



Rebecca E. McFall, Ed.D.
Superintendent of Schools

Lincoln Public Schools
Ballfield Road
Lincoln, MA 01773
781-259-9409 • FAX: 781-259-9246
bmcfall@lincnet.org

Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2018 - 2019 for evaluation are aligned with the recommendations set forth in the Massachusetts Model System for Educator Evaluation, Part VI: Implementation Guide for Superintendent Evaluation. The identified goals are also aligned with the District Strategic Plan.

Student Learning Goal 1:

Support the development of administrator and faculty use of Collaborative Practices that focus on student learning.

Superintendent Evaluation Rubric: Indicators I-A-1, I-A-2, I-C-1, IV-A-1, IV-A-2, IV-A-3, IV-D-1, IV-E-1

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

Key Actions:

Guide and coach the principals and other administrators as they work with their faculty to develop collaborative teams. Collaborative teams focus on student learning by examining their professional practice and the work of their students using a Teaching to Learn cycle that includes a) setting clear learning targets and success criteria b) planning engaging instruction c) assessing learning, and d) responding to the needs of individual students. (See Strategic Priority Map A1 for action steps.)

In addition to the action steps outlined in Strategic Priority Map A1, the Principal's Meeting group will have a text-based focus using Leaders of Their Own Learning, by Ron Berger of Expeditionary Learning. And, the Administrative Council will participate in a series of Learning Walks together to continue our development of a shared understanding of what constitutes high quality instruction. A clear understanding of high quality, effective, engaging instruction is the foundation required to appropriately guide and support collaborative teams.

Outcome: Administrative Council develops an approach that ensures all collaborative practice teams are effective through more consistent support and accountability, and identifies ways for teams to incorporate FAR and FIRME, as well as document and share their learning more broadly.

Measures:

- Evidence provided by faculty demonstrating the work of their team including student results.

Evidence may include: curriculum units, common assessments, student data, student work samples.

Superintendent's Mid-year Update:

We are not on track with our established goals for this point in the year. Our plan for checking in with administrators during Administrative Council has not worked out to date. More pressing items with time sensitivity have necessitated the use of Administrative Council time. These items include; budget preparation, Key Yearly Measures analysis, report out on Farmington, CT visit and exploration of Vision of a Graduate models from across the country, attendance policy input, digging deeper into our Key Question for Learning – Meaningful Exchanges, Frontline training, and Institute Day planning and run through.

In addition, we have not created the documents intended to provide support to faculty and administrators and explicit guidance for focus on student learning outcomes. However, anecdotal information and my own direct observations indicate that our faculty are using their Collaborative Practices time well and are focusing either on student outcomes as a result of the strategies they are putting in place or developing common learning experiences and assessments for their students.

The Principal Group book study of Leaders of Their Own Learning by Ron Berger is going well. We are half way through the book and have had some very good conversations about the content. Jess Rose and I spent a day in Farmington, CT visiting a school and learning about their process of developing a Vision of a Graduate and putting the Vision to use at all levels of the district. We are beginning to launch our own work around Vision of a Graduate/Learner.

All Learning Walks have been carried out with different administrators participating in each walk. Each administrator has or will participate in multiple Learning Walks. As we have participated in this work together, we have refined our observation tools and refined our descriptions of expected actions and behaviors we would want to see from teachers and students. In addition, we have done some deeper exploration of Meaningful Exchanges with the entire Administrative Team as noted above.

Next Steps:

Place greater priority on using Administrative Council time to check in about the work being done by faculty during Collaborative Practice Wednesdays. Also, increase our focus on instruction and refining our definitions and expectations related to the Five Key Questions for Learning.

Professional Practice Goal 1:

Provide support and guidance to the Assistant Superintendent and Director of Technology as they carry out an assessment review process (Assessment Committees, Side Letter with LTA)

Superintendent Evaluation Rubric: Indicators I-C-1, I-C-2, I-E

Strategic Objective: Assessment and Data

Key Actions:

Support and coach the Assistant Superintendent and Director of Technology as they lead the Assessment Steering Committee and begin to carry out a review of our district assessments in order to make progress toward the goals outlined in the Assessment Committees side letter with the LTA.

Measures:

Progress towards meeting the goals set forth in the *Assessment Committees* side letter.

The Committee will study the assessments currently used in the Lincoln Public Schools to achieve the following goals:

- *Minimize time spent on testing while ensuring that high quality data is available to teachers and the district.*

- *Recommend a set of assessments that should be mandatory across the district and for which data will be collected at a district level.*
- *Create a framework for collecting, analyzing and using student data to inform instruction.*

Superintendent's Mid-year Update:

Jess Rose, Assistant Superintendent and Rob Ford, Director of Technology continue to work with the two LTA members appointed to the Steering Committee. I have met with Jess and Rob to consider ways to move this work forward based upon progress that is taking place in the district separate from this process. Work carried out by the math content specialists and the focus on literacy this year has moved the district further along the assessment continuum without following the sample process outlined in the side letter.

Consideration is being given to how to document and communicate clearly our assessment expectations and faculty choice points.

Professional Practice Goal 2:

Work with the Administrative Team and key faculty to review our course offerings, staffing, and scheduling across the district. (Specialist Scheduling, Side Letter with LTA)

Superintendent Evaluation Rubric: Standard II

Key Actions:

Work with administrators and faculty to carry out a needs assessment and begin to develop clear guidelines for specialist course offerings across the district.

Develop clear guidelines for FTE loads by specialist discipline in order to determine FTE needs by school and provide effective scheduling. And, use the guidelines to ensure that each specialist teacher is appropriately scheduled based upon their FTE.

Measures:

Progress towards carrying out the goals set forth in the *Specialist Scheduling* side letter.

Collection of data about specialist schedules and instructional needs in order to consider:

- *ensuring that the learning expectations for the students in specialist programs are being well-met,*
- *setting clear expectations for equitable programming and effective scheduling, and*
- *ensuring that no faculty with a specialist role are scheduled for more instructional time than their FTE assignment.*

Superintendent's Mid-year Update:

Jess Rose and I have begun work with the principals to create an overall vision/needs assessment for our scheduling process. We have created a broad outline of needs we would like our schedules to address and a process that will be efficient and effective in creating staffing plans for the district. While we were in Farmington, CT, the principal that we met with shared that they worked with the organization, District Management Group (DMG) located in Boston on developing master schedules that matched the vision they had created. Jess Rose, Rob Ford, and I had a conference call with DMG leadership to determine whether they might be a match for working with our district.

We have a proposal from DMG that we are considering and have scheduled a follow up conference call for next week. Our hope is that working with DMG will allow us to put comprehensive scheduling plans in place for the coming school year by providing expertise and expanding our capacity to do this work.

Next Steps: Follow up on proposal and move forward with scheduling work whether or not we work with DMG. At a minimum, we will develop a process for collaborative scheduling to ensure that all necessary voices and needs are heard in a timely manner.

District Improvement Goal 1:

Appropriately fulfill the necessary leadership role of the superintendent in order to successfully complete the 20% schematic design phase and initiate the design development phase of the Lincoln School building project.

Superintendent Evaluation Rubric: Standard I - Instructional Leadership Standard II -Management and Operations

Key Actions:

Carry out responsibilities of the superintendent as a member of the School Building Committee. Co-chair the Campus Coordinating Group with Town Administrator, Tim Higgins to ensure collaboration with the Community Center Planning and Preliminary Design Committee (PPDC).

Work with the Owner's Project Manager and Design Team to carry out educational vision and programmatic design requirements development.

Provide leadership and focus to the development of the educational vision and connection to the facility design.

Facilitate and coordinate the processes required to provide information from the schools to the Design Team and community.

Participate in the planning and presentation of community outreach events.

Measures:

The successful bonding of a recommended school design by the Town of Lincoln at a Special Town Meeting on December 1, 2018.

Superintendent's Mid-year Update:
Goal attained!

Next Steps: Design Development Phase

District Improvement Goal 2:

Begin to explore the possibility of developing a Vision/Profile of an LPS graduate and/or a vision for our Hanscom students who are with us for shorter time periods.

Superintendent Evaluation Rubric: Standard I - Instructional Leadership

Key Actions:

Gather documents from other districts to inform our thinking.

Visit the Farmington, CT Public Schools and collaborate with the administrators who have carried out this work in their district and schools.

Begin to explore the utility of developing a student Vision/Profile and draft a process for stakeholder input.

Measures:

Presentation of the information gathered, our evolution of thinking regarding whether or not to develop a Vision/Profile of an LPS graduate, and possible draft plans for engaging stakeholders and next steps.

Superintendent's Mid-year Update:

This goal is on track and has exceeded the intended measures.

Initially, I had some trepidation about this work and its utility for our district and therefore, set the outcome for this goal as exploration of whether or not to move forward with developing a district profile of vision of a learner. Our visit to Farmington, CT was strong validation of the positive impact such a vision can provide for teaching and learning across a district. In addition, our exploration of a wide variety of visions/profiles from districts and schools across the country helped us to consider the range of possibilities and utility of the vision/profile created.

Jess Rose and I decided to use this week's Institute Day as a launch of this work. Our full day workshop with grade 6-8 teachers and all specialist teachers and related service providers focused on considering how we each would define the purpose of school. We asked participants to take a look into the future and think about the skills, knowledge, and competencies our students will need as they move beyond their K-12 education. They read about the "Science of Learning" and examined data about many aspects of our society and the changing demographics. We also explored a wide variety of visions/profiles of graduates and learners and asked participants to develop their own prototype which were all shared amongst the group.

Overall, the feedback was extremely positive and faculty were excited about the opportunity to think about these questions and consider where we should be going in order to meet the future needs of our students. It was an excellent start to this work.

Next Steps:

Plan for workshops to gather input from our other stakeholder groups; families, students, PreK -5 faculty, community members, including Lincoln Sudbury Regional High School participants. We are setting an ambitious goal of completing our Profile of a Learner by around this time next year.