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### **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 End-of-Year Update:**

As reported at the May 9<sup>th</sup> School Committee meeting Strategic Priorities update, I was not able to carry out the action steps set forth at the beginning of the year related to further developing the use of Collaborative Practice work via coaching of administrators. While teachers continue to use this time to work on meaningful areas of focus, and develop curriculum and instructional approaches that benefit students, I was not able to allocate time at Principal and Administrative Council meetings to furthering Administrator skill and understanding of how to coach and support teams in the areas of the Teaching to Learn Cycle.

The Principal's Meeting group completed the reading of Leaders of Their Own Learning, by Ron Berger. Discussion of each of the chapters was energizing and helped us to develop our thinking about what constitutes high-quality instructional practices that should be utilized in all of our classrooms. We have agreed to use Leaders of Their Own Learning as a focus of our work with faculty in the 2019 – 2020 school year to establish a common understanding of high-quality instructional practices. Plans for our approach to this work are still developing but, we have agreed that we will focus on the content of Chapters 1 – 4, Learning Targets, Checking for Understanding during Daily Lessons, Using Data with Students, and Models, Critique, and Descriptive Feedback. We will continue our planning in the next few weeks and over the summer.

### **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 End-of-Year Update:**

Jess Rose and Rob Ford have worked with two LTA members to develop a shared philosophy statement related to assessment. Jess has worked closely with the literacy team through the focused professional development initiative that was kicked off this year. As a result of this work, the literacy team has adjusted our writing assessment approach and expectations. In addition, Jess has worked with the math specialists to finalize a district assessment plan for math in grades 1-5. During the Strategic Priorities report at the May 23, 2019 School Committee meeting, Jess will share this work with you.

**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 End-of-Year Update:**

We have been working with District Management Group on developing a schedule infrastructure and scheduling process this spring. Erich Ledebuhr, Sharon Hobbs, Sarah Collmer, Rob Ford, Jess Rose, and I have met with our consultants several times over the last few months. In addition, members of the team have collaborated with the consultants remotely at interim points in the process. The team met with DMG on Monday, 5/20 and will meet again tomorrow, 5/22 to come to agreement about a common schedule infrastructure that will be used in order to more effectively staff our buildings and share our human resources across buildings and the district.

We are moving forward although we are nervous about our ability to adequately communicate with faculty about scheduling changes prior to the end of this school year. We are planning to convene a team of faculty and administrators for additional work on scheduling this summer. We are striving to have a revised scheduling plan in place for the start of the 2019 – 2020 school year but are continuing to assess whether or not this is an overly ambitious goal.

**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 End-of-Year Update:**

Work on the Lincoln School building project continues into the Design Development phase. In addition to attending the bi-weekly School Building Committee meetings, most of my work is now taking place in smaller committee meetings and sessions with our school staff. I regularly attend meetings of the Site Committee and the Logistics Committee. We have had several sessions with members of our administrator team and the SMMA architect team to discuss floor plans, security planning, Furniture, Fixtures and Equipment selections processes, as well as, follow up with faculty regarding the specific needs of their program areas. Buck Creel, Michael Haines, and Rob Ford have been carrying very heavy work loads related to this project in addition to their extensive work to finish out the Hanscom Primary School project. This work will continue through the summer months and into the fall and construction phase of the project. We're getting there! I hope to be able to report out to the community about expectations for campus work that will take place in the next year before the end of the school year.

**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 End-of-Year Update:**

Since March, Jess and I have offered 5 community workshops to gather input from parents and community members related to the development of a Lincoln Public Schools Profile of a Learner. These sessions took place in Boston, and in the morning and evening on both the Lincoln and Hanscom campuses. Each session was unique and offered us different perspectives to consider when developing a draft Profile of a Learner. The slides used were tailored to match each of our audiences with the intent of gaining insight into outcomes for students we should be considering as a result of the unique attributes of our various school communities. All of the input is being tabulated in order to inform our next step of develop draft Profiles to bring back to our stakeholders for consideration.

In the fall, we will conduct a workshop for our K-5 faculty who have not been through the process yet. We will also offer another session for non-school related community members, perhaps at the Council on Aging.

This week EDCO is offering an opportunity to learn about Profile of a Graduate processes from Ken Kay o EdLeaders21 who is well known for his work in this area. I will attend along with Sarah Collmer, Rob Ford, and Tara Mitchell. In addition, Joe Sawyer, Shrewsbury Superintendent will share his experience having developed a district profile several years ago.

We are looking forward to continuing this work. So, I established this goal with a wondering about whether developing a Profile of a Learner would be useful for our district. Along this path, the determination was made that it would be very useful to articulate our intended outcomes for students and begin to build a system of teaching and learning that is aligned with the outcomes. What started with dipping our toes into the water has ended with a full dive into the pool.

#### **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.