



LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.
SUPERINTENDENT

To: School Committee
From: Rebecca McFall
Re: DRAFT Superintendent's Annual Plan 2013 – 2014
Date: June 20, 2013

Superintendent's Annual Plan for Evaluation

The goals identified for the Draft Superintendent's Annual Plan 2013 - 2014 for evaluation are aligned with the recommendations set forth in the Massachusetts Model System for Educator Evaluation, Part VI: Implementation Guide for Superintendent Evaluation.

Goal 1: Effective Coaching of Principals and Central Office Administrators Related to Educator Evaluation (District Improvement)

The Superintendent will develop, amongst evaluators, a common understanding of the "Standards and Indicators of Effective Teaching Practice" and set and model high expectations for the quality of content, student effort, and student work district-wide and support administrators to uphold these expectations consistently. The Superintendent will ensure that evaluators look for and identify a variety of teaching strategies and practices that are effective in meeting the needs of the full range of learners in our classrooms. (Indicator I – B)

Strategic Objective

Educator Growth: Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development.

Key Actions

1. Work directly with evaluators through Administrative Council and individual coaching to develop a shared vision of teaching and learning.
2. Regularly analyze the level of student engagement and learning expectations by analyzing the work students are doing during observations against the levels of Bloom's Taxonomy.
3. Develop evaluator skill in conducting observations of teaching, coaching educators, and providing meaningful feedback.
4. Calibrate the practice of evaluators to ensure that the evaluation of educator practice is carried out consistently across the district.

Goal 2: Data Collection and Analysis (District Improvement)

Determine the primary data collection and analysis needs of the district. Monitor the progress of students identified as “high needs” and monitor student growth using the District Determined Measures being piloted. (Indicator I - E)

Strategic Objectives

Assessment and Data: Use assessment and data to effectively promote and monitor student growth.

Responding to Student Needs: Respond Skillfully to the academic, social emotional, and physical needs of all students.

Key Actions

1. Determine the primary data collection and analysis needs of the district.
2. Select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions.
3. Assess the effectiveness of our practices based on student growth.

Goal 3: Carry out the District Strategic Plan (Professional Practice)

Lead the district in aligning goals and practices with the District Strategic Plan in order to focus district resources on identified actions that we believe will positively impact student learning.

Key Actions

1. Communicate the District Strategic Plan to all stakeholders.
2. Develop a menu of professional practice and student learning goals aligned with the Strategic Objective and Strategic Priorities for educators to select for their Educator Plan focus.
3. Ensure that the work of administrators is focused on achieving the Strategic Objectives.

Goal 4: Monitor Data on District Determined Measures (Student Learning)

Develop baseline data on District Determined Measures and analyze for district strengths and areas of need. Develop a system for collecting trend data to inform our practices and programmatic decisions.

Strategic Objective

Assessment and Data: Use assessment and data to effectively promote and monitor student growth.

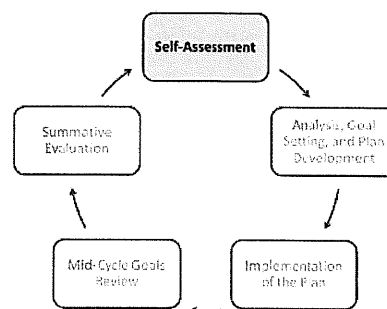
Guidance for Conducting the Evaluation Process

School committees and superintendents should seriously consider an orientation process before launching Step 1 of the five-step evaluation cycle, especially in the first years of its use.⁹ The chair and superintendent should ensure that every member receives a copy of the Implementation Guide including the End-of-Cycle Summative Evaluation Report and the rubric. All committee members and the superintendent need to have an opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved.

Step 1 of the Cycle: Superintendent's Self-Assessment

1. The superintendent completes the self-assessment.

Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and Indicators. The superintendent examines a wide range of evidence and consults with the district's administrative leadership team of district administrators and principals and others.



2. The superintendent identifies professional practice and student learning goals.¹⁰

The superintendent uses the self-assessment to identify goals to propose to the school committee. At least one of the goals is related to improving student learning, and one is related to improving the superintendent's own professional practice. For each goal, the superintendent identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goals.

3. The superintendent drafts two to four district improvement goals.

In consultation with others, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. The superintendent combines the goals into a draft Superintendent's Annual Plan to propose to the school committee.

⁹ For a summary of superintendent and school committee responsibilities in the superintendent evaluation process, see Appendix C for school committees and Appendix D for superintendents.

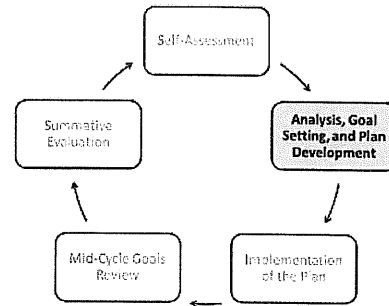
¹⁰ Appendix F, "What Makes a Goal 'SMART'?", provides information on setting specific, measurable, and actionable goals.

Step 2 of the Cycle: Analysis, Goal Setting, and Superintendent Plan Development Meeting

Each of the following steps takes place at a public meeting.

1. The superintendent and school committee review the rubric.

The superintendent and school committee review the rubric that describes the Standards and Indicators for effective superintendent practice at four levels of performance. The purpose of this joint review is to help the superintendent and school committee members clarify roles, responsibilities, and expectations.¹¹



The focus of the rubric review is on the elements within each indicator. In collaboration with the superintendent, the committee asks and answers the following questions:

- Are any revisions to the elements necessary to reflect the local district context?
- Are there any elements for which *Proficient* performance will depend on factors beyond the control of the superintendent? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any standards, indicators, or elements that will be weighted more heavily than others by the committee in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report to reflect the decisions made.

2. The superintendent presents the proposed superintendent's plan to the school committee.

The superintendent meets with the school committee to present:

- Proposed professional practice and student learning goals
- Proposed district improvement goals
- Key actions, timelines, and benchmarks the superintendent proposes be gathered for the evaluation process

¹¹ Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

3. The school committee decides on the Superintendent's Annual Plan.

Following discussion of the superintendent's proposed goals the school committee determines the professional practice and student learning goals and the evidence that will be used to complete the evaluation process and determine the superintendent's performance ratings on each standard and overall, as well as the rating of the superintendent's overall impact on student learning gains: *low*, *moderate*, or *high*.¹²

In addition, the school committee and superintendent discuss what district improvement goals will focus district work in the year ahead. The school committee adopts district improvement goals with key strategies, timelines, and benchmarks for assessing progress.

Once adopted, the district improvement, student learning, and professional practice goals—and their associated key strategies, timelines, and benchmarks of progress—become the Superintendent's Annual Plan.

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain Standards and/or Indicators is considered significantly more important than others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report to reflect these priorities.

A note on establishing priorities among Standards: The regulations place a priority on Standard I, Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I.

A note on multiyear goals: School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

¹² The regulations require that by June 2012, ESE will issue guidance for districts for determining the districtwide measures that are to be used in rating each educator's impact on student learning as well as guidance on determining whether the impact is *low*, *moderate*, or *high*. When that guidance is issued, ESE will update this Implementation Guide to apply that guidance to the evaluation of superintendents.

Appendix C. School Committee Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Superintendent Leadership.
2. Participate in on-line or in-person training to strengthen capacity to implement the Massachusetts Model System for Superintendent Evaluation effectively and with integrity.¹
3. **School committee chair.** Oversee the superintendent evaluation process and ensure that all steps in the process are conducted effectively and with integrity.
4. Identify the superintendent's strengths and areas for improvement and make recommendations for improvement.
5. Ensure that the goals and actions detailed in the Superintendent's Annual Plan are:
 - a. Challenging
 - b. Measurable
 - c. Focused on high-priority needs of the district's students
6. **School committee chair.** Lead the mid-cycle goals review meeting and end-of-cycle summative evaluation meeting.
7. Ensure that the End-of-Cycle Summative Evaluation Report contains accurate information and appropriately reflects the superintendent's individual performance.

¹ The Attorney General has recently issued guidance in the form of frequently asked questions concerning the procedure to conduct superintendent evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009). The Attorney General's guidance is included elsewhere in this guide.

Appendix D. Superintendent Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Superintendent Leadership.
2. Participate in on-line or in-person training to strengthen capacity to implement the Massachusetts Model System for Superintendent Evaluation effectively and with integrity.
3. Prepare for the goal setting and plan development meeting with the school committee:
 - a. Complete a self-assessment of practice using the rubric.
 - b. Analyze data on student learning, growth, and achievement.
 - c. Analyze student and staff data, where available.¹
 - d. Assess district and school progress, strengths, and areas in need of improvement.
 - e. Seek input from the administrative team and others, as appropriate.
 - f. Draft three to six goals (“SMART”),² each with key strategies, timelines, and benchmarks of progress:
 - At least one goal to improve student learning
 - At least one goal to improve his or her own professional practice
 - Goals for district improvement
4. Meet with the school committee to discuss the professional practice and student learning goals you are proposing. Collaborate with the school committee to identify district improvement goals. Accept revisions determined by the school committee.
5. Implement the plan’s goals, and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards, progress in attaining the goals, and impact on student learning.
6. Prepare a mid-cycle report on progress on the goals and present it to the school committee.
7. Prepare an end-of-cycle report on progress on the goals and performance on the Standards.
8. Participate actively in the end-of-cycle evaluation meeting.

¹ Student and staff feedback is not required to be used as part of the educator evaluation process until 2013–14; ESE will provide guidance and direction by July 2013. While student and staff feedback will be required, the Board has not yet determined whether parent feedback will be. Before July 2013, ESE is required to report on its research concerning “the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation.” See 603 CMR 35.07(1)(c)(1-2-4).

² See Appendix F, “What Makes a Goal “SMART”?”