



LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.
SUPERINTENDENT

To: School Committee
From: Rebecca McFall
RE: Superintendent's Annual Plan, Mid-year Update
Date: January 29, 2015

Each school year, the Superintendent is required to establish an Annual Plan that includes a Professional Practice Goal, Student Learning Goal, and two District Improvement Goals as part of the MA Educator Evaluation System. In January, the Superintendent provides an update on the work carried out to date to achieve the identified goals. In addition, evidence is provided to support the School Committee in its evaluation of the superintendent. Such evidence is often provided throughout the school year in the form of School Committee reports.

Evidence to support the School Committee's evaluation of the Superintendent's level of goal achievement has been provided in School Committee reports throughout this school year. Evidence related to goals that have not been reported upon at a School Committee meeting are enclosed with this memo. In addition, evidence related to the Standards of Effective Practice for Superintendents can be accessed by the School Committee in Synergy, Superintendent Evaluation Materials, 2014 - 2015.

The School Committee approved the Superintendent's Annual Plan in September 2014, which included the following goals:

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.

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.

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.

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

Evidence supporting the Superintendent's Student Learning Goal and two District Improvement Goals was provided in the Mid-year Strategic Plan Update and in prior School Committee reports. Evidence supporting the Superintendent's Professional Practice Goal is enclosed with this memo. The Superintendent will report on progress towards meeting her Professional Practice Goal at the School Committee meeting on February 5, 2015.



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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.



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To: School Committee
From: Rebecca McFall
RE: Professional Practice Goal Mid-year Update
Date: January 29, 2015

I chose the Professional Practice Goal of establishing a regular meeting with the principals, preschool coordinator, and the assistant superintendent in order to meet several needs, including additional time to focus on instructional leadership skills specific to principals, opportunities to share best practices and learn from each other, increased collaboration amongst this group of school-based leaders, and increased consistency of practice across the district.

In the first half of the school year, we were developing as a working group. We are continuing to learn how to be collaborative partners and share responsibility for the meaningful use of our time together. I am finding that my goals for each meeting are ambitious in the sense that we are rarely able to complete the items on the agenda. This is in part a positive outcome since we have had interesting conversations that take more time than anticipated. The bulk of our meetings to date have focused on the reading of The Principal: Three Keys to Maximizing Impact by Michael Fullan. We will complete our discussion of this book at our next meeting on February 3, 2015. Our discussions of the reading have been rich and have led to good conversations about our current practices and ways to apply our learning to the work already taking place in the district. During these discussions, the group was introduced to a series of text-based protocols that they could use with their faculty to efficiently process shared readings.

In addition to our book discussion, we have focused on furthering our shared understanding of Authentic Learning and Cognitive Demand. We have worked together to analyze samples of student work to understand the levels of cognitive demand. And, we considered how to take a lesson and revise it to increase the cognitive demand. All of this work was done in order to support the principals as they carry out this work with their faculty.

On one occasion, we observed a grade one classroom together and discussed the teaching and learning we observed through the lenses of the Five Key Questions for Learning, Cognitive Demand, and Authentic Learning. We shared our perspectives on the feedback we would provide the teacher to reinforce desired actions and the recommendations we would make for next steps and continued growth.

I have introduced the Consultancy Protocol to the group. The Consultancy Protocol provides a structured process for a member of the group to share a "problem of practice" they are struggling with and receive input from members of the group.

Benchmarks:

- A long-term agenda is attached outlining the actual work carried out to date and proposed agenda items for future meetings. All agenda items are subject to change as the group determines what their immediate needs are for support and professional development.
- A log of shared work is also attached showing the specific, planned contributions made by members of the group. Each member has contributed to discussions at each meeting.

At this time, we have not met the benchmark of creating collaboratively developed work.

Measures:

Observations of members of the group carrying out work with faculty have shown evidence of text protocols being used with faculty, cognitive demand and authentic learning materials shared in the principal group being used with faculty, and focus on cognitive demand in faculty meetings.

Next Steps:

- Continue progress on development as a collaborative working group.
- Continue to provide opportunities for discussion of leadership practices that lead to positive student learning outcomes.
- Continue to provide opportunities to share current practices and calibrate our practices.
- Work collaboratively to develop products together that serve all students and faculty.

Principal Meetings 2014 - 2015

Tuesdays 2pm - 4pm
Superintendent's Office

Long-Term Agenda

<p>September 16 Intro to group - purpose and goals Ground rules and norms Brainstorm topics Next steps for me are... bring to next mtg. Rotate refreshments What is unique about this mtg vs admin council? I need...that we aren't able to do in Admin.Council. Discussion - Defining Authentic Learning</p>	<p>March 3</p> <ul style="list-style-type: none"> ● Joint Observation
<p>September 30</p> <ul style="list-style-type: none"> ● Reflection/Discussion - <u>The Principal</u>, Chapters 5 and 6 - Four "A"s Text Protocol ● The Consultancy Protocol - Problems of Practice 	<p>March 17</p> <ul style="list-style-type: none"> ● Article - Learn to avoid or overcome leadership obstacles by John D'Auria ● The Consultancy Protocol
<p>October 14</p> <ul style="list-style-type: none"> ● Exploring Bloom's Taxonomy and analyzing student work 	<p>March 31</p> <ul style="list-style-type: none"> ● Article - Worth the Risk, by Sarah Kibben, ascd ● Sharing Strategies of practice - community building, discipline practices
<p>October 28</p> <ul style="list-style-type: none"> ● Reflection/Discussion - <u>The Principal</u>, Chapters 6 and 1 - The Final Word Text Protocol ● Cognitive Demand - revising lessons to increase cognitive demand 	<p>April 14</p> <ul style="list-style-type: none"> ● Sharing Strategies of practice - community building, discipline practices ● Management Strategies - organization, tools, etc.
<p>November 5</p> <ul style="list-style-type: none"> ● Preparation for faculty presentations on Authentic Learning and Cognitive Demand 	<p>May 5</p> <ul style="list-style-type: none"> ● Organizing Effective Meetings - planning, protocols, strategies, etc.

Items on the long-term agenda are subject to change to meet the immediate needs of the group.

<p>November 25</p> <ul style="list-style-type: none"> • Joint classroom observation - observation of grade 1 classroom and debrief 	<p>May 19</p> <ul style="list-style-type: none"> • Sharing the work of a School Improvement Goal
<p>December 9 Review Peer Observation applications</p>	<p>June 2</p> <ul style="list-style-type: none"> • Sharing the work of a School Improvement Goal
<p>December 23 - Meeting Canceled</p>	<p>June 16</p> <ul style="list-style-type: none"> • Celebrating our successes
<p>January 6</p> <ul style="list-style-type: none"> • Reflection/Discussion - <u>The Principal</u>, Chapters 2 and 3 - What resonates with you? 	
<p>February 3</p> <ul style="list-style-type: none"> • Reflection/Discussion - <u>The Principal</u>, Chapter 4 and Review Chapter 5 - Final Reflections on book • CLT: What do we know about the work of the CLT? What questions do we have about the work of Curriculum Leaders and our organizational structure? 	

Items on the long-term agenda are subject to change to meet the immediate needs of the group.

**Principal Group
Log of Shared Work**

Meeting Date	Topic	Description	Contributors
September 30, 2014	Consultancy Protocol	Beth Ludwig presented a problem of practice for the group to practice the Consultancy Protocol	Beth Ludwig, Presenter Becky McFall, Facilitator
October 14, 2014	Bloom's Taxonomy and Cognitive Demand	Patricia Kinsella facilitated an examination of student work and discussion of the levels of Bloom's Taxonomy as they apply to the work samples	Patricia Kinsella
November 5, 2014	Authentic Learning and Cognitive Demand	<p>Beth Ludwig and Erich Ledebuhr shared their plans for a combined K-8 faculty meeting focused on Authentic Learning and Cognitive Demand. They shared a terrific video that exemplifies both topics as well as their faculty meeting outline.</p> <p>Patricia Kinsella shared a revised lesson plan to demonstrate how an acceptable lesson could be refined in order to increase student engagement and cognitive demand</p>	<p>Beth Ludwig and Erich Ledebuhr</p> <p>Patricia Kinsella</p>