

To: Dr. Becky McFall, Superintendent
School Committee Members
From: Jennifer Glass, School Committee Chair
Re: Formative Assessment, Superintendent's Performance
Date: March 1, 2013

It is the responsibility of the Lincoln School Committee to evaluate the performance of the superintendent, and as of September 2012, the Committee is using the Massachusetts Model System for Educator Evaluations for the purposes of evaluation.

The evaluation system uses a 5-step cycle: self-assessment; goal-setting and plan development; implementation; formative assessment; summative evaluation. In the fall, the School Committee and Dr. McFall collaborated to prioritize performance indicators, create goals and approve an annual plan. Dr. McFall has been implementing that plan, and has provided the Committee with information regarding her efforts. These reports have included:

- Annual Plan and Goals
- New Superintendent Entry Plan and Mid-year Report
- District Goals
- Mid-year self-assessment of progress towards goals

The above reports can be accessed on our website at www.lincnet.org/domain/7

We are now at step 4 in the cycle, formative assessment/evaluation. The formative assessment will be used to provide feedback to Dr. McFall, to discuss further supports that the School Committee could provide to the superintendent and to determine whether Dr. McFall's performance warrants a bonus or salary increase. The School Committee will then meet in executive session to prepare for contract negotiations with Dr. McFall, including specific discussions around compensation.

As stated above, the formative assessment is part of the new state-wide evaluation system for superintendents (and all educators in the district), and is intended to be part of the open communication that is necessary for a positive relationship between a superintendent and school committee. Any known issues that require remediation should be brought forward now so that there is time for them to be addressed, and so that when the summative evaluation is completed in May/June, there are no surprises. It is, of course, the expectation that all feedback be related to performance, and not personal or derogatory in nature.

In order to prepare for the discussion, the following materials are provided:

- Top 10 Performance Indicators Priorities (attached to this memo)
- Questions for Consideration (attached to this memo)
- Annual Superintendent Evaluation Timeline (this and the following are separate documents)
- Annual Superintendent Evaluation Plan
- Entry Plan
- Mid-year report on Entry Plan
- Superintendent Mid-year Self-assessment

Superintendent Performance Indicators:
Priorities Agreed Upon by Superintendent McFall and the School Committee
Lincoln Public Schools, 2012-13

Standard I: Instructional Leadership

I-B: Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-C: Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

I-D: Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-E: Data-Informed Decision Making: Uses multiple sources of evidence related to student learning--including state, district, and school assessment results and growth data--to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Standard II: Management and Operations

II-E: Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditure consistent with district- and school-level goals and available resources.

Standard III: Family and Community Engagement

III-B: Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school and in the community.

Standard IV: Professional Culture

IV-A: Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.

IV-E: Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

IV-F: Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

Questions for Consideration
Superintendent's Evaluation: Formative Assessment
March 7, 2013

1. What is the progress made towards the goals thus far?
2. Do any of the goals need to be refined for the 2nd part of the year?
3. Do you feel these goals and your entry plan have given you the information you need about the district? What else would be helpful?
4. Given the new evaluation system, and the importance of aligning the work of the district, what goal-setting process needs to be established to ensure strategic focus of our priorities?
5. What kinds of support do you need from the School Committee?



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

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



LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.
SUPERINTENDENT

To: Lincoln School Committee
From: Rebecca McFall, Ed.D.
Date: August 16, 2012
Re: Superintendent Entry Plan

In order to ensure a smooth transition, my entry process began in the spring of 2012. The purpose of the entry plan outlined in this document is to communicate the process being used to guide my developing understanding of the Lincoln Public Schools and the Lincoln, Hanscom, and METCO communities. In addition, the plan provides a road map for how information will be gathered to inform my understanding of the current state of the schools including strengths and successes as well as areas for growth and improvement. Synthesis and analysis of key findings from the entry plan process will be shared with the School Committee in late winter.

The goal of the entry plan is to gain understanding of:

- teaching and learning practices and outcomes
- Achievement Gaps that currently exist
- school and district culture and communication
- employee morale
- efficiency and effectiveness of practices and systems
- relationships between the schools and its families
- relationships between the Lincoln School District and the Town Boards and Departments

In addition, the entry process provides an opportunity to build strong, positive, open relationships with members of the communities served by the Lincoln Public Schools.

In order to achieve the goals of the entry plan, a wide array of community members will be interviewed either individually or in a group setting. Classroom observations will be used to gather information about instruction and student learning. Community forums and coffees will be held. Superintendent Office Hours will be established for brief, drop-in, appointments. On-going, regular meetings will take place with Central Office and school based Administrators. Regular meetings will be established with the School Committee Chair.

The following documents will be reviewed to inform my understanding of the Lincoln Public Schools:

- FY13 Budget
- 5 Point Plan for Narrowing Achievement Gaps
- METCO Plan and Report
- Collective Bargaining Contracts
- Policy Manual
- Hanscom Contract
- 2011 MCAS Report
- 2012 MCAS Results
- Parent and Student Handbook
- Evaluation Handbook

- Attendance and Discipline Records
- Personnel Policies and Practices
- Grants
- MA Evaluation Regulations
- Wellness Policy

Information gathered through the entry process will be assessed on the basis of alignment with the following Core Values:

- Excellence and Innovation in Teaching and Learning
- Respect for Every Individual
- Collaboration and Community

Interview Questions for School Based Community Members:

- What would you like me to know about your school?
- What would you like me to know about the district?
- What would you like me to know about you as a (insert role)?
- As you look ahead to the coming year and the leadership transition, what are your hopes?
- Are there specific ways that I can support your work and growth?
- Can you give me one piece of advice to consider as I move forward?
- What questions do you have for me?

Interview Questions for non-School Based Community Members:

- Please fill me in about your roles and responsibilities.
- What do you see as the strengths of the Lincoln Public Schools?
- What do you see as the areas that we need to work on?
- What must be maintained at all costs?
- Can you give me one piece of advice to consider as I move forward?

Interviews and Meetings from April through August:

April

Cathy McSwain - Hanscom Parent Ambassador
 HPS Team Leaders
 HMS Team Leaders
 Lincoln Primary School Team Leaders
 Lincoln Middle School Team Leaders
 Lateefah Franck - METCO Director
 Sharon Hobbs - Principal
 Erich Ledebuhr - Principal
 Beth Ludwig - Principal
 Steve McKenna - Principal
 Terry Green and Fred Lipton - LTA Co-Presidents
 Mickey Brandmeyer - Superintendent
 Jennifer Glass - School Committee, Chair
 Buckner Creel, Business Administrator
 Mary Sterling, Assistant Superintendent
 Mary Ann Sullivan - Tour of Hanscom Air Force Base
 Military Child Conference

May

Mickey Brandmeyer - Superintendent
 Jennifer Glass - School Committee, Chair

Stephanie Powers - Student Services Administrator
Mary Sterling - Assistant Superintendent
Carole Kasper - Lincoln PTO President
Administrative Council
Administrative Council with School Committee
Curriculum Leaders
Lincoln School Mental Health Team
Carole Kasper - Lincoln PTO President
METCO Parent Group meeting in Boston
Administrative Council Meeting
Military Child Conference

June

Mickey Brandmeyer - Superintendent
Jennifer Glass - School Committee, Chair
Educator Evaluation PLC planning meeting
Educator Evaluation PLC information meetings
Lincoln PTO meeting
Curriculum Leaders
Central Office Administrators
School Committee/ Administrative Council goal setting meeting

July

Central Office Administrative Assistants (1 group meeting and individual meetings)
Michael Haines - Facilities Manager
Tim Higgins - Town Administrator
Colleen Wilkins - Town Finance Director
Anita Scheipers - Assistant Town Administrator
Tim Christenfeld - School Committee
Hanscom Custodial Group
Lincoln Custodial Group
Cathleen Higgins - Food Services Director
Joe Dearden, Network Manager
Jason Felsch, Parent
Leslie Hunter and Neville McCaghren - Lincoln Education Foundation
Lynn Fagan - Preschool Coordinator
Lateefah Franck - METCO Director
Facilities Tour of Hanscom and Lincoln Schools
Visit to Extended School Year Programs
Hanscom Building Project meeting
MSBA meeting
MASS Superintendent Induction Program
MASS conference

August

Jen James - School Committee
Mark McDonough - Website Manager
Carolyn Cullinane - Data Manager
Maureen Richichi - School Nurse
Colonel Weillacher and Lisa Pizarro, Base Commander and Hanscom Parent Liaison
Carolyn Bottum - Lincoln Council on Aging
Elizabeth Berner - Wellness Representative, MIIA for the Town of Lincoln

FinCom / CapCom meeting
Conservation Commission meeting
Community Based Justice meeting
METCO Parent Group meeting
Bus Drivers

To be scheduled:

Tom Sander, Al Schmertzler, Jennifer Glass - School Committee
Ginny Flaherty - Coordinator of Student Services, Lincoln
Karen Kanter - Coordinator of Student Services, Hanscom
Cindy Matthes, Monica Albuixech, Mark McDonough - Instructional Technology Specialists
Additional Faculty
Kevin Mooney - Chief of Police
Stephen Carter - Fire Chief
Peter Braun, Noah Eckhouse, Renel Fredriksen - Board of Selectmen
Chris Bibbo - DPW
Massachusetts Audubon
De Cordova Museum
Dan Pereira - Recreation
Susan Callum - LEAP
Gail Eddy - Magic Garden
CASE
EDCO

Superintendent's Entry Plan Report

February 28, 2013

Introduction

Transitions in leadership are pivotal moments in the history of organizations. These moments set the stage for the direction an organization will take in the future, ownership and buy-in of members of the organization to a new culture and possible shift in priorities and goals, opening conversations about strengths and areas of growth, and evaluating current practices and considering alternative approaches. Creating a smooth transition in leadership requires a new leader to take the time to learn about the organization from as many perspectives as possible. He or she must gather information through direct observation of all aspects of the organization, meeting with all stakeholders to inquire about their experiences and understanding of the organizational strengths and needs, through the review of policies and procedures, analysis of available data, and by building relationships and understanding through the on-going day to day work that informs the leader about how the organization functions.

Entry Plan

Beginning in the spring of 2012, I embarked upon the process of entry into the position of Superintendent of the Lincoln Public Schools. Following a superintendent who completed a successful ten - year tenure provides a strong foundation to work from and also presents challenges in changing deeply rooted practices and beliefs. The focus of my entry process was on developing strong relationships with all members of the Lincoln Public School community and learning about the values and priorities of each constituent group. My daily work along with the formal process of my entry plan have informed my understanding of the state of the district and provided me with the community context of how the schools fit into the overall Town of Lincoln organization.

The established goals of the entry plan were to gain understanding of:

- teaching and learning practices and outcomes
- Achievement Gaps that currently exist
- school and district culture and communication
- employee morale
- efficiency and effectiveness of practices and systems
- relationships between the schools and its families
- relationships between the Lincoln School District and the Town Boards and Departments

In addition, the entry process provides an opportunity to build strong, positive relationships with members of the communities served by the Lincoln Public Schools.

Core Values

In addition to carrying out an entry plan process, the New Superintendent Induction Program (NSIP) requires that new superintendents develop Core Values that will guide the work of the district. As part of my entry process, I began this work with the Administrative Council at our summer retreat in August and have met with many stakeholders including; School Committee, Lincoln PTO, Hanscom PTO, Lincoln faculty, and Hanscom faculty. Input from these groups will be synthesized into narrative that provides a descriptive representation of each Core Value. The Core Values of the Lincoln Public Schools are:

- Excellence and Innovation in Teaching and Learning
- Respect for Every Individual
- Collaboration and Community

Our Core Values serve to guide the work we do as a district and learning community. They are the filter through which we review and test our decisions related to all aspects of the school

district. Over the coming years, continual work will be done to establish the Core Values. As they are referred to and used in our daily interactions and decision-making, they will become a foundation of the district and what we represent.

Current Understandings

While I have learned a great deal about the Lincoln community and the Lincoln Public Schools in particular, I must acknowledge that my understanding is still in the early development stages. There is a great deal for me to learn about the curriculum and programs provided in our schools and how our faculty and staff are organized to meet the needs of all of our students. My current understanding has been informed by my entry interviews, school and classroom observations, regular meetings with the administrative team and administrators and staff that I directly supervise, meetings with parents during Superintendent Office Hours and scheduled appointments, attendance at a variety of community events, and on-going committee work e.g. technology review, student engagement, evaluation PLC and bargaining, and School Building Committee.

Teaching and Learning

The students attending the Lincoln Public Schools are provided with a rich curriculum and wide breadth of experiences. The community held value in arts education, World Languages, and the provision of engineering courses is to be commended. At the middle school level, Academic Extensions provide additional breadth to the curriculum and opportunities for enrichment and support. The development of standards based curriculum, assessment, and reporting is important, valuable work that provides a clear focus for students and teachers on learning as the outcome of their work. Continued development of these practices will lead to increased student learning and more targeted instruction to meet student needs. Lincoln students are provided with a variety of learning experiences outside of the classroom. These include field trips to local resources such as Drumlin Farm, DeCordova Museum, Minuteman National Park, and the Lowell Mills as well as Sargent Camp, Washington D.C., and an overnight experience at the Museum of Science.

In review of our assessment data, it is clear that overall the students of the Lincoln Public Schools achieve at high levels. State assessment data show that high percentages of students are proficient and advanced in all areas. On the Hanscom campus, while levels of achievement are lower compared to the Lincoln campus, the growth measures are very high indicating that in the time spent in the Lincoln Public Schools, students make a great deal of progress. (Specific data can be accessed in the MCAS report to School Committee) District level measures of student learning and growth are under development. The district has several assessments in place including Fountas and Pinnell literacy assessments, common writing assessments, common open response questions in mathematics, and some assessments that are embedded within the curriculum. However, consistency of practice in administering the assessments is still being developed. The methods of tracking student achievement and progress also need further development. Currently, the available student information system does not provide an easily accessible way to input assessment data or utilize the information in meaningful ways. In the next two years, the new statewide educator evaluation system will require districts to identify district determined measures of student growth. Assistance with identifying assessments and systems of tracking student growth will be provided by the DESE. Assessment of student learning is an area that will need to be a focus for the district in the coming years.

As is true across the nation, Achievement Gaps exist in the Lincoln Public Schools. Goal Focused Intervention Plans have been established in order to identify targeted goals for students who are not meeting benchmarks. The district is to be commended for its allocation of resources towards these efforts. Again, the tracking of student progress is an area of continued development and need.

I have spent a significant amount of time in each school visiting classrooms in order to directly observe teaching, learning, and our curriculum in action. I have visited classrooms on my own and also conducted observations and walk-throughs with each principal on a regular basis. In addition, I have observed literacy data meetings, team leader meetings, and workshops led by curriculum specialists. The Lincoln Public School District is fortunate to have a talented, dedicated faculty who are highly invested in the growth of their students as learners. The faculty and administrators are also dedicated to their own learning and growth. I have been most appreciative of the willingness of faculty and administrators to engage in conversations about improving teaching and learning. There is a culture of learning and collaboration that is a great asset and should be highly valued.

In entry interviews and meetings with parents and community members, as well as information gathered through a variety of community outreach events, questions about the level of student engagement, high-level critical thinking opportunities, and appropriate differentiation of instruction to meet the range of learners in a class have been raised. This is an area that warrants further investigation and review. A Student Engagement Committee has been established consisting of one School Committee member, the Superintendent and Assistant Superintendent, one Principal, and two faculty members. The work of this committee may help to provide additional information about the level at which students feel invested and engaged in their learning process.

In my classroom observations with principals, we have focused on observing the level of engagement of students in terms of the level of critical thinking required and the purpose and meaning of the learning tasks students are asked to carry out. We also looked for evidence of differentiation for individual student needs. The administrative team is working to develop a common vision of effective teaching and to calibrate our evaluation methods and measures.

Technology

There are pockets of technological innovation and consistent integration of instructional technology taking place. This is, of course, more prevalent where 1:1 pilots are taking place. However, the use of technology throughout the district is inconsistent.

Resources have been provided across the district for the integration of technology in classroom instruction. However, there is not a consistent set of tools in every classroom. Having regular access to technology is essential to learning to fully utilize the tools. In addition, it has been difficult to provide the level of professional development needed to ensure that technology is integrated into instruction on a consistent basis. Technology specialists and faculty report the need for more professional development opportunities in order to learn how to use a variety of technology tools. Throughout my entry process I have consistently received feedback about the inconsistency and unreliability of our wireless network. In addition, the available bandwidth does not meet the needs of high-level technology integration.

There is a need for a coordinated vision of technology use across the district. In addition, systems need to be developed for regular maintenance and replacement cycles that are planned for in the budget cycle. Discussion is taking place regarding the addition of a Director of Technology who would oversee and coordinate all aspects of technology including instructional technology integration, oversight of the network and infrastructure, coordination of data management systems, and management of resources.

Community Involvement and Support

In my first six months as Superintendent of the Lincoln Public Schools I have attended a wide variety of community events including PTO sponsored events such as parent meetings, picnics, and bingo. School based community events such as curriculum nights, concerts, and plays

provided another view of the community. I have attended Athletic events including cross country, soccer, field hockey, and basketball. I have attended and presented at METCO parent group meetings and Town board and committee meetings including Board of Selectmen, Capital Planning Committee, Finance Committee, Conservation Committee, School Building Committee and of course School Committee meetings. Each of these experiences has added to my understanding of the Lincoln community. I have also learned a great deal about the value the community places on the schools and the current perceptions of the education provided in the schools.

Community involvement in the Town Government process is impressive. I have appreciated the level of discourse that takes place in making decisions related to Town resources. It is highly evident that the Town takes great pride in its resources including the schools. Through the Lincoln School building process, mixed perceptions regarding the value the schools provide in terms of educational outcomes emerged. These communicated perceptions received in both public forums as well as in individual conversations range from a perception that the schools provide an outstanding preK – 8 educational experience in which children thrive as individuals to a perception that many families opt out of the public school system due to a sense that their children's needs will not be met. The range of feedback received raises questions about how we can do a better job of communicating the work that takes place in our schools and the educational outcomes that include yet go beyond test scores.

I am appreciative of the on-going support of the schools provided by the Lincoln and Hanscom PTOs, the METCO Coordinating Council and METCO Parent Group, and the Lincoln School Foundation. As a community, we are fortunate to have such active support groups. In addition, I want to acknowledge the support of the Town Finance Committee through the budget process and support of the school building process. We are a fortunate community to have such strong positive relationships between the school district and the Town management and its boards and committees.

It has been a pleasure working with Police Chief Kevin Mooney, Lt. Kevin Kennedy, and Officer David Regan. They have been a great support and resource to the school district all year but especially in the aftermath of the Sandy Hook event. In addition, I have developed relationships with the Security Forces at Hanscom Air Force Base, in particular Master Sergeant Charlie Humphrey and Master Sergeant Wayne Griggs. Fire Chief Steve Carter has also been a support to the schools as we respond to repeated false alarms in the Lincoln School. I have appreciated the opportunities to develop working relationships with these members of the Town and Base.

The Lincoln School Committee has been an invaluable support throughout my entry process. I am extremely grateful for the collaborative style of the committee and willingness to engage in open conversation regarding all aspects of the schools. Entry interviews with members of the committee have provided insight into current areas of focus for the district and ways of maneuvering through the district and town. They have provided extensive leadership with the Lincoln School building project and development of Town reports. Our collaborative development of a new Superintendent Evaluation process was helpful in understanding the priorities of the School Committee.

Facilities and Resources

I have learned a great deal in the last six months about the facilities of the Lincoln Public Schools. Both the proposed building projects on the Lincoln and Hanscom campuses and the review of facilities in light of the increased focus on school security have afforded me the opportunity to delve deeply into the current status of our school buildings. This is an area of high need for the district and one of great concern. As we assess each of our schools, it is a bit

overwhelming to consider that we have such a high level of facility needs in all of our schools. These needs will be a focus for the district for several years to come.

The Lincoln Public Schools are fortunate to have the resources available to carry out a high level educational program. Questions have been raised in the community about the Per Pupil Expenditure (PPE) level for the district. The size of the district impacts the expenditure level since the administrative costs are spread over a fewer number of students as compared to our neighboring districts. That being said, the school administration is highly sensitive to our PPE and is committed to ensuring that funds are allocated responsibly as stewards of the Town of Lincoln.

The Lincoln Public Schools are not unique in terms of administration and faculty feeling that our human resources are being stretched very thinly and in many directions. The high number of state mandated initiatives in combination with district and school level goals are exerting a great level of pressure on the human capacity of the district. There is a huge cry to hone in on what is most important and most effective and focus on these areas. The sentiment is that focusing on fewer initiatives will result in better student learning outcomes. The challenge comes in identifying the high impact practices given our limited long range data.

Next Steps

It has been a very challenging and rewarding experience to begin my development as a Superintendent in the Lincoln Public Schools. I am thankful for the opportunity to lead this district and become a part of the Lincoln community. I would like to express my gratitude to the School Committee, parent community, administration, faculty and staff, and community members who have welcomed me into the Lincoln Public Schools. The information provided to me through the entry process has been invaluable as I learn about the strengths and needs of our school district. In the coming months, I will continue to learn and gather information about our district. Working with the School Committee, administrative team, and faculty and staff we will begin to develop a plan of action for the coming years. As I reflect upon all that I have learned, the following guiding questions emerge as the primary areas of focus for our work. The challenge that we face is how to be strategic in our focus to ensure that we are expending our resources on high impact practices that result in the greatest student learning gains. I look forward to our continued work together.

Guiding Questions for the Lincoln Public Schools:

What is our common vision of effective teaching?

How shall we effectively focus on purposeful, meaningful learning that develops high level critical thinking, creativity, communication, and collaborative skills?

How shall we use the supervision and evaluation process to effectively support faculty growth and increase student learning?

How shall we support faculty in developing collaborative goals focused on student learning?

How shall we develop a systematic approach to measuring student progress and evaluating instructional practices?

What practices and measures shall we employ to address our achievement gaps?

How shall we ensure that the academic and social emotional needs of all students are met?

How shall we strategically focus our efforts to increase the probability of impact on student learning while decreasing the initiative fatigue felt throughout the district?

How can we communicate to the community about the practices and achievements of the school district in order to ensure that the perceptions of the school district are based on accurate information and data?

How shall we improve the oversight and coordinated vision of technology use throughout the district?



Lincoln Public Schools

REBECCA MCFALL, ED.D.
SUPERINTENDENT OF SCHOOLS

To: School Committee
From: Rebecca McFall
RE: Mid- Year Superintendent Goals 2012 – 2013, Self-Assessment of Progress
Date: March 1, 2013

What follows is the Superintendent's Annual Plan for Evaluation that was presented to the Lincoln School Committee on November 1, 2012. Within the Annual Plan, I have provided updates on work carried out to date and progress towards meeting goals. This information is provided in blue.

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.
On August 23, 2012 the Superintendent's entry plan was presented to School Committee.
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.
On February 28, 2013 the Superintendent's report of Entry Findings was presented to the School Committee.

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).
 From my perspective, the transition in superintendent leadership has gone extremely smoothly. Having lived through several transitions in other districts, I have to say that my transition has exceeded my expectations. I believe that I have developed strong, professional relationships with my Administrative Team and support staff. We are working well together and have been able to continue the work of the district while also establishing new expectations and practices. I believe that I have developed trust amongst the faculty and LTA leadership. My opening day presentation, Institute Day presentation, faculty meeting presentations on District Goals and Core Values, leadership with the Evaluation PLC, technology review, and student engagement committees, and high visibility in the schools and classrooms has allowed the faculty to get to know me and understand my values and priorities. I have built good working relationships with colleagues in other Town departments including Tim Higgins, Police Chief Kevin Mooney, and Fire Chief Steve Carter. In addition, I have developed strong relationships with leadership of the Lincoln and Hanscom PTOs, Lincoln School Foundation, Hanscom Education Liaison Lisa Pizarro, and Parent Ambassador Vanessa Genatempo. I have received positive feedback from parents about the weekly Superintendent's Bulletin and Superintendent's Office Hours. Feedback received via email can be provided upon request. I am exploring ways to solicit feedback on my work from the Administrative Council, faculty and staff, and parents.

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).
 Completed

2. By end of February, complete Formative Evaluation conferences with each principal and the district administrators the Superintendent supervises.
Formative evaluation conferences were conducted with each principal by the end of February. Conferences with other administrators supervised by the Superintendent will be completed by March 15. I will be providing a written formative evaluation report to each principal by March 8 and to other administrators I supervise by March 22.
3. By late spring, conduct at least three school and classroom visits to each school. Visits to each school have exceeded the minimum of three as of March 1, 2013. Classroom visits are conducted on a weekly basis and joint observations with principals are conducted on a bi-weekly basis. The Superintendent's google calendar has been shared with Jennifer Glass, School Committee Chair.
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).
In addition to information provided on the Key Actions listed above, I would like to note that we are moving forward on all of our established District Goals. We have experienced difficulty with two of our goals 1) outcomes related to the Aspen student information system 2) outcomes related to the Lincoln School building project. All other goals are continuing forward although some may require the adjustment of when reports will be made to the School Committee.

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.
I have attended all six sessions to date. There are two sessions remaining that will take place March 27th and May 9th.
2. Complete all assignments.
All assignments have been completed.
4. Consult with my assigned coach at least monthly.
Regular monthly meetings with my coach have taken place. In addition, Rose DiTullio has attended Administrative Council meetings and observed my meetings and joint classroom observations with principals.
I have found the New Superintendent Induction Program (NSIP) to be a valuable experience. In addition to having the opportunity to discuss my experience as a new Superintendent with peers, I am developing my thinking and skills related

to developing a district vision and district goals focused on the instructional core that are focused and strategic. I look forward to working with the Administrative Team and School Committee as we begin to establish our District Goals for the 2013 – 2014 school year.

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.
This work is being carried out in several venues. All principals are participating members of the Educator Evaluation PLC. In addition, bi-weekly meetings with each principal include a check in with the principal on their supervision and evaluation process. I have conducted multiple classroom observations with each principal.
2. Devote time at leadership team meetings to observing teaching together and sharing conclusions about the level of practice observed.
Administrative Council meetings have focused on developing a common vision of effective instruction and calibrating our observation practices and determination of performance level. To date, this has been done using video of lessons from outside of the district. In the coming months we will begin the practice of observing Lincoln Public Schools classrooms together. All Administrative Council meeting agendas are sent to Jennifer Glass, School Committee Chair.
3. During school visits, observe classrooms with the principal and share conclusions about the level of practice observed.
During school visits, the principal and I observe classrooms together. We have used four guiding questions to focus our discussion:
 - In what ways does the lesson **engage students in authentic learning**?
 - What evidence demonstrates that students know the **objective and/or learning target**?
 - What evidence is there of **meaningful exchanges** between teacher and individual students and between students?
 - In what ways does the teacher **assess student understanding** related to the objective and/or learning target?Following the observation we discuss what we observed related to the guiding questions and how the principal will focus their feedback to the teacher. In addition, we discuss the evidence gathered related to the Standards and Indicators on the DESE rubric.

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.

The above goal is being carried out as a team goal with Mary Sterling and Steve McKenna. It has been challenging to carry out this goal for a variety of reasons. Team student learning goals were established by the Administrative Team with insufficient input or collaboration from curriculum specialists and teachers. I believe that we assumed that carrying out these goals would be a matter of checking in regularly on work already being carried out and analyzing data in order to participate in discussions regarding next steps for identified students. Due to the literacy specialist going out on maternity leave and inconsistency of replacement staff, it has been difficult to maintain this work. We have monitored the December data which shows limited progress according to the Fountas and Pinnell assessment. Almost every student being monitored made one level of progress as of December. This is insufficient progress. We met with Judy Merra to discuss the results and to recommend an additional intervention. At this time, there is little structured progress monitoring taking place. Progress monitoring consists of giving the student a very quick 3-5 minute assessment on a weekly basis and tracking the results in order to make mid-course adjustments to the intervention being used. I asked that teachers begin to give a reading rate assessment to students on a weekly basis and have the students graph their results. At the same time, teachers should engage the student in a discussion about the goal they are working towards and the progress they are making.

After much discussion, due to the inconsistency of staff carrying out this work, this practice is being piloted in one teacher's classroom and is being implemented by Judy Merra. In addition, Gwen Blumberg is using this practice with second graders. We hope that this work, while different from our initial goal, will help to inform our intervention practices and begin to develop a process of frequent progress monitoring.

As we have monitored the work of teachers involved in the Evaluation PLC towards meeting the goals they set for themselves, it is interesting to note that many have found this work very challenging. Goals have needed to be adjusted along the way and it has highlighted the district's need for consistent, valid data and a means of organizing this data.

At our next Administrative Council meeting on March 12th, we will use a protocol called Take a Stance to discuss the responsibility administrators have for student learning and how this relates to our student learning goals.

We are discussing how we can do a better job of aligning the student learning goals that administrators identify in their evaluation plans with the goals of curriculum specialists and teachers. We are planning to bring all stakeholders together to develop our goals for the coming school year.

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



Lincoln Public Schools

REBECCA MCFALL, ED.D.
SUPERINTENDENT OF SCHOOLS

Superintendent's Mid – Year Performance Self-Assessment March 1, 2013

Identified Superintendent Performance Indicators agreed upon by Superintendent McFall and the Lincoln School Committee:

Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

A primary focus of my work this year is establishing a common vision of effective teaching. In addition, I have established the core value of Excellence and Innovation in Teaching and Learning. My work with the Administrative Council and Educator Evaluation Professional Learning Community (PLC) has focused on this goal. Our discussions of supervision and evaluation, achievement gaps, student engagement, and excellence and innovation in teaching and learning are leading to a shared understanding of what makes instruction effective and how to improve learning and engagement for all of our students. We are engaging in conversation about what authentic, meaningful, and purposeful instruction and learning looks like and how we will develop this vision through professional development, District and School Goals, and the supervision and evaluation process.

***I-B: Instruction:* Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**

Identified Priority: I-B-1 While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans. (Proficient Level Descriptor)

Bi-weekly meetings with each principal have a primary focus of discussing supervision and evaluation and carrying out this practice together. We observe classroom instruction and discuss our observations. We discuss what was observed in relation to the Four Big Guiding Questions we have established and our observations relate to the DESE evaluation rubric. In addition, we discuss the feedback that will be provided to the teacher and how it will be delivered. See Self-Assessment related to Superintendent Goals

***I-C: Assessment:* Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.**

Identified Priority: I-C-1 Supports administrator teams to use a variety of formal and

informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas. (Proficient Level Descriptor)

The District is in a developing stage in terms of the assessment data that is available and valid. While there are some established assessment tools in the area of elementary literacy, in all other areas the District is evolving in its practices. Common writing assessments and Open Response math assessments have been developed but the consistency of implementation and scoring are in progress and being refined. There is little available to assess mathematics K-8 or middle school reading. In addition, we currently do not have a good data management system that allows us to access student assessment data and utilize it in meaningful ways. The District has tried several assessments in the past and ways of tracking data. However, most of them have not been found to be useful measures or processes.

I am working hard to engage the Administrative Team in meaningful discussion about the ways that we assess our student learning outcomes and growth. Questions I continually return to in discussions related to evaluating our programs and practices include, how do we know that what we are doing is effective? What evidence do we have to support our statements regarding student achievement, achievement gaps, and student growth? What baseline data do we have that we can use to begin to track longitudinal results?

As we move forward with the MA Educator Evaluation system, we will need to identify the district determined measures that we will pilot in the coming school year. This will be an area of focus for the district in the coming years.

I-D: Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

Identified Priorities: I-D-1 Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. (Proficient Level Descriptor)

This year we are straddling two evaluation systems. Administrators are implementing the current evaluation system with all teachers who are on cycle and are also implementing the new MA Evaluation system with members of the Evaluation PLC. On a bi-weekly basis, I check in with principals and central office administrators regarding their implementation of supervision and evaluation processes. In January, I met with every evaluator on an individual basis for a focused discussion of every faculty member in his or her first three years in the district. We discussed their progress, areas of focus for the rest of the year, steps the evaluator will take in terms of support, supervision, and communication and ways that the central office administrators can support this work. I have followed up on this work in regular bi-weekly meetings.

All members of the Administrative Council have developed professional practice, student learning goals and district/school improvement goals. In addition, we have developed implementation plans and check in regularly on our progress towards meeting these goals.

I-D-3 Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact of student learning and ensures that administrators understand why they received their ratings. (Proficient Level Descriptor)

In progress. Mid-cycle formative assessment conferences have been held with principals and are in progress with central office administrators and the METCO Director. Within 5 days of the formative assessment conference, I will provide each administrator with a written formative assessment report.

I-E: Data-Informed Decision Making: Uses multiple sources of evidence related to student learning--including state, district, and school assessment results and growth data--to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Identified Priority: I-E-2 Uses data to accurately assess school and district strengths and areas of improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals. (Proficient Level Descriptor)

See I-C-1

My entry process has informed my understanding of where we are as a district with regard to data available to inform our decision making and goals setting. Our first goal will need to be focused on developing the sources of data that we use to measure our effectiveness and progress.

Standard II: Management and Operations

II-E: Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditure consistent with district- and school-level goals and available resources.

Identified Priority: II-E-1 (Same as Indicator II-E above)

In collaboration with the Administrative Team, I have developed a budget for the FY14 school year that meets our educational objectives, includes improvement initiatives to move the district forward and is within the 2.5% budget guideline provided by the Lincoln Finance Committee.

In addition, I have managed the use of FY13 funds to ensure that our spending does not exceed the allocated FY13 funding.

Standard III: Family and Community Engagement

III-B: Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school and in the community.

I have engaged with families and stakeholders in a variety of ways. My weekly Superintendent's Bulletin has generated communication with individual parents on a weekly basis. It is interesting to note that each week it is a different set of parents that responds to the information in the bulletin making a connection to the information provided. The majority of feedback received has been positive. I have received several parents during my Superintendent Office Hours and these discussions have informed my understanding of parent and student experiences in our schools. In addition, I have worked with families and administrators to navigate important and sometimes difficult

conversations. In all of this work, the focus is on creating learning experiences that are best for individual students.

Identified Priority: III-B-2 Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency. (Proficient Level Descriptor)

The principals and central office administrators regularly communicate with me regarding interactions with parents that may require additional support. In addition, we work together to develop specialized communications that are sent to parents. As a result of our mid-cycle conferences, the principals and I are developing ways that I can have greater insight into their communication with parents. I work closely with Mary Sterling around the needs of our ELL students and ensuring that appropriate materials are sent home to communicate with parents about student learning and available opportunities within the schools. I provided Mary with a contact for on-going translation and interpreting support. I also work closely with Stephanie Powers and receive bi-weekly updates regarding work with parents and students with disabilities.

Standard IV: Professional Culture

IV-A: Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.

I strive to set high standards in all that we do. Some examples of this work include the development of core values and our work to establish the core values as a part of our working vocabulary. In addition, the Four Big Guiding Questions for supervision and evaluation aim to keep everyone focused on what is most important in teaching and learning. I am encouraging everyone to be “audacious” in our goal setting as part of the evaluation process and to strive to reach high levels of achievement even if it means we may fall short of our stated goals.

Identified Priority: IV-A-2 Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. (Proficient Level Descriptor)

The following District Core Values have been established:

- Excellence and Innovation in Teaching and Learning
- Respect for Every Individual
- Collaboration and Community

I facilitated six sessions in which community stakeholders provided input regarding what the Core Values represent for our district. This information will be synthesized into narratives that create a vision for each core value. The narrative will be presented to School Committee on April 4th.

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The Administrative Team has begun to use the core values to guide our discussions regarding programs, difficult decisions, and budget development. I am beginning to hear the core values referenced by faculty. As we continue to establish our core values as a guide for what we stand for, I believe that they will become a regular part of our vocabulary. In situations where there has been a strong reaction from the faculty or parents, we have reflected upon whether one of our core values had been violated and how this informed our response to the situation.

IV-E: Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

Identified Priority: IV-E-1 At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions. (Proficient Level Descriptor)

A primary example of my work in this area revolves around middle school math placement at the Lincoln School. This fall, we found that we had several requests from parents to have children moved into math classes at different levels. I engaged in conversations with the principal and the math faculty regarding placement processes and decisions that were made. I met with parents and the principal. I invited Lincoln Sudbury High School Math Coordinator, Ginny Blake to meet with the math team to discuss expectations for math placement. Through these discussions, we talked about ways to ensure that students are accurately placed without discouraging high level placement. We discussed the impact of student motivation on achievement and ways that we can encourage more students, especially students of color to take on higher level math classes. This work continues and I believe that a placement process that results in more consistent decision making will be created. I also believe that we will develop a placement process that encourages students to challenge themselves and strive to achieve at high levels.

As I observe classes with principals, we always discuss whether we observed evidence that students were engaged in authentic, meaningful, purposeful learning. We also discuss whether we observed evidence that the teacher differentiated the instruction for the differing needs of students. In examining these points, we are developing our vision of effective teaching in which instruction engages students in high level thinking and connects them to their community or beyond in authentic ways.

IV-F: Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

Identified Priority: IV-F-3 Builds consensus within the school district community around critical school decisions, employing a variety of strategies. (Proficient Level Descriptor)

In my leadership of various committees, the Evaluation PLC, Administrative Council, School Building project work, etc. I continually strive to lead in a collaborative style. I believe that I have demonstrated my ability to guide group discussions and difficult conversations in a manner that allows for all members of a group to contribute and be heard while ensuring that key decisions get made in a timely manner. I am comfortable with disagreement and encourage push back explicitly communicating that difficult conversations are necessary in order to push our thinking and make us better. I have demonstrated my conflict management skills in large group meetings, one on one meetings, meetings with parents along with administrators and teachers, and meetings between colleagues. I often carry out difficult conversations related to personnel issues. All of these conversations have resulted in resolution of issues and the ability of the parties involved to move forward.

Questions for Consideration
Superintendent's Evaluation: Formative Assessment
March 7, 2013

1. What is the progress made towards the goals thus far?
I feel that I am on track to meet all of the goals established in my Annual Plan except the student learning goal related to literacy. However, I feel that our work on this goal has been informative and will provide insight into how to improve our intervention work.
2. Do any of the goals need to be refined for the 2nd part of the year?
The student learning goal will continue with an understanding that we will likely not meet the expectations set. We have added a new piece to the goal that includes an additional intervention practice and improved progress monitoring.
3. Do you feel these goals and your entry plan have given you the information you need about the district? What else would be helpful?
Yes. I feel that I have developed a good sense of where the district is on many levels. My need is in spending more time in classrooms in order to ensure that I have an accurate view of on-going instruction. I also need to continue to develop my understanding of our core curriculum and the programs that are provided to students. I am beginning to understand the staffing organization and meaning attached to various titles. And, I need more time to understand the scheduling of middle school classes and elementary specialist classes.
4. Given the new evaluation system, and the importance of aligning the work of the district, what goal setting process needs to be established to ensure strategic focus of our priorities?
The new evaluation system will be a major focus for the district for at least the next three years. I believe that implementing this system well will lead to achieving several of our district goals related to student achievement. Currently, the Administrative Team and faculty working very hard to carry out initiatives tied to many district goals. I believe that we can be more effective by focusing on fewer district goals but focusing more on measures and outcomes. In the next couple of months, we will begin to develop a plan for organizing the work of the district around a few key goals that we believe will lead to increased student learning. These goals will include the mandated initiatives set by the state DESE.
5. What kinds of support do you need from the School Committee?
Collaboration in thinking about how to organize our District Goals in a manner that acknowledges our primary focus on student learning in a strategic manner that better utilizes our human resources.