



LINCOLN PUBLIC SCHOOLS

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SUPERINTENDENT

To: School Committee
From: Rebecca McFall
Re: End of Year Report, Superintendent's Annual Plan 2013 – 2014
Date: May 22, 2014

Superintendent's Annual Plan for Evaluation

The goals identified for the 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. The identified goals are also aligned with the District Strategic Plan.

Please review the January Progress Update on the Superintendent's Annual Plan for additional information related to the work carried out to meet the identified goals of the plan. (School Committee Meeting, January 9, 2014)

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.

Benchmarks

1. Administrative Council meetings focus on building evaluator capacity and skill as evidenced by Administrative Council agendas.



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2. Evaluator feedback demonstrates focus on high-level learning and the instructional strategies that result in high-level learning.
3. Performance level ratings of lessons observed by teams of evaluators demonstrate consistent understanding of effective teaching practices.

Since the mid-year progress update, work has continued with the administrative team to develop the consistency of our evaluation process. We have had substantive conversations about providing written and verbal feedback and have established guidelines for decision making, providing feedback, and carrying out evaluation conferences. Samples of this work is provided in Synergy – Superintendent Evaluation Materials.

Goal 2: Pilot DESE Student Feedback Surveys (District Improvement)

Work with DESE as a pilot district to develop and implement student feedback surveys. (Indicator I-B, IV-A)

Strategic Objective

Curriculum and Instruction: Refine Curriculum and Instruction to strengthen the engagement and achievement of all students.

Key Actions

1. Participate in the development and implementation process to pilot DESE model student feedback surveys.
2. Analyze the results provided by the surveys to determine district/school strengths and needs and develop a baseline of data related to student engagement.

Benchmarks

1. Student feedback surveys are developed and implemented twice during the 2013 – 2014 school year.
2. Feedback is provided to the DESE on the survey items.
3. Results of our student surveys are analyzed and a baseline of data is established for the purposes of assessing district change in the future.

Since the mid-year progress update, we have administered the Student Feedback Survey twice, in February and again in early April. Following the first survey administration, I arranged for the lead survey developers and program coordinators to come to Lincoln for a feedback session on April 4th. A group of about 25 faculty and administrators from all schools participated in a two hour session and provided the DESE with feedback on the quality of the survey questions, the administration of the survey, the developmental appropriateness of the surveys for younger students, and the results reports received.

Teachers received their individual results, principals received school level results, and the Superintendent received school and district level results. Because this is a pilot and many of the questions are being selected out of the process, we will not use the results for baseline information. I do anticipate gathering baseline data next year although



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there is still a great deal of conversation that needs to take place regarding the process of gathering student feedback for all teachers.

I have been asked to participate in a final feedback session of select participants on June 11th. Fourth grade teacher, Scot Dexter will join me at DESE in Malden to provide additional feedback. I have also been asked to participate on a panel at the DESE Spring Convening meeting on May 29th. During this conference, members of all districts in MA attend DESE organized workshops on various topics such as the Student Feedback Survey.

Over the last few weeks, as teachers have reviewed the results from the second survey administration, some teachers have chosen to share some of the feedback they received, unsolicited. While there are still questions about the survey as a whole and the implications, it has been interesting to see that teachers have taken in the feedback from their students and used it to reflect upon their practices. While I have only heard from a few teachers, this indicates that the survey may well provide the intended outcome. In my mind the intention of the survey is to provide teachers with direct feedback from their students that they will use for reflection and self-assessment. They may use the results to help identify professional practice goals as part of the evaluation process.

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. (Indicator IV-E)

Key Actions

1. Communicate the District Strategic Plan to all stakeholders.
2. Ensure that all educators, including the superintendent, develop professional practice and student learning goals aligned with the Strategic Objectives and Strategic Priorities.
3. Provide resources and support to the administrative team to carry out the action steps to achieve the Strategic Objectives.
4. Assess progress towards achieving the Strategic Objectives.

Benchmarks

1. The Strategic Plan is presented to the faculty at the Opening Day Community Meeting, at faculty meetings, and is used during evaluation professional development sessions for goal setting.
2. All educator evaluation goals are related to the School Improvement Plan and District Strategic Plan.
3. School Improvement Plan goals are aligned with the Strategic Plan.
4. Reports of progress towards meeting the Strategic Objectives will be provided to the School Committee.

We have continued our work outlined in the Strategic Priority Maps in order to meet the Strategic Objectives. We have met the benchmarks outlined above in terms of creating coherence across the district and providing regular reports of progress to the School Committee related to the Strategic Priorities. As discussed during the Strategic Planning



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workshop on May 13, 2014, we have not been able to carry out as much work towards meeting the Strategic Priorities as originally planned and we are re-evaluating and assessing how to be more focused and intentional about our work in order to create greater positive impact for students.

This is a shift in practice and focus for the district and we are all learning how to effectively use the Strategic Plan to guide our work. I feel good about the work we are doing and how the Strategic Plan has helped us to stay on point regarding district priorities and intended outcomes. We will continue to develop our process for developing specific maps of work to be carried out and the intended outcomes and measures.

Goal 4: Data Collection and Analysis (Student Growth)

Determine the primary data collection and analysis needs of the district. Monitor the progress of students identified as "high needs" and the progress of our students in the METCO program 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. Work with the Assistant Superintendent and the entire Administrative Team to determine the primary data collection and analysis needs of the district.
2. Review and evaluate data management systems 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.

Benchmarks

1. Development of district plan for piloting District-Determined Measures.
2. Pilot the implementation of the District-Determined Measures.
3. Analyze the results of the District-Determined Measures with additional focus on our "high needs" students and our students in the METCO program.
4. Identify Student Growth goals for the 2014-2015 school year

School Committee reports on October 10, 2013 and May 8, 2014 provided information regarding our progress with developing Growth Measures (DDMs) as required by the DESE as part of the educator evaluation system. This work has been extensive and has gone beyond the requirements established by DESE. Teachers are currently in the process of analyzing results and while we hoped to use these results to inform our work and progress with "high needs" students, and identify student growth goals for the coming year, we find that currently the results are more useful



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in guiding our thinking regarding the usefulness and appropriateness of the assessment. This is understandable as we begin to develop a clearly articulated set of assessments to be used at each grade level and in each discipline that we can analyze and follow over time. This work has highlighted the need for two types of assessments. Formative assessments provide teachers with immediate information about how students are doing on a particular concept and are used to inform their instruction immediately. Summative and/or benchmark assessments provide information that can be used to develop intervention plans for students, and can be tracked from year to year to monitor program, teacher, school, and district progress. The work carried out this year is helping us to develop a vision and plan for the types of data and information we need and the systems required to effectively use this data.

Additional work carried out to pilot math assessment tools and determine whether we should implement any of these tools is leading to additional developments in our assessment and data quest. This goal is on-going.