



# LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.  
SUPERINTENDENT

---

To: School Committee  
From: Rebecca McFall  
Re: Superintendent Evaluation  
Date: May 30, 2013

In order to assist you with the Superintendent Evaluation process, I have included the following documents for your review:

- 1) Superintendent Annual Plan
- 2) Final Superintendent End of Year Self-Assessment
- 3) Year End Progress on Superintendent Goals
- 4) Survey Summary Memo
- 5) Evidence Towards Non-Priority Elements

I look forward to discussing these materials and my overall performance for the 2012 – 2013 school year. If there is additional information that you would like to receive or if I can provide clarification in any way, please do not hesitate to contact me.



# 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 MCFALL, Ed.D.  
SUPERINTENDENT OF SCHOOLS

---

## Superintendent's End of Year Performance Self-Assessment June 6, 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.

The Administrative Council has spent time observing video lessons together and assessing the instruction observed to calibrate our understanding of instructional expectations and assigning performance ratings to educators under our supervision. I spent time with the four principals as a group discussing the levels of Bloom's Taxonomy as it relates to the tasks and assignments that students are asked to do in class and how this relates to student engagement and authentic, purposeful learning. We then observed classes at Hanscom Primary School and Hanscom Middle School and discussed our observations and calibrated our ratings. I continue to observe classes with principals during our bi-weekly meetings.

***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

Blue font represents mid-year self-assessment

Green font represents end of year self-assessment



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

The practices reported at mid-year continue. We have added a fifth question related to differentiation to what we are now referring to as the Five Key Questions for Learning. I continue to have conversations with principals, the Administrative Council, and the Evaluation PLC about key components of effective teaching and learning. This work will be a primary focus in the coming school year.

***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.

This has been a challenging year in terms of being able to use local data measures to assess our progress and effectiveness. The assessment provided at mid-year remains the same. The hiring of a technology director with knowledge of student information systems and possible tools for monitoring student growth raises hope for improving our ability to track student learning and programmatic effectiveness. Our development of District Determined Measures as part of the educator evaluation process will push us to develop a system of accountability that we feel we can rely on.

***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.

During bi-weekly meetings with principals, I check in on their progress towards goals. We discuss the successes and challenges and work together to adapt the work to ensure that it continues to be relevant and meaningful. This is work in progress and this first year has been a learning year for the administrative team regarding the use of student learning goals. I anticipate that next year will be more successful as we refine our understanding of how to choose appropriate goals that include ownership of curriculum leaders and teachers who are carrying out much of the work.

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 have provided administrators under my supervision, especially principals, with regular coaching and feedback on their work. They have been provided feedback on areas of strength as well as recommendations for areas of growth. End of year evaluation conferences are in progress and each administrator under my supervision will receive a final summative written evaluation by the end of the school year.

***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.

Based on work to date, a focus for the district in the coming year will be about refining our practices and ensuring that we have the highest quality instruction possible and ways of measuring our achievements and progress. We are moving towards data-based decision making and progress monitoring but need to develop and refine our systems for doing so.

## **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.

In all areas, we have managed our resources within the allocated FY13 budget. I anticipate that we will end the year in good stead and will have funds available to turn back to the Town. At a minimum, I anticipate returning funds to cover the reserve fund transfers requested and granted during the school year.

## **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.

I continue to interact with families through scheduled meetings and phone calls, Superintendent Office Hours, and spontaneous interactions at events. Since September, I have had 13 different parents attend my Superintendent Office Hours to introduce themselves, ask a question, or express a concern. These tend to be parents who are not involved in PTO or other visible groups within the schools.

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.

No additional information.

#### **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.

This work is a high priority for me. I see principals as having the greatest impact on the level of teaching and learning taking place in our classrooms. I am focused on helping principals develop as instructional leaders in their buildings and using the supervision and evaluation process, along with professional development through faculty meetings and Wednesday sessions, to ensure that high level instruction and learning is taking place in every classroom every day. This is carried out through my supervision and evaluation of principals, our work on developing the evaluation system including areas of focus as communicated through the Five Key Questions for Learning, and our current work to develop district priorities for the coming year.

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 4<sup>th</sup>.

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.

I feel that the Core Values have taken root in the district this year. The narrative created to accompany the Core Values helps to develop the shared vision for our district. I have been pleased to hear members from many places within the school community reference the core values and apply them to unique situations. They have been used as tools in difficult situations and as a guide to ensure that we are making decisions that are aligned with our values. I am proud of the work done this year to establish the Core Values.

***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.

Our work related to this element continues across the board. However, we have made significant changes to our middle school math program structure with the intent of ensuring that students are ready for high-level high school mathematics by the end of 8<sup>th</sup> grade. The changes made are not popular and challenge current practices. However, I have pushed for these changes with the goal of raising the bar for all students as well as supporting faculty to provide more individualized instruction by decreasing the range of learners within a class. In conjunction with structural changes, we will need to ensure that the curriculum and instruction meets the needs of the range of learners in our schools. Special attention will be paid to the demographics of our sections to maximize opportunities for all students to achieve at high levels.

***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.

I have dealt with a number of difficult situations this spring. Many required legal consultation. All situations were resolved in a professional manner. The School Committee Chair has been kept abreast of all major incidents and conflicts throughout the school year. I keep a log of communications with parents regarding issues that need to be resolved. Over the course of the year, I have worked with a dozen families to resolve difficult situations of varying degree.

To: School Committee

From: Rebecca McFall

Re: End of Year Progress on Superintendent Goals 2012 – 2013

Date: May 29, 2013

### **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.

### **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).

**Self-Assessment:**

The Superintendent Entry Plan was developed and presented to School Committee in the fall.

The Superintendent Entry Plan Report was presented to the School Committee on February 28, 2013. Analysis of data and information gathered through the entry process led to the development of Guiding Questions presented in the Entry Plan Report. These Guiding Questions were then used as a tool to develop the Draft District Strategic Plan for the next school year. The Strategic Plan was developed in collaboration with the Administrative Team and the School Committee. Communication with other stakeholder groups is under way at this time. The Administrative Team has been surveyed to solicit general feedback. Some information regarding this process can be garnered from the survey results. An opportunity for faculty feedback and input has been presented informally through communication in the Superintendent Bulletin.

The Administrative Team spent some time reviewing the Entry Plan Report and discussing the validity of my claims. Overall, there was agreement with the findings of the report.



**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).

***Self-Assessment:***

The steps of the Educator Evaluation Cycle have been carried out throughout the school year. All administrators developed professional practice and student learning goals. In addition, principals developed school improvement goals. I worked with each administrator to identify priority elements of focus.

During bi-weekly meetings with administrators, we regularly discussed progress toward goals. This work was more consistent with principals than with central office administrators. A mid-cycle Formative Evaluation conference was held with each administrator to discuss their overall performance and progress towards meeting goals. Feedback regarding areas of strength and potential growth was provided.

During almost every bi-weekly meeting with principals we visit classrooms together. My school and classroom visits to each school are too numerous to count. I have certainly exceeded the expectation of three visits per school. An area of improvement is increased visits to the preschool classes. Since I do not directly supervise the preschool coordinator, my visits to the preschool classes have been much fewer than those to K-8 classrooms.

Summative evaluation conferences are underway at this time and written summative evaluations will be completed for each administrator by June 30, 2013.

**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).

**Self-Assessment:**

I have attended all eight sessions of the New Superintendent Induction Program. It has provided me with guidance in the development of; Superintendent Entry Plan and Report, District Core Values, Strategic Plan. In addition, I have learned several protocols and strategies that I have used to carry out valuable work with the Administrative Team. I have completed all assignments and met all expectations. I meet with my coach Rose DiTullio on a monthly basis and she has observed my work with the Administrative Team and with individual principals. I am happy to provide calendar documentation upon request. Assignments were not rated as indicated in the Benchmarks above.

**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).

**Self-Assessment:**

This has been an important focus of my work this year and will continue next year. The Administrative Team has spent a significant amount of time discussing effective teaching and what we are looking for when observing teaching. Calibration has occurred through observation of video lessons together. Regular observations with principals take place as part of our bi-weekly meetings. A morning was spent with the four principals together observing classes and discussing our observations and ratings. More time needs to be spent on this with all administrators, especially administrators who were not members of the Evaluation PLC. We are at a developing stage in terms of understanding our common vision for effective teaching and learning. The development of the Five Key Questions for Learning for Educators and Evaluators has helped to focus our discussions on what our primary areas of focus are in guiding instructional practice. See Administrative Council Agendas provided separately.

**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.

**Self-Assessment:**

Carrying out this student learning goal has been challenging. While we were well intentioned, we were met with several challenges. Our greatest learning from this process is that we really need to do a better job of collaborating with the educators who will be carrying out the work directly to ensure that our goal is valid and feasible and in alignment with their priorities. We failed in this regard.

In addition, the Administrative Team engaged in discussion regarding the role of administrators in student growth as it relates to accountability and student learning goals. We are developing in our understanding of how we carry out this work to positively influence and impact student learning.

There was inconsistency of delivery of services related to this goal due to faculty leaves and inconsistency of long-term substitute coverage. In addition, a template for GFIPs was not able to be created.

At mid-year, the data was not looking promising and we discussed adding the tracking of a new intervention strategy to see if it would spark student growth. This was not carried out consistently and we do not have clear evidence to inform our practice. Teacher work continues and end of year assessments will be carried out in early June. End of year progress toward this goal will be reported when data is received and analyzed. This has been a learning process that will inform our work next year.



# LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.  
SUPERINTENDENT

---

To: School Committee  
From: Rebecca McFall  
Re: Superintendent Feedback Survey  
Date: May 29, 2013

As part of my evaluation process, I created a survey aligned with the priority elements agreed upon in collaboration with the School Committee this fall. The Administrative Team was asked to complete the anonymous survey in order to assist me in my development as a new superintendent. Ten of the eleven members of the Administrative Team completed the survey. The eleventh member of the team is currently on leave. Attached is a pdf document of the survey results including open response comments found at the end of the document. It was somewhat difficult to create a survey that addressed the priority elements and was also relevant to all members of the Administrative Team. I believe that the results of the survey in some cases are indicative of the varying roles of the members of the team and whether or not I directly supervise their work. This being said, I believe that the results of this survey are valid.

My assessment of the survey results is that they acknowledge my strengths and achievement in developing a collaborative culture that respects and values the input of all stakeholders and when possible the building of consensus. In addition, they validate the work I have done to establish District Core Values that are aligned with the values of the community at large. I am pleased with the feedback that there has been a strong focus on effective teaching and learning and an emphasis on instruction as a means to increased student learning. I agree with the inconsistencies around observation of practice of members of the Administrative Team. I have focused my efforts on working with principals since I believe that they have the greatest potential for positively influencing impact on student learning through their coaching and supervision of faculty.

Based upon the survey results and my personal reflection, an area of improvement will be to ensure that I build in more opportunities for unannounced observations of the administrators that I supervise and provide specific feedback and coaching based upon these observations. I also need to be as diligent about the supervision and evaluation process with the central office administrators as I am with the principals in the future.



# LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.  
SUPERINTENDENT

To: School Committee  
From: Rebecca McFall  
Re: Additional Evidence Towards Standards  
Date: May 29, 2013

A self-assessment of progress towards meeting proficiency related to identified priority elements is provided in a separate document. This memo serves to provide additional information regarding work done to demonstrate proficiency related to other elements of the Superintendent Rubric.

I-A-2 Lesson Development Support  
I-B-2 Quality of Effort and Work  
I-B-3 Diverse Learners' Needs  
IV-A-1 Commitment to High Standards

Evidence:

- Development of the Five Key Questions for Learning and use of these questions when conducting observations with administrators.
- Focus on Bloom's Taxonomy and analyzing level of student engagement and critical thinking during lessons.

I-D-2 Observations and Feedback

Evidence:

- Multiple visits to each school.
- Bi-weekly meetings with principals that include joint classroom observation and discussion of progress towards goals. On-going feedback and coaching.

II-A-2 Operational Systems

Evidence:

- Continuing review of custodial cleaning practices and provision of training

II-A-3 Student Safety Health and Social and Emotional Needs

Evidence:

- Provided guidance and support to principals regarding bullying incidents and behaviors resulting in suspension. Carried out one suspension appeal hearing.

II-B-1 Recruitment and Hiring Strategies

Evidence:

- Re-calibrated the hiring process across the district. Provided administrators with guidelines and procedures for carrying out hiring searches.
- Revised the Faculty Recommendation Form for efficiency based on Administrator feedback.
- Recruited and hired Technology Director, Instructional Technology Specialist, Administrative Assistant to the Superintendent.
- Interview all prospective hires
- Hired 3 mid-year replacement faculty due to unexpected resignations and retirement
- Filled several long-term substitute positions for teachers on maternity leave or medical leave. It has been reported that this was an unusual year in terms of the very high number of leaves.
- Hiring for the 2013-2014 school year is on track to be completed by the end of June.

## II-C-2 Time for Collaboration

### IV-A-3 Meetings

#### Evidence:

- Established norms for Administrator Council meetings
- Develop structured agendas focused on the instructional core.

### IV-B-1 Policies and Practices

#### Evidence:

- Updated policies related to ELL and Gender Identity
- Supported the Welcoming Schools work taking place at Smith

### IV-C-1 Communication Skills

#### Evidence:

- Written Communications: Superintendent Bulletin, Hurricane, Meningitis, Newtown, Boston Marathon, Fire Alarms
- Presentations/Verbal Communication: Opening Day, Institute Day, Core Values, District Goals, Spelling Bee Welcome, Military Child Month Assembly, HPS and HMS, Lincoln School Building Project Community Forums, Curriculum Night Welcomes
- Educator Evaluation PLC, Evaluation Contract Negotiation, Strategic Planning
- Supervisory conversations
- Interactions with faculty and parents

### IV-D-2 Continuous Learning of Administrator

#### Evidence:

- Set meaningful goals in Annual Plan
- Seeks out feedback
- Continually reflects upon practice and considers short-comings, strengths, and areas for growth.

### IV-F-1 Response to Disagreement

#### Evidence:

- Comfortable with disagreement and model a curiosity approach to understanding differences in opinion.
- Regularly pushes Administrative Team and Evaluation PLC members to disagree and challenge perspectives in order to ensure best possible decision making.
- Greatest annoyance – having someone go along with my request responding “you’re the boss”. I place high value on input, process, and constructive challenging of our practices, policies, and thinking to ensure that we do not fall prey to group think and hierarchical decision making.

### IV-F-2 Conflict Resolution

#### Evidence:

- A variety of strategies have been carried out to resolve conflict between parents and educators and between educators.
- Frequently coach administrators to carry out conflict resolution processes and conversations.
- Administrators have been present to observe my conflict resolution skills with parents and faculty.