



# LINCOLN PUBLIC SCHOOLS

## Annual Superintendent Evaluation Timeline

Month	Action	Tasks and Responsibilities
Early June	Establish District goals	The Administrative Council and School Committee collaborate to establish the District Goals.
Late June	Superintendent presents outline of Annual Plan for School Committee approval	Superintendent develops goals for the upcoming school year based on end of cycle evaluation and established District Goals.
September	Superintendent presents Annual Plan for School Committee final approval	The Superintendent works in collaboration with the School Committee to develop the Superintendent's Annual Plan.
Early January	Mid-cycle progress report on District Goals and the Superintendent's goals presented to the School Committee*	Superintendent prepares a mid-cycle report on progress toward attaining goals set forth in the Annual Plan.
Mid-January	Mid-cycle review**	School Committee Chair leads the mid-cycle goals review meeting.
February/March	Contract negotiation	Superintendent and School Committee collaboratively develop the Superintendent's contract.
Mid - May	End-cycle progress report on District Goals and performance on the Standards presented to the School Committee	Superintendent prepares an end of cycle report on progress toward attaining goals and performance on the Standards.
End of May	End of cycle review	Superintendent actively participates in the end of cycle evaluation meeting.  School Committee develops a Summative Evaluation Report and ensures that it contains accurate information and appropriately reflects the individual performance of the Superintendent.

\*In 2012 – 2013 mid-year goal reports will take place in February as indicated on the SC long-term agenda. Work plan timelines have been developed with this in mind.

\*\*2012 – 2013 Mid-Cycle Review will focus on the Superintendent's entry plan



# LINCOLN PUBLIC SCHOOLS

REBECCA MCFALL, ED.D.  
SUPERINTENDENT

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To: School Committee  
From: Rebecca McFall  
RE: Superintendent Goals 2012 – 2013  
Date: November 1, 2012

## Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's 2012 – 2013 Annual Plan 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 timelines have been adjusted to match the Lincoln Public Schools Superintendent Evaluation Timeline and the long-term agenda of the School Committee. Goals one through four are DESE recommended goals for new superintendents. Goal five was established with the Administrative Council. We have established three different goals that directly address student learning and growth. Each member of the Administrative Council is working on one of these three goals as a member of a team. The additional two Administrative Council student learning goals are provided at the end of this document.

## Superintendent's Goals

**Goal 1: Effective Entry and Direction Setting.** (District Improvement) By early spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

### *Key Actions*

1. In early September, present to the School Committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing district systems of support including financial management, human resources, and operations.
2. By the end of February, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By May, propose key strategies to improve student learning and other district systems of support.
4. By June/September, collaborate with School Committee to identify three to five student learning and district improvement goals.
5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

### ***Benchmarks***

1. Presentations completed on schedule (process).
2. Goals adopted (process).
3. Results of spring survey of key stakeholder groups demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent) (outcomes).

**Goal 2: Maintaining Momentum During the Transition.** (District Improvement) Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

### ***Key Actions***

1. By mid-November, complete with all principals and district administrators Steps 1 and 2 of the new Educator Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).
2. By end of February, complete Formative Evaluation conferences with each principal and the district administrators the Superintendent supervises.
3. By late spring, conduct at least three school and classroom visits to each school.
4. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

### ***Benchmarks***

1. Completed Educator Evaluation Plans (process).
2. Log demonstrating at least three visits per school (process).
3. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of principal and district administrator goals (outcome).

**Goal 3: New Superintendent Induction Program.** (Professional Practice) Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least *Proficient* ratings on each major assignment.

### ***Key Actions***

1. Attend eight daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.

### ***Benchmarks***

1. Calendar documents attendance and contact with coach (process).
2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

**Goal 4: Fair, Effective Classroom Teacher Evaluation.** (District Improvement) By June, principals' and district administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the *Proficient* level.

***Key Actions***

1. Monitor the frequency of principal visits to classrooms and review the quality of their feedback to teachers.
2. Devote time at leadership team meetings to observing teaching together and sharing conclusions about the level of practice observed.
3. During school visits, observe classrooms with the principal and share conclusions about the level of practice observed.

***Benchmark***

June administrator ratings of observations of classroom instruction are comparable (outcome).

**Goal 5: Implementation of Literacy Interventions for Accelerating Student Progress in Reading.** (Student Learning) 90% of students who are not on an IEP and 60% of students who are on an IEP in grades 4 and 5 identified for a Goal Focused Intervention Plan in ELA will make 5 - 6 levels of growth as measured by the Fountas and Pinnell literacy benchmark assessment between October and June. **Team:** Steve McKenna, Becky McFall, Mary Sterling

***Key Actions***

1. Assemble data on the target group of students; confirm accurate demographic information.
2. Become familiar with the intervention program –Leveled Literacy Intervention by reading background materials and attending at least two lessons.
3. Observe at least two sessions of testing using the Fountas & Pinnell Benchmark Assessment System.
4. Consult with literacy specialists who are providing GFIPs to target group to learn their strategies for progress monitoring.
5. Work with Data Manager to create template on local student database for GFIPs and process to produce reports on targeted students.
6. Review assessment measures for all target group students in early November, end of January, end of March, and end of May.
7. Develop analysis of results and contributing factors.

***Benchmarks***

1. Student data is complete and assessment measures are entered and dated.
2. Observations, consultations, and discussions are complete and documented.
3. Assessment measures in June for targeted group show gains since measures taken the previous June and October.

**The additional student learning goals established by the Administrative Council are:**

By June 2013, students in grades two and six will show a 20% increase over baseline (tbd) in their ability to support an argument with facts, reasons, evidence, and details in open response type writing in math. (This goal is still being refined) **Team:** Sharon Hobbs, Erich Ledebuhr, Beth Ludwig, Lateefah Franck, Ginny Flaherty, Karen Kanter

75% of the students who will enter kindergarten in September 2013 will perform in the “low risk” or “at grade level” benchmarks as demonstrated by the DIBELS word use fluency indicator that will be administered in June 2013. **Team:** Stephanie Powers and Lynn Fagan