit (11)	Ongoing after every unit									

Gr	Sub	DDM	Assessment	September	October	November	December	January	February	March	April	May	June
3	ELA	DDM	<u>Reading F&P</u>			<u>F&P Baseline</u>						<u>F&P Benchmark</u>	
3	ELA		Writing Common Assessment	Writing Baseline								Writing Benchmark	
3	ELA		Spelling	Spelling Baseline								Spelling Benchmark	
3	ELA		MCAS							MCAS			
3	Math		STAR	STAR				STAR				STAR	
3	Math		Open Response Questions	Baseline #1 <i>Peter's Parade Day</i>		Instructional #1 <i>At the Farm</i>	Progress #1 D <i>At the Corner Store</i>	Baseline #2 <i>Country Music Concert</i>		Instructional #2 <i>Baxter's Yard</i>		Progress #2 <i>Elizabeth's Cookies</i>	
3	Math	DDM	<u>Multiplication District-developed</u> <small>(student interview)</small>		<u>Multiplication Baseline</u>			<u>Multiplication Benchmark</u>					
3	Math		Everyday Math End of Unit (11)	Ongoing after every unit									
4	ELA	DDM	<u>Reading F&P</u>			<u>F&P Baseline</u>						<u>F&P Benchmark</u>	
4	ELA		Writing Common Assessment	Writing Baseline								Writing Benchmark	
4	ELA		MCAS							MCAS SGP			
4	Math		STAR	STAR				STAR				STAR	
4	Math		Open Response Questions	Instructional #1 <i>Triangles</i>	Progress #1* <i>Jason's Shapes</i>	Instructional #2 <i>All Those Chairs</i>		Progress #2* <i>On A Trip</i>		Instructional #3 <i>Chet's Rectangles</i>			Progress #3* <i>Mrs. A's Floor</i>
4	Math	DDM	MCAS									MCAS SGP	
4	Math		Everyday Math End of Unit (11)	Ongoing after every unit									
5	ELA	DDM	<u>Reading F&P</u>			<u>F&P Baseline</u>						<u>F&P Benchmark</u>	
5	ELA		Writing Common Assessment	Writing Baseline								Writing Benchmark	
5	ELA		MCAS							MCAS SGP			
5	Math		STAR	STAR				STAR				STAR	
5	Math		Open Response Questions	Instructional #1 <i>Harrison's Cookies</i>	Progress #1* <i>Science Class Review</i>	Instructional #2 <i>How Many Cubes?</i>		Progress #2* <i>Cari's Aquarium</i>	Instructional #3 <i>Auditorium</i>			Progress #3* <i>Soup's On!</i>	
5	Math	DDM	MCAS									MCAS	
5	Math		End of Unit (9)	Ongoing after every unit									

Gr	Sub	DDM	Assessment	September	October	November	December	January	February	March	April	May	June
6	ELA		Writing	Writing Baseline									
6	ELA	DDM	MCAS							MCAS SGP			
6	ELA	DDM	Literary Analysis* <small>text discussion prep sheet? 6-8?</small>	Literary Analysis Baseline				Literary Analysis Benchmark					
6	Math		STAR	STAR				STAR				STAR	
6	Math		Open Response Questions					Instructional #1 <i>Lincoln's Line</i> Progress #1* <i>Red Sox Store</i>	Instructional #2 <i>Rectangle, Perimeter, and Dots Pattern</i>	Progress #2* <i>Tile Pattern</i> Instructional #3 <i>Kelsey's Rug</i>	Progress #3* <i>Areas and Volume of a Box</i>		
6	Math	DDM	Rate, Ratio, & Proportion <small>district-created</small>						Rate, Ratio, & Proportion Baseline	Rate, Ratio & Proportion Benchmark			
6	Math		End of Chapter (10)	Ongoing after every chapter									
7	ELA		Writing	Writing Baseline									
7	ELA	DDM	MCAS							MCAS SGP			
7	ELA	DDM	Literary Analysis	Literary Analysis Baseline				Literary Analysis Benchmark					
7	Math		STAR	STAR				STAR				STAR	
7	Math		Open Response Questions		Instructional #1 <i>Post Office Boxes</i>	Progress #1* <i>Sixty Cubes</i>	Instructional #2 <i>Mary's Reading</i>	Progress #2* <i>Gumdrops and Toothpicks (Bridges)</i>		Instructional #3 <i>Map Distances</i>	Progress #3* <i>Shadow Problem</i>		
7	Math	DDM	Proportional Reasoning				Proportional Reasoning Baseline	Proportional Reasoning Benchmark					
7	Math	DDM	MCAS									MCAS	
7	Math		End of Chapter (10)	Ongoing after every chapter									
8	ELA		Writing	Writing Baseline									
8	ELA	DDM	Literary Analysis	Literary Analysis Baseline				Literary Analysis Benchmark					
8	ELA	DDM	MCAS							MCAS SGP			
8	Math		STAR	STAR				STAR				STAR	
8	Math		Open Response Questions		Instructional #1 <i>Chocolate Covered Raisin Craving</i>	Progress #1* <i>Table Hopping</i>	Instructional #2 <i>TBD</i>	Progress #2* <i>TBD</i>		Progress #2 <i>Tetras and Guppies</i>	Progress #3* <i>Enlarging the Garden</i>		
8	Math	DDM	Transformational Geometry					Transformational Geometry Baseline	Transformational Geometry Benchmark				
8	Math		End of Chapter (12)	Ongoing after every chapter									
8	Math	DDM	MCAS									MCAS	

Assessment Tables, Lincoln School as of 1/16/15

Gr	Assessment	Subj.	Distr. Req?	Class room?	When given?	Form.?	Sum.?	Cmmn Assmt?	DDM?	Format? paper/pencil,	Data? Internal, shared	Assessment Admin: whole class/ individual/	Time to Administer?	Time to Score?	Prep Time, Scheduling and Packing
5	3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 hours	
5	3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes	
6	3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 hours	
6	3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes	
6	Contour Line	Art	Y		2 Classes	Y	Y		Y	paper/pencil, art materials?	district Use	whole class	3 Classes	5 Hours	
7	3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 Hours	
7	3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes	
7	5 Tones/Light	Art	Y		2 Terms	Y	Y		Y	paper/pencil/draw/paint	district use	whole class	15 weeks	12 Hours	
8	3-4 Unit Projects	Art		Y	3-4 weeks each		Y			art materials	Teacher use	whole class	2-3 weeks	5 Hours	
8	3-4 Gallery	Art		Y	2-3 times per unit	Y				conversation	Teacher use	whole class	1/4 period	5 Minutes	
5	Wordly Wise: Assessment	ELA		Y	Every two weeks		Y	Y		paper/pencil	N	whole class	30-40 minutes	1 hour	
5	Open Response	ELA		Y	Every two weeks	Y	Y			paper/pencil	N	whole class	At home	4 hours	
5	Fall Writing Prompt	ELA	Y	Y	Fall	Y				paper/pencil	Y	Individual	1 hour	3-4 hours	
5	ELA genre projects - biography, narrative non-fiction, expository, personal narrative, etc.	ELA		Y	4x per year	Y	Y			paper/pencil	N	whole class	a couple weeks	4+ hours	
5	Spring Writing Prompt	ELA	Y	Y	Spring		Y	Y		paper/pencil	Y	whole class	1 hour	2 hours	
5	Fountas & Pinnell	ELA	Y	Y	November/June	Y	Y	Y	Y	reading/oral	Y	Individual	10-15 hours	ongoing	
5	Wordly Wise: Part E	ELA		Y	Every two weeks		Y	Y		typed, paper/pencil	N	whole class	at home	2 hours	
6	Socratic Seminar	ELA		Y	Several times per year	Y	Y			oral	Internal and shared (report card)	whole class	1 class period	4 hours	
6	Vocabulary Quiz	ELA		Y	Weekly	Y				paper/pencil	Internal	whole Class	20 minutes	1 hour	
6	Vocabulary Test	ELA		Y	Once per trimester		Y			paper/pencil	internal and shared	whole class	one class period	1 hour	
7	Presentations	ELA		Y	Several times per year		Y			oral	Internal	whole class	2-3 class periods	2-3 class periods	
7	Debates	ELA		Y	Several times per year	Y				oral	Internal	whole class	2-3 class periods	2-3 class periods	
7	Vocab Test	ELA		Y	Monthly		Y			paper/pencil	internal	whole class	one class period	3 hours	
7	Grammar test	ELA		Y	Monthly		Y			paper/pencil	internal	whole class	one class period	20 min.	
8	Vocab quiz	ELA		Y	Monthly		Y			paper/pencil	internal	whole class	one class period	1-2 hours	
8	Reader response journal	ELA		Y	Weekly	Y				paper/pencil/online	internal	whole class	Done at home	1-2 hours	
6,7,8	Discussion Prep Sheet	ELA	Y		Fall and Spring		Y	Y	Y	paper/pencil	district	whole Class	one class period	3-4 hours	
6,7,8	Open Response	ELA		Y	Several times throughout the year	Y	Y			paper/pencil	Internal	whole Class	one class period	8-10 hours	
6,7,8	Essays	ELA		Y	end of unit	Y	Y			paper/pencil, online	Internal & shared	whole Class	It varies	12-15 hours	
6,7,8	Writing Prompt	ELA	Y		January	Y									
7, 8	Socratic Seminar	ELA		Y	Monthly	Y				oral	internal	whole class	2 class periods	2 hours	
1	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
1	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
1	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
1	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	

Assessment Tables, Lincoln School as of 1/16/15

Gr	Assessment	Subj.	Distr. Req?	Class room?	When given?	Form.?	Sum.?	Cmmn Assmt?	DDM?	Format? paper/pencil,	Data? Internal, shared	Assessment Admin: whole class/ individual/	Time to Administer?	Time to Score?	Prep Time, Scheduling and Packing
2	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
2	ACCESS	ELL	Y		January		Y			paper/pencil	district	individual			
2	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
2	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
3	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
3	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
3	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
3	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
4	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
4	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
4	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
4	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
5	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
5	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
5	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
5	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
6	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
6	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
6	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
6	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
7	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
7	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
7	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
7	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
8	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
8	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
8	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
8	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
K	Speaking Assessment	ELL	Y		fall and spring		Y		Y	oral/ recorded	district	individual	30 minutes	up to 45 minutes	20 minutes
K	ACCESS	ELL	Y		January		Y			paper/pencil	district	small group and individual	3-4 hours		6-8 hours
K	MODEL	ELL	Y		when necessary		Y			paper/pencil	district	individual	3 hours	40 minutes	
K	W-APT	ELL	Y		initial screening					paper/pencil	district	individual	up to 2.5 hours	40 minutes	
5	Check-ins, Spanish	Foreign Lang.		Y	throughout unit	Y				?	Teacher use/Dept	Individual	Several periods	2min/class	
5	Projects, Spanish	Foreign Lang.		Y	One time in unit		Y			computer-based, presentation or paper/pencil	Teacher use/Dept	whole class	2-3 periods	2 hours/class	
5	Skits/Plays/Improv, Spanish	Foreign Lang.		Y	One time in unit	Y	Y			oral, listening, paper/pencil	Teacher use/Dept	whole class	2-3 periods	2-3 periods/class	
5	Vocabulary quizzes, Spanish	Foreign Lang.		Y	2-3 times per unit	Y				paper/pencil/conversation/listening	Teacher use/Dept	whole class	1-or partial period	1-2 hours/class	

Assessment Tables, Lincoln School as of 1/16/15

Gr	Assessment	Subj.	Distr. Req?	Class room?	When given?	Form.?	Sum.?	Cmmn Assmt?	DDM?	Format? paper/pencil, computer-based, presentation or paper/pencil option	Data? Internal, shared	Assessment Admin: whole class/ individual/	Time to Administer?	Time to Score?	Prep Time, Scheduling and Packing
5	Unit Exams, Spanish	Foreign Lang.		Y	At end of each unit		Y			paper/pencil/oral conversation/listening	Teacher use/Dept	whole class	2-3 periods	5 hours /class	
6	Check-ins	Foreign Lang.		Y	throughout unit	Y				?	Teacher use/Dept	Individual	2-3 periods	2 min/class	
6	Projects	Foreign Lang.		Y	One time in unit	Y				computer-based, presentation or paper/pencil	Teacher use/Dept	whole class	2-3 periods	2 hours/class	
6	On line learning	Foreign Lang.		Y	All year long	Y	Y			computer-based, paper/pencil option	Teacher use/Dept	whole class	1 period	1 hour including conferencing with student	
6	Skits/Plays	Foreign Lang.		Y	One time in unit	Y				oral, listening, paper/pencil	Teacher use/Dept	whole class	2-3 periods	2 hours/class	
6	District Writing Prompt	Foreign Lang.	Y		Twice a year	Y	Y	Y	Y	paper/pencil	Teacher use/Dept	whole class	1 period	5 hours/class	
6	Vocabulary quizzes	Foreign Lang.		Y	2-3 times per unit	Y				paper/pencil/conversation/listening	Teacher use/Dept	whole class	1 or partial period	1-2 hours/class	
6	Unit Exams	Foreign Lang.	Y		End of Unit		Y	Spa ca be		paper/pencil/oral conversation/listening	Teacher use/Dept	whole class	2-3 periods	5 hours/class	
6	Journals	Foreign Lang.		Y	All year long	Y				paper/pencil/type	Teacher use/Dept	whole class	hw/partial period	1-2 hours	
6	District Oral Prompt	Foreign Lang.	Y		Twice a year	Y	Y	Y	Y	oral, recorded	Teacher use/Dept	whole class	2-3 periods	5 hours/class	
7	Check-ins	Foreign Lang.		Y	throughout unit	Y				?	Teacher use/Dept	Individual	2-3 periods	2 min/class	
7	Projects	Foreign Lang.		Y	One time in unit	Y				computer-based, presentation or paper/pencil	Teacher use/Dept	whole class	2-3 periods	2 hours/class	
7	On line learning	Foreign Lang.		Y	All year long	Y	Y			computer-based, paper/pencil option	Teacher use/Dept	whole class	1 period	1 hour including conferencing with student	
7	National Exam	Foreign Lang.		Y	1 a year	Y				computer/Paper	Department	whole class	2 periods	0 hours	
7	Skits/Plays/Improv	Foreign Lang.		Y	One time in unit	Y				oral, listening, paper/pencil	Teacher use/Dept	whole class	2-3 periods	2 hours/class	
7	District Writing Prompt	Foreign Lang.	Y		Twice a year	Y	Y	Y	Y	paper/pencil	Teacher use/Dept	whole class	1 period	5 hours/class	
7	Vocabulary quizzes	Foreign Lang.		Y	2-3 times per unit	Y				paper/pencil/conversation/listening	Teacher use/Dept	whole class	1 or partial period	1-2 hours/class	
7	Unit Exams	Foreign Lang.	Y		End of Unit		Y	Spa ca be		paper/pencil/oral conversation/listening	Teacher use/Dept	whole class	2-3 periods	5 hours/class	
7	Journals	Foreign Lang.		Y	All year long	Y				paper/pencil/type	Teacher use/Dept	whole class	hw/partial period	1-2 hours	
7	District Oral Prompt	Foreign Lang.	Y		Twice a year	Y	Y	Y	Y	oral, recorded	Teacher use/Dept	Individual	2-3 periods	5 hours/class	
8	Check-ins	Foreign Lang.		Y	throughout unit	Y				?	Teacher use/Dept	Individual	2-3 periods	2 min/class	
8	Projects	Foreign Lang.		Y	One time in unit	Y				computer-based, presentation or paper/pencil	Teacher use/Dept	whole class	2-3 periods	2 hours/class	

Assessment Tables, Lincoln School as of 1/16/15

Gr	Assessment	Subj.	Distr. Req?	Class room?	When given?	Form.?	Sum.?	Cmmn Assmt?	DDM?	Format? paper/pencil, computer-based, presentation or paper/pencil	Data? Internal, shared	Assessment Admin: whole class/ individual/	Time to Administer?	Time to Score?	Prep Time, Scheduling and Packing
8	National Exam	Foreign Lang.		Y	Once per year	Y				computer-based, presentation or paper/pencil	Teacher use/Dept	whole class	2 periods	0 hours	
8	On line learning	Foreign Lang.		Y	All year long	Y	Y			computer-based, paper/pencil option	Teacher use/Dept	whole class	1 period	1 hour including conferencing with student	
8	Skits/Plays/Improv	Foreign Lang.		Y	One time in unit	Y				oral, listening, paper/pencil	Teacher use/Dept	whole class	2-3 periods	2 hours/class	
8	District Writing Prompt	Foreign Lang.	Y		Twice a year	Y	Y	Y	Y	paper/pencil	Teacher use/Dept	whole class	1 period	5 hours/class	
8	L/S Placement	Foreign Lang.	Y		Once per year		Y			paper/pencil	Teacher use/Dept/high school	whole class	3 periods	0 hours	
8	Vocabulary quizzes	Foreign Lang.		Y	2-3 times per unit	Y				paper/pencil/conversation/listening	Teacher use/Dept	whole class	1 or partial period	1-2 hours/class	
8	Unit Exams	Foreign Lang.	Y		End of Unit		Y	Spa ca be		paper/pencil/oral conversation/listening	Teacher use/Dept	whole class	2-3 periods	5 hours/class	
8	Journals	Foreign Lang.		Y	All year long	Y				paper/pencil/type	Teacher use/Dept	whole class	hw/partial period	1-2 hours	
8	District Oral Prompt	Foreign Lang.	Y		Twice a year	Y	Y	Y	Y	oral, recorded	Teacher use/Dept	Individual	2-3 periods	5 hours/class	
2	Continent Research Project	Instr. Tech.	Y		Spring		Y		Y	project based	shared with evaluator	project based	3 technology classes	3 hours? 1 hour per class?	60 min?
3	Keyboarding - ergonomics	Instr. Tech.	Y		December		Y		Y	observation	shared with evaluator	individual	20 min per class		
3	technology content pre assessment	Instr. Tech.		Y	first class in year	Y				online	internal	whole class	20 min	5 min	
3	trimester content post assessment	Instr. Tech.		Y	last class in each trimester		Y			online	internal	whole class	10 min per trimester	5 min	
3	Internet Safety	Instr. Tech.	Y		Spring		Y	Y	Y	online	shared with evaluator	whole class	20 min per class	5 min	
3	Keyboarding - TTL student progress reports	Instr. Tech.		Y	during keyboarding instruction in first trimester	Y				online	shared with classroom teachers	whole class	happens during keyboarding instruction	10 min per class	
3	Keyboarding - Accuracy and WPM	Instr. Tech.	Y		December		Y		Student Learning Goal for evaluation	online	shared with evaluator	whole class	happens during keyboarding instruction	40 minutes	60 min?
4	Keyboarding - TTL student progress reports	Instr. Tech.		Y	Fall		Y			online	Shared with classroom teachers	whole class	happens during keyboarding instruction. Three 25-minute sessions per week for 6 weeks	5 minutes per class	
4	Creating Strong Passwords	Instr. Tech.	Y	Y	Fall		Y		Y	paper/pencil	Shared with classroom teachers	whole class	5 minutes	30 mins per class. 3 classes	

The district is in the process of creating a comprehensive map of its assessment practices.

What would the **purpose** of such a map be for you as an administrator?

How could the map help the educators you supervise?

What information would you want to see included on the map?
(Please be as specific as possible.)

What do we need to be careful about? What are possible tricky spots in the creation or use of such a map?

Strategic Plan 2014-2015 Update
1/14/15

C3: STAR Math Assessment

List of attachments:

Mid-year Update on STAR Math Assessment Program
STAR Math Letter to Parents, 9/26/14
STAR Math Feedback from PD Session, 9/24/14

Strategic Plan 2014-2015 Update
1/14/15

C3: STAR Math

This report provides information about the status of implementation of STAR Math assessments in the Lincoln Public Schools. The report provides context for the assessment itself, then focuses on the district's first assessment cycle with STAR, the second assessment cycle mid-year, and next steps.

Context

STAR Math assessments, produced by Renaissance Learning, are brief online measures of student growth and achievement. Lincoln Public Schools will administer STAR Math three times per year: at the beginning, middle, and end of the school year. Each of these administrations will take roughly thirty minutes for students to complete.

STAR Math is an adaptive assessment, meaning that the program adapts its level of challenge as a student progresses through the test. When a student answers a question in geometry correctly, for instance, the next question related to geometry will be slightly more difficult.

The STAR Math assessment was selected last year after a careful review process. Goals for its use include providing a standards-based, norm-referenced set of data regarding student growth and achievement in math.

First assessment cycle

Prior to the first assessment cycle in the fall, the district convened professional learning sessions on September 24, 2014. A trainer from Renaissance Learning met in the morning with Principals, Math Specialists, the Director of Technology, Instructional Technology Specialists, the Superintendent, and the Assistant Superintendent. In the afternoon, all of the above staff participated alongside teachers in Grades 3-8 to prepare for giving the STAR assessment.

Feedback (attached) from the September 24 professional learning sessions includes the following themes:

The highlight was...

the range of reports and what information they provide, dedicated time for training

I learned that...

the district sees STAR math data as one piece of information alongside many others that could inform instruction; the reports can help teachers differentiate instruction

It would have been better if...

could have taken the test ourselves during the session before diving into the presentation, look at data from an actual class, were given printed handouts/tip sheets

I hope to...

use the data to improve/differentiate my instruction, learn more about the assessment and how best to use it

LPS families were notified via a letter (attached) from the Assistant Superintendent of the upcoming STAR assessments on September 26, 2014.

All students in Grades 3-8 participated in the first implementation of the assessment in late September and early October 2014. Due to the excellent advance preparation, this implementation went smoothly, with very few technological problems reported.

Initial plans called for Math Specialist staff, in conjunction with the Assistant Superintendent and Principals, to review the STAR data and to begin guiding teachers on its use as an instructional guidepost. Early examination of the STAR data reports, however, led to a collective understanding that more time was necessary to understand the formatting of the reports, the meaning of the data in relation to the MA Frameworks, and the comparison of LPS student achievement with that of students nationwide.

Out of an abundance of caution, the district elected to wait until after the second assessment cycle before embarking on a detailed analysis of STAR data with teachers. That pause in the process allowed the district to identify its questions regarding data reports and analysis. A conference call with the STAR data team was held to clarify answers to those questions.

Second assessment cycle, mid-year

All students in Grades 3-8 are taking STAR assessments during the week of January 12-16, 2015. Once again, excellent preparation and communication among teachers, administrators, Math and ITS staff are resulting in a smooth implementation.

The district will use its professional learning time on Wednesday, February 11 to lead an examination of STAR data with staff in Grades 3-8. The decision to wait until this second assessment cycle has allowed teachers to keep stress levels low; it has also given us the opportunity to introduce STAR data in the context of both achievement and growth, as faculty will be comparing student scores from the first and second assessment cycles.

Goals for the February 11 session include identifying the growth that students have made in math since the fall assessment cycle; determining the level of “match” between the STAR assessment data and internal LPS data; clarifying the utility of STAR as a screener, and developing a shared understanding of how to use STAR data to improve instruction.

Next steps

Math Specialist staff and the Assistant Superintendent are currently refining the agenda for the February 11 session. A schedule of ongoing support for teachers in the use of STAR data is also being developed. Once the district has completed this second assessment cycle, which will include once again gathering feedback from teachers – the most important end users – about the quality and utility of the STAR data, plans will commence for the year-end assessment cycle.



Lincoln Public Schools

Patricia Kinsella
Assistant Superintendent

September 26, 2014

Hello Lincoln Families,

The district will begin implementing a new, online math assessment for students in grades 3-8 next week. I would like to share information with you about this assessment.

STAR Math assessments are brief online measures of student growth and achievement. In Lincoln, we will administer STAR Math three times per year: at the beginning, middle, and end of the school year. Each of these administrations will take roughly thirty minutes for students to complete.

STAR Math is an adaptive assessment, meaning that the program adapts its level of challenge as a student progresses through the test. When a student answers a question in geometry correctly, for instance, the next question related to geometry will be slightly more difficult.

As we do with all new learning tools, we will proceed with care when implementing STAR Math assessments. We will scrutinize the process and the results at every step of implementation, and we will view the information gained through STAR as one set of student learning data among many. Our expectation is that STAR Math will provide teachers with additional information to better meet the needs of students and will provide the district with information about math programming in general.

For more information on STAR Math and its adaptive features, please visit [Renaissance Learning](#). If you have questions about the district's implementation of this new resource, please feel free to call or email my office.

Best,

A handwritten signature in dark ink, appearing to read "Patricia Kinsella", with a long horizontal line extending to the right.

Patricia Kinsella

Feedback: STAR Math training 9/24/14

The highlight was..	I learned that...	It would have been better if...	I hope to...
1. Seeing specific topics each student needs to focus on. Will really help with differentiation in the classroom	STAR is <u>one</u> tool among many we will use to assess our students	I could have taken the test myself before diving into reports	Use the assessment to help students on a more individual level
2. Having a look into the assessment that all my students will take Having colleagues to help who had more training	The reports can help me differentiate and inform my instruction	The chairs and tables weren't so tiny It was a smaller group	Learn more about the assessment and use that data to inform my instruction
3. Hands on time and learning about how admins plan to use the info.	STAR math will be just one data point and could give us some pretty helpful info	We had time with a trainer after we had administered the test to students. Then we could have looked at our real student data	Learn more about other reports/features
4. Being able to look at the scores as they related to MCAS scoring categories	We can use this as a tool for intake. It will be consistent and hopefully a better way to place kids from year to year	We could have looked at data from an actual class	Be able to get a better idea of the skills of the kids who come to me from all corners of the world
5. Seeing the different forms I can access I like the one that broke it down into different domains Will be helpful when going through SST/IST process	This program adapts to the child. If they get it wrong, the next question on the domain is easier	We were told how this would be done for HMS 4 th & 5 th grade classes. Will we use iPADS or laptops?	Utilize the data that this assessment will give me
6. Talking with teachers about what they saw and how they might use it	People are going to need support as we learn this. I also learned that we need to be really clear about how/what to share w/parents	We had started with teachers taking the assessment	Find this really useful as we have more conversations
7. Having dedicated time for training	Some various reports available	The presenter were more engaging	Learn more w/authentic data

Feedback: STAR Math training 9/24/14

The highlight was..	I learned that...	It would have been better if...	I hope to...
8. Reinforcement of learning from morning session	There is some level of concern with the use of data associated with this implementation	Teachers had more access to the assessment – specific questions	See math instruction better targeted to individual math learning needs
9. Seeing a normed standardized assessment	Our teachers still have many questions. I saw a few different reports	The presenter was a littler stronger	Utilize this new tool to its fullest potential
10. The state standards report	There is a lot of pressure around this	I could have taken the test	Be able to use the reports to better serve my kids
11. Talking about the reports and how they might be useful in the classroom	There are many reports that we might use	There were printed tip sheets with steps for running the 3 reports and for printing student usernames & passwords	Be able to support teachers when they are using this
12. Seeing the variety of options for reports	This is not the <u>only</u> piece of data we should use to inform instruction	We could have spent more time sampling the assessment our students will have	Learn more from reports & glean information that truly informs my instruction. I want to ensure this can be used and not just become another set of data
13. I am not sure	I will be able to see how groups of students are progressing in a given topic	We could have see an actual class and its statistics	Be able to use the assessment to enhance my math instruction
14. Seeing colon-coded reports about students	This program seems less invasive than similar programs I've used in the past. Also, that it is something the district encourages as a tool and not the "be all, end all."	We could break some of the domain down more. For example, if a kid scores low on measurement, it would be nice to know if it was linear or metric or capacity, etc.	See this program be a benefit
15. ...feeling more confident about what experience my students will have when they take the assessment next week	This is certainly not an end-all, be-all measure. It's one piece of a much larger puzzle	We could also make plans on how to effectively differentiate since the need will continue to arise	Be using this data throughout the year prior to each lesson to be better prepared to work with each individual student where they are

Feedback: STAR Math training 9/24/14

The highlight was..	I learned that...	It would have been better if...	I hope to...
16. The fact that the district is embracing technology testing tools that are efficient and give solid data of student proficiency and growth	There are some features of the site that are more useful than others	We focused a little more on the math, and made people feel like the math behind the programs solid, therefore helping folks trust the data more	Use the data to inform me about the effectiveness of my instruction
17. That I will be able to use another data point to learn where my students are and meet their needs	I can create groups to differentiate their instruction by skills	The book report and the resources could have also been showed to the teachers	Be able to learn additional features throughout the year Guided Reading: using chapter books
18. The diagnostic & state performance reports	I can now have an assessment to compare to MCAS results	We knew what ?'s are asked for specific domains	Use this to continue differentiating I would be very interested in accelerated math if it connects to * math
19. The opportunity to break down scores by domain	The STAR assessment we are giving is intended as one more data point to help inform our assessment	I weren't losing 3 instructional blocks to administer this, but I understand that there is no way to make this happen	Be able to make use of the data that the tests generate. I hope also that the test "works" for our population
20. Accessing the site and looking at reports	This is another data point teachers can use to inform instruction	We could access the question bank to look at some of the 7,000 questions. Can we assume they are good, meaningful questions	Get useful data!
21. Having the strong support of admin (Becky and Patricia) and tech team	I was in the morning session, so I Learned a lot then	We had not had as much emphasis on the relation to MCAS – I think teachers showed some confusion, that this was an MCAS-related assessment	Learn more about the <u>resources</u> available to help teachers work with students
22. Learning it won't take a ton of time	I will be able to track student growth over the course of the school year. This will aid me in my differentiation efforts. I can specify instruction with topics and kids	I had time to discuss as a team our next steps	...fully understand the possibilities of this tool, which will, of course, require <u>more time</u>be able to work with my teammates and come up with blocks where we can differentiate

Feedback: STAR Math training 9/24/14

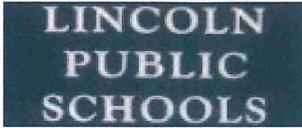
			among our classes
The highlight was..	I learned that...	It would have been better if...	I hope to...
23. Seeing the administrators all in the room as it was rolled out	<p>The teachers are really anxious about this endeavor</p> <p>The data needs to be looked at through many lenses</p>	<p>There were handouts to accompany</p> <p>Teachers had a bit more background knowledge about why we're doing</p>	Find useful ways to use/interpret the data
24. Seeing how easy it was to quickly generate reports and get information about students. It was also helpful to see that each domain was broken down for more specific info	The district is open to looking at this as a trail year-expecting many questions and ups and downs. I found the questions around sharing info with parents helpful	We were able to look at actual data of students we have had or have to see how this data relates to what we see in the classroom. We were able to use it before sitting down	Be able to use this to differentiate instruction and to get a better understanding of students coming from other states were EDM is not used
25. The diagnostic is great Standards alignment too	<p>This won't be in my eval. Unless I want it to be</p> <p>5 domains are not sequenced with my curric. Map.</p> <p>It is adaptive</p> <p>Kids have 3 minutes</p>	There'd been more movement	See how useful it turns out to be. Many grade level teams pre-assess units...that's so useful...how will this mix in? When will I really use it in real time?
26.	STAR is not grade based, but adjusts questions according to student responses	We could see a breakdown of what aspect of a concept a student doesn't understand e.g. fractions	See whether or not the STAR data is consistent with my understanding of the student's understanding of math
27. Being able to have time to look through and formulate questions/concerns and discuss our observations Being able to think initially about questions we have	This could be a useful tool with other district/state measures to check skills	We could have been in a more comfortable set of chairs	Gain more training and work with the team as we implement and pilot this assessment

Feedback: STAR Math training 9/24/14

The highlight was..	I learned that...	It would have been better if...	I hope to...
28. Hearing how the district intends to use STAR math	We will be able to use this as a tool to help better address our students needs	We were able to see all three reports and then discuss potential uses and questions at that point (having the big picture)	Utilize the state standards report as another piece of information as I think about student mastery.
29. The opportunity to explore the assessment protocol and reports in a dedicated time (as opposed to a faculty mtg) The chance to explore the reports in a little bit of depth to understand how this will benefit us as teachers	This assessment will be used as a formative assessment: to inform instruction but <u>also</u> to provide data that will be used for district growth/data and reporting out to school committee	There had been some proficient/(blue) students. For some reason that threw me off-guess I'm really visual Thank you	Be able to find the time to analyze this data enough to help me differentiate
30. We have a tool that automatically links information to student standards & can inform our instruction	I can pull up 3 different reports to compare my students performance to MCAS data	It will be better when... We know how all of this will support a range of students what materials and structures will assist teacher to meet needs given the restructuring of our math curriculum	Be able to use this data in a way to drive my instruction proactively to meet student needs
31. Seeing that this data is immediately available and that I can immediately use it to adjust my work with students	It can be a valuable predictor of how students will do on MCAS when combined with other data	We all could have taken the test and had more hands on experience and a bigger pool of data to look at results from	Be able to adjust my teaching to meet the needs of my students with this database
32. Looking at instructional report groupings	I will get great data but I will need to figure out how to blend it with lots of other data	You had walked through the "Instructional Report Groupings" Report I peeked at it bet it was very useful at a glance	I hope to..It can be optional Received training organized by LPS on how to <u>manage</u> , plan and then classroom <u>manage</u> all this data. There are people who do it well and we should not re inventing the wheel

Feedback: STAR Math training 9/24/14

The highlight was..	I learned that...	It would have been better if...	I hope to...
33. Learn more about STAR math and how to generate and interpret data. I also think there should be more training needed to interpret the data for parents	I can generate reports to re-teach my students	We had more time to work with real data, versus training site	Use the results of these reports and tests for better instructions
34. To learn about the 3 reports	<ul style="list-style-type: none"> This will give me a better overview of where my students fall in each domain strengths/areas of improvement 	<ul style="list-style-type: none"> We could have taken a sample test to better explain the criteria/format of the assessment 	<ul style="list-style-type: none"> Use groupings to support both remedial and enrichment learning
35. Hearing administration say that this assessment is only 1 data point and that the district will continue to assess the assessment and that if it doesn't meet our needs it'll be dropped	There are 3 different reports I can look at the big picture- screening diagnostic state standards	We could have spent more time at the beginning looking at test items – I couldn't see the questions clearly	Learn which other assessments will be dropped



Becky McFall <bmcfall@lincnet.org>

RE: MIDAS application

1 message

Michael J Ward <Michael.Ward@umb.edu>
To: Becky McFall <bmcfall@lincnet.org>

Sat, Jan 3, 2015 at 1:20 PM

Thank you for your application to the Massachusetts In-district Data Analysis Support (MIDAS). This email confirms receipt of your application. We may be contacting districts for a follow-up interview or further information. Our goal is to announce the selected districts on or around January 23. Please let us know if you have any questions in the meantime.

Thank you again for your interest in this program.

Regards,
Mike

Michael Ward

Director of Municipal Services

Edward J. Collins, Jr. Center for Public Management

[John W. McCormack Graduate School of Policy and Global Studies](#)

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D1: Provide professional development opportunities to refine the differentiation of curriculum and instruction to effectively teach the full range of learners

Status: Progressing

Activities	Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Educators will analyze student work to identify targeted needs for students at all levels.</p> <p>Educators use analysis of student work to plan instruction.</p> <p>Educators will continue using standards-based assessment approaches to determine student needs and progress.</p> <p>Educators will use DDMs, STAR, Fountas & Pinnell Benchmark Assessment, AMC Kathy Richardson Assessment and other classroom-based assessment measures to assess their students' skill and to develop new approaches for differentiated instruction.</p>	<p>Principals and curriculum leaders will use protocols to lead data meetings and analysis of student work.</p> <p>Literacy and math specialists provide coaching to assist faculty in the analysis of student work to identify targeted needs and approaches to instruction.</p> <p>Provide professional development for using the district plan for DDMs and other assessment tools as a basis for differentiation.</p> <p>Educators will collaborate to determine student needs, develop targeted differentiation approaches, and share results with team members.</p>	<p>Changes in educators' teaching strategies as observed by supervisors and documented in self-reflection</p> <p>Delivery of instruction is differentiated based on data from assessments.</p> <p>Analysis of student growth for "high needs" populations as presented in Annual Report on sub-group performance in November of each year</p> <p>A district set of examples of differentiation strategies connected to DDM results and targeted to student needs</p>	<p>2014 - 2015 School Year</p> <p>Annual Report on MCAS Results October 2014 and October 2015</p> <p>Annual Report on sub-group performance November 2014 and November 2015</p>	<p>Literacy Data Wall meetings occur with regularity at the K-5 level. This information is used in the fall and winter to identify students in need of intervention services and to adjust classroom instruction to meet the needs of groups of students and individuals.</p> <p>HMS math department is focused on continued work of differentiating instruction based on formative assessment data. See update for HMS</p> <p>Subgroup Growth and Performance Report presented to School Committee on November 20, 2014</p> <p>Submitted proposal for MIDAS grant that will</p>	<p>Continue to work towards developing data analysis and response processes to use district assessments to differentiate instruction for students, especially in mathematics.</p> <p>Continue to work with principals and curriculum leaders on the use of protocols to lead data meetings.</p>

				<p>provide support in developing data systems and processes to make more data informed decisions.</p> <p>Implementation of Dream Box to provide adaptive math support.</p>	
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Mid-Year Strategic Priority Report, January 2015

Lincoln Public Schools

D2: Monitor the progress of students identified with “high needs” and adjust instruction to narrow achievement gaps

Status: On Target/Progressing

Activities	Skills and Approaches	Outputs and Measures	Timeframe	Work to Date	Work to Come
<p>Study the model of service delivery for special education students on the Hanscom campus.</p>	<p>Track staffing patterns and trends.</p> <p>Track student needs and the ability to meet these needs within the current model.</p>	<p>Report of findings regarding student needs, staffing, and service delivery</p> <p>Make recommendations for program and staffing changes if warranted by findings.</p> <p>Report to School Committee late April or early May</p>	<p>November 2014 - April 2015</p>	<p>A formal program review of the Hanscom special education program is underway. Walker Partnerships is carrying out a review to evaluate the programming and services at the Hanscom schools. This work includes document review, interviews and observations.</p>	<p>Develop action plan based upon program review findings.</p> <p>Presentation of program review findings and action plan to School Committee in April or May.</p>
<p>Monitor the progress of students who achieved Warning (W) or Needs Improvement (NI) on the 2014 MCAS in mathematics in grades 3-8.</p> <p>Monitor the progress of students in “high needs” subgroups using MCAS, STAR, Fountas & Pinnell Benchmark Assessment, and AMC Kathy Richardson Assessment.</p>	<p>Use the STAR assessment along with other classroom-based assessments to monitor the progress of grade 3 - 8 students in mathematics during this school year.</p> <p>Develop district based systems for tracking student achievement and progress in math and ELA by grade spans.</p>	<p>Report on achievement and progress of students who achieved W or NI on 2014 MCAS in mathematics. Provide data by “high needs” subgroup if appropriate.</p> <p>Report summary of data gathered on district based assessments.</p>	<p>2014 - 2015 School Year</p> <p>Annual Report on MCAS Results October 2014 and October 2015</p> <p>Annual Report on subgroup performance November 2014 and November 2015</p>	<p>Subgroup Growth and Performance Report presented to School Committee November 20, 2014</p> <p>See D1</p>	<p>See D1 and analyze and report data based upon High Needs and race</p>



Walker Partnerships

A division of Walker
917 Belmont Street
Watertown, Ma. 02472
781-292-2178

Walker Partnerships mission is to assist school districts, educational collaboratives, charter schools, community-based human service agencies in building their capacity to serve students with special needs.

Proposal: The Administrator of Student Services has requested Walker Partnerships to submit a proposal to evaluate the special education programming/services at the Hanscom Primary and Hanscom Middle schools. The administration is seeking a current status report on special education services at the two schools and recommendations on program/service enhancements, program development, and professional development needs of all staff in dealing with the special education needs of the students. In addition the administration wants the feedback on the utilization of special education personnel within the two schools, analysis of the role of the special education tutors, out of district trends, what are the driving forces regarding moving the district into more internal special education program development, trend lines in the various disability categories and the transition process from preschool to the primary school to the middle school. This evaluation will also review the current instructional models/practices that are in place.

Date: December 22, 2014

Scope of Service: Walker partnerships will conduct the follow activities as part of this evaluation:

- Document review of all pertinent documents from special education such as program and service descriptions, role/responsibility descriptions., census by disability category, Budget for FY 14 and FY 15, out of district placements, professional development offerings to all school based staff related to special education, the status of Tiered System of Instruction Assistance model, Positive Behavioral Intervention Supports, co-teaching model of instruction, in-classroom support model of instructional and behavioral support and a sample of 20 IEP from various grade levels and disability categories. This activity will require four hours.
- Observation of various classrooms across the two schools. The Administrator and principals will determine which specific classes, services should be observed.

Approximately 15 to 18 classrooms can be observed in one day. Six hours will be required for this activity.

- One on one and focus group interviews will be conducted with a cross section of school based personnel. Administrators, special and general education teachers, related service providers, tutors, other designated school personnel and parents. A day and a half will be required for this activity.
- Report development and follow up communication. The written report will consist of seven parts:
 1. An Introduction consisting of the purpose for this evaluation and the bio of the evaluator.
 2. Methodology section outlining the content of activities to complete evaluation.
 3. Commendation section addressing areas that the district is doing well in and areas of recognition that are unique to the schools.
 4. A section that addresses Factors that Affect the Implementation of Program and Services. This section identifies factors that are unique to the schools, influences that these factors have on the district's ability to deliver special education programming and services.
 5. A section that identifies Findings that are issues that need to be address by the district to enhance and improve the delivery of special education services.
 6. The Recommendation sections which is based on the Findings. Each Recommendation includes a full explanation of why the recommendation has been made.
 7. A Summary section.Forty hours will for this activity.
- Travel time and expense. Two hours required for this activity.
- It is anticipated that on-site work will be completed in January 2015. With a draft report provided to the Administrator by the end of February, 2015.

Cost for Evaluation:

- Document Review: 4 hours @ \$165.00 per hour = \$ 660.00
- Observation of specific classrooms and services, 6.5 hours @ \$165.00 per hour = \$1,072.00
- One on one and focus group interviews, 9.5 hours @ \$165.00 per hour = \$1,567.00.

- Written report development, follow up communications, 40 hours @ \$165.00 per hour = \$6,600.00
- Travel time and expenses, 2 hours @ \$165.00 per hours = \$ 330.00
- School Committee presentation or to Administrative Team, \$300.00

Total estimated cost for this district-wide program evaluation: \$10,529.00

Conducting the Service: James B. Earley, Ed. D., Managing Director of Walker Partnerships will conduct this evaluation. Dr. Earley has over forty years of special education experience in a variety of roles as a teacher, teaching principal, administrator of special education, superintendent of schools, university adjunct professor.

District Support: Appropriate space to conduct interviews, preferably in one location. The district will develop a schedule for observations and interviews based upon agreed dates.

Stipulation:

This proposal is an estimate of the time and cost to conduct this service. Any additional time or changes to this proposal will receive prior approval from the Administrator of Student Services.

Mid-Year Strategic Priority Report, January 2015

Lincoln Public Schools

Update on Additional Strategic Priorities not identified as highest priority

Status: On Target

Priorities	Work to Date	Work to Come
<p>A1, and A2 Continue to implement the new Educator Evaluation System and calibrate our practice</p>	<p>The educator evaluation system has been rolled out to 100% of faculty. Administrators are working with all faculty to carry out professional practice and student learning goals. They are providing written feedback based upon observations.</p> <p>The administrator team continues to calibrate its practice through joint observations with the superintendent and each other.</p> <p>The district continues to support teachers and administrators in the use of BaselineEdge through the creation of new on-demand training videos, training for new teachers, 18 drop-in help-sessions scheduled throughout the year, and phone and email support.</p>	<p>We are approaching mid-year formative evaluations for Non-Professional Teacher Status faculty.</p> <p>Continue to work together to refine our observational skills and how we apply the 5 Key Questions for Learning and the evaluation rubrics to our observations and feedback.</p>
<p>B3 Continue to refine our curriculum to meet new standards</p>	<p>Curriculum continues to be refined to meet the Common Core Standards, especially in mathematics</p> <p>The Library and Technology faculty have met twice this year to begin reviewing our instructional models as they relate to anticipated new state standards and student readiness for the PARCC assessment.</p>	<p>The Library and Technology faculty will continue this work through the Spring.</p>
<p>C1 Continue to identify ways to improve our data management systems</p>	<p>Developing data management tools</p> <p>Technology Department introduced a new protocol for creating STAR Math and other student accounts immediately upon students enrollment in the district.</p>	<p>Build pilot grade-level and district-level data dashboards in Spring 2015.</p> <p>Continue to develop expectations and systems based on identified high priority assessments</p>

	Created spreadsheet tool to collect Kathy Richardson data.	
C2 Continue to refine district Growth Measures (DDMs)	The DDMs continue to be refined and piloted (see actions under C1 and C3)	Develop data management systems and impact ratings
D3 Continue to refine our implementation of Goal Focused Intervention Plans	GFIPs continue to be carried out according to current practice.	
Strategic Objective D: Responding to Student Needs	<p>Professional development was provided to special educators and general educators on responding to students who have experienced trauma.</p> <p>Ongoing consultation from a child psychiatrist is provided to student services teams to evaluate the needs of individual students and to implement interventions and supports.</p>	