



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



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SUPERINTENDENT

To: School Committee
From: Rebecca McFall
Re: Superintendent's Annual Plan 2014 – 2015
Date: September 18, 2014

Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2014 - 2015 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.

Professional Practice Goal: Establish a regular meeting (Principal Group) that includes the Principals, Preschool Coordinator, Assistant Superintendent, and Superintendent to discuss leadership practices, share best practices, and develop consistent models in a variety of areas such as; discipline, developing faculty collaboration, data analysis, community building, calibration of evaluation practices, etc.

Superintendent Evaluation Rubric: Indicators I-B, I-C, IV-A, IV-D, IV-E

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:

- Conduct a book group – The Principal: Three Keys to Maximizing Impact by Michael Fullan
- Facilitate Principal Group Meetings – Every other Tuesday from 2- 4pm
- Collaboratively develop a long-term agenda of topics relevant to the role of the principal and the needs of the district

Benchmarks:

- A long-term agenda is developed.
- A log of shared work and shared practices of the Principal Group is kept.
- A log and samples of collaboratively developed work are kept.

Measures:

- Administrator feedback provided to the superintendent through the annual Superintendent Evaluation Feedback Survey related to the Indicators addressed by this goal are summarized.
- Collaborative work and decisions discussed and agreed upon in the Principal Group are observed in the instructional leadership practices of participating members.



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Student Learning Goal: Establish a set of universal indicators to monitor the growth and achievement of students in the areas of Math and English Language Arts. Use these indicators to monitor student results at a district and school level, including information disaggregated by “high needs” subgroups including race.

Superintendent Evaluation Rubric: Indicator I – E

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

Key Actions:

- Identify the universal indicators that will be used at the district level to monitor the growth and achievement of students in Math and English Language Arts i.e., Fountas and Pinnell Benchmark Assessment, Kathy Richardson Growth Measures, STAR Math Assessment, MCAS
- Work with the Administrative Team to develop assessment implementation plans and data collection, analysis, and reporting methods.
- Create methods of presenting and reporting district data information.
- Present district data and analysis to the Administrative Team and School Committee.
- Use the data to develop guiding questions and goals for the district.

Benchmarks:

- Indicators are identified for grade spans in Math and English Language Arts.
- A district schedule of assessments is developed.
- Methods of data collection are established.
- A District Assessment Summary Report is created

Measures:

- District Assessment Data is reported to the School Committee
- Guiding questions and goals are developed based on the district data and presented to the Administrative Team and the School Committee.

District Improvement Goal 1: Develop an understanding of teaching, learning, and school culture based upon the feedback provided by students in grades three through eight.

Superintendent Evaluation Rubric: Indicators I-B, I-C, IV-A, IV-D, IV-E

Strategic Objective: Responding to Student Needs: Respond skillfully to the academic, social emotional, and physical needs of all students



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Key Actions:

- If accepted, participate in the DESE Model Feedback Survey Project.
- Develop an implementation plan for administering the DESE Model Feedback Survey to students in grades 3-8. The implementation plan will include the number of times the survey will be administered, the teachers that will receive survey results, and the logistics of the survey administration.
- Implement the DESE Model Survey in grades 3 – 8 across the district.
- Work with administrators and teachers on how to reflect upon the survey results and determine what can be learned from the survey results.
- Begin to develop baseline data that may inform the district, over time, of areas of strength and areas of growth.

Benchmarks:

- The DESE Model Feedback Survey is administered.
- Teachers and administrators are provided professional development and support about how to interpret and use the results of the survey.
- The survey results are organized in a manner that will inform the practices of the district.

Measures:

- Summary report of the district level survey results including reflections on what we can learn from the data.

District Improvement Goal 2: Improve instructional practices by providing opportunities for faculty collaboration and instructional growth through the participation in Peer Observation practices.

Superintendent Evaluation Rubric: Indicators I-A, I-B, I-C, IV-D, IV-E

Strategic Objective: All Strategic Objectives

Key Actions:

- Partner with the Assistant Superintendent and Administrative Team to develop a plan that affords teachers and administrators the opportunity to work in partnership to improve their practice.
- Partner with the Assistant Superintendent to develop and implement training for faculty and administrators in peer observation.
- Partner with the Assistant Superintendent to evaluate the effectiveness of our implementation and impact on teacher and administrator learning.



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Benchmarks:

- An implementation plan including timeline, entry points and process for teacher participation, and models/protocols for peer observation is created.
- Professional development and training for faculty and administrators on engagement in Peer Observation is conducted.
- A feedback tool to solicit information from participants regarding their learning as a result of participating in Peer Observation is developed.

Measures:

- Summary of faculty and administrator participation rates and the models/protocols for peer observation used.
- Summary report of feedback received from faculty and administrators about their experience and learning as a result of participating in Peer Observation.