



## Lincoln Public Schools

Mary L. Sterling, Ph.D.  
Assistant Superintendent of Schools

To: School Committee  
From: Mary Sterling  
Re: Report on Institute Day, January 22, 2013  
Date: January 30, 2013

This year we dedicated Institute Day to introducing our faculty to the new Massachusetts model for educator evaluation. This new supervision and evaluation system, which our school district is expected to use starting in September 2013, has been the focus of a district study group since last summer. Members of the study group – known as the PLC (Professional Learning Community) -- planned and carried out the program for Institute Day.

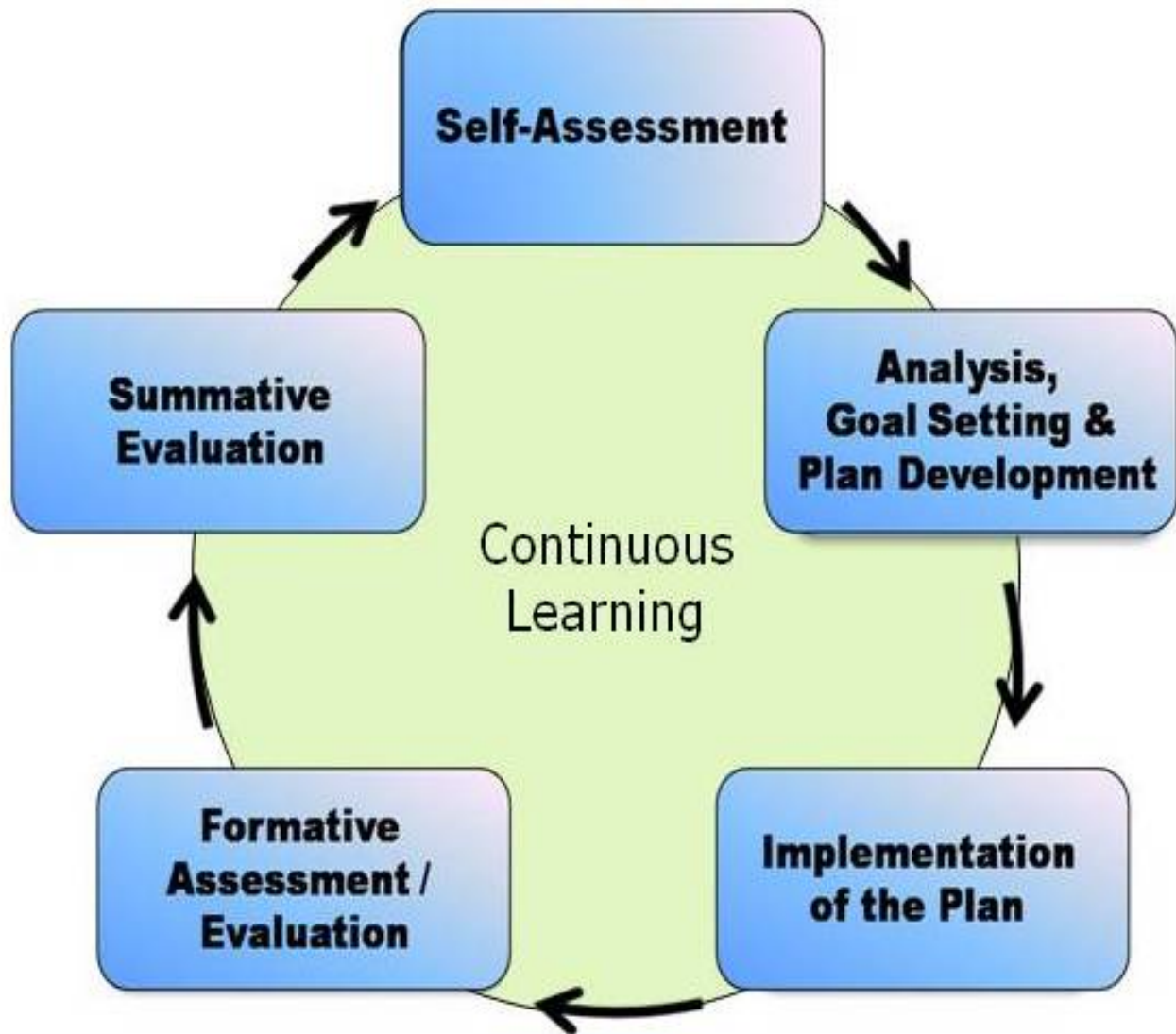
The day began with a photo collage of our Lincoln and Hanscom students, backed by music, on the large screen of the auditorium. Opening remarks were delivered by Superintendent Becky McFall. Dr. McFall's message underscored a key conviction about the new evaluation system: it can be a valuable vehicle to enhance teacher growth, foster professional collaboration, and focus on student learning. Dr. McFall gave an overview of the 5 Step Cycle of Evaluation (see graphic at the end of this report) and highlighted the active role that teachers can take in a collaborative process with administrators. Given the complexity of the new system, it will take some effort to learn how to manage it and still stay focused on the values it promotes. Dr. McFall included several short videos in her presentation which inspired us to keep our attention on what matters most: high quality instruction and high level learning in every classroom, every day.

Teams of PLC members offered three topic sessions during the morning and afternoon of Institute Day. One session gave teachers a chance to learn more about the 5 step cycle and delve into the first two steps: self-assessment and goal-setting. A second session focused on the role of observations and feedback in this evaluation system. Participants got a chance to put themselves in the role of observer by watching a classroom video clip, taking notes, and discussing the evidence gained about teaching and learning. A third session featured the Massachusetts teacher rubric: a structured set of standards and indicators for teaching and learning that defines what effective teachers should know and be able to do (see Rubric-at-a-glance at the end of this report.) Teachers became acquainted with the new rubric by comparing it to the current Lincoln standards and indicators and noting similarities and differences. The day closed with teachers meeting in faculty groups to reflect on what they had learned, raise questions, and complete a feedback survey.

The survey results (see chart at the end of this report) and informal comments throughout the district give evidence that our goal of introducing faculty to the new system was well met. Many teachers appreciated their colleagues' efforts to lead them in learning and felt it was a very good use of their time. Some of the narrative comments on the survey revealed a real interest in the possibility of this new evaluation system as a vehicle for collaboration and growth. Other comments and questions highlighted many concerns about how this new system could be managed by both teachers and administrators. Concerns include: "Time-consuming," "lots of paperwork," "managing evidence collection," "time for administrators to do frequent observations and feedback," "overwhelming," etc. Indeed, the complexity of the new system makes it daunting for districts to implement. In the remaining months of the year, administrators and teachers in the PLC will need to work on approaches to managing the demands of the system while retaining its value.

The superintendent and I hope you will join us in expressing gratitude to the teachers and administrators in the PLC for their hard work since the summer and for their fine leadership on Institute Day. They are: Monica Albuixech, Dayna Brown, Liz Clancy, Pam DiBiase, Becky Eston, Janice Fairchild, Ginny Flaherty, Terry Green, Sharon Hobbs, Karen Kanter, Colette Kuchel, Erich Ledebuhr, Donna Lubin, Beth Ludwig, Steve McKenna, Diane Mitton, Jessica Montague, Pate Pierson, Rachel Scheff, Blake Siskavich.

# 5 Step Evaluation Cycle



## Teacher Rubric-at-a-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p><b>A. Curriculum and Planning Indicator</b></p> <ol style="list-style-type: none"> <li>1. Subject Matter Knowledge</li> <li>2. Child and Adolescent Development</li> <li>3. Rigorous Standards-Based Unit Design</li> <li>4. Well-Structured Lessons</li> </ol>	<p><b>A. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>1. Quality of Effort and Work</li> <li>2. Student Engagement</li> <li>3. Meeting Diverse Needs</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>1. Parent/Family Engagement</li> </ol>	<p><b>A. Reflection Indicator</b></p> <ol style="list-style-type: none"> <li>1. Reflective Practice</li> <li>2. Goal Setting</li> </ol>
<p><b>B. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Variety of Assessment Methods</li> <li>2. Adjustments to Practice</li> </ol>	<p><b>B. Learning Environment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Safe Learning Environment</li> <li>2. Collaborative Learning Environment</li> <li>3. Student Motivation</li> </ol>	<p><b>B. Collaboration Indicator</b></p> <ol style="list-style-type: none"> <li>1. Learning Expectations</li> <li>2. Curriculum Support</li> </ol>	<p><b>B. Professional Growth Indicator</b></p> <ol style="list-style-type: none"> <li>1. Professional Learning and Growth</li> </ol>
<p><b>C. Analysis Indicator</b></p> <ol style="list-style-type: none"> <li>1. Analysis and Conclusions</li> <li>2. Sharing Conclusions With Colleagues</li> <li>3. Sharing Conclusions With Students</li> </ol>	<p><b>C. Cultural Proficiency Indicator</b></p> <ol style="list-style-type: none"> <li>1. Respects Differences</li> <li>2. Maintains Respectful Environment</li> </ol>	<p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>1. Two-Way Communication</li> <li>2. Culturally Proficient Communication</li> </ol>	<p><b>C. Collaboration Indicator</b></p> <ol style="list-style-type: none"> <li>1. Professional Collaboration</li> </ol>
	<p><b>D. Expectations Indicator</b></p> <ol style="list-style-type: none"> <li>1. Clear Expectations</li> <li>2. High Expectations</li> <li>3. Access to Knowledge</li> </ol>		<p><b>D. Decision-Making Indicator</b></p> <ol style="list-style-type: none"> <li>1. Decision-making</li> </ol>
			<p><b>E. Shared Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>1. Shared Responsibility</li> </ol>
			<p><b>F. Professional Responsibilities Indicator</b></p> <ol style="list-style-type: none"> <li>1. Judgment</li> <li>2. Reliability and Responsibility</li> </ol>

**Institute Day Feedback Survey Questions**  
**Summary of Results**

Today was an introduction to several key topics in the new  
Educator Evaluation System.

Please assess each “take-away” with your sense of current knowledge of each topic:

**Scale:**

- 4: I understand it really well
- 3: I have a beginning understanding
- 2: I have gaps in my understanding
- 1: I’m confused

5 Step Cycle:

Results: % of 3 + 4 ratings

- |   |     |
|---|-----|
| 1. 5 Step Cycle: an opportunity for growth            | 83% |
| 2. Step 1: Self Assessment: reflection and analysis   | 72% |
| 3. Step 2: Goal Setting: individual and/or team goals | 68% |

Observations:

- |   |     |
|---|-----|
| 4. Purposes and practices of observation                              | 86% |
| 5. Differences and similarities between current system and new system | 86% |

Rubrics:

- |  |     |
|--|-----|
| 6. Structure of the educator rubrics                     | 72% |
| 7. Practice in using rubric to plan and collect evidence | 53% |
| 8. How and where rubric is used in the 5 Step Cycle      | 60% |

Comments:

9. What seems especially positive and growth-promoting?

Comments emphasized values of self-direction, collaborative goal-setting with team, importance of administrators making more frequent visits to classrooms and giving feedback and coaching, focus on student learning, continuous growth process, etc.

10. What seems problematic? Gives rise to concern?

Comments raised concerns that the new system could be time-consuming, unmanageable for administrators, dependent on valid and extensive data collection by both teacher and administrator, overwhelming, etc.