

Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2016 - 2017 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.

Student Learning Goal:

Work with administrators to develop and carry out processes to support faculty teams as they carry out Collaborative Practices (Professional Learning Communities).

Superintendent Evaluation Rubric: Indicators I-A-1, I-A-2, I-C-1, I-C-2, II-C-2, IV-A-1, IV-D-1, IV-E-1

Strategic Objective: A1 – Continue to develop, demonstrate and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity.

Key Actions:

Guide and coach the principals and other administrators as they work with their faculty to develop collaborative teams. Collaborative teams focus on student learning by examining their professional practice and the work of their students using the following questions as a guide.

1. What do we want our students to learn?
2. How will we know if each student has learned?
3. How will we respond when some students do not learn?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Measures:

- Evidence provided by faculty demonstrating the work of their team including student results.

Evidence may include: curriculum units, common assessments, student data, student work samples.

Professional Practice Goal:

Educate myself and the administrative team about new legislation related to Transgender students and the LGBTQ community. Ensure that our practices and policies support all students and provide safe learning environments for all students.

Superintendent Evaluation Rubric: Indicators II-A-3, III-B-1, IV-B-1, IV-D-1, IV-D-2

Key Actions:

Ensure that all administrators are aware of and understand new legislation related to the LGBTQ student community and Transgender students in particular.

Review and discuss Transgender Student Rights and ensure that our policies and practices are consistent with these rights.

Seek appropriate professional development opportunities for administrators and faculty to attend that will assist our support of our students and families.

Measures:

Policies and practices are updated.
Key faculty and administrators have received training and support.

District Improvement Goal 1:

Develop an avenue of opportunity for faculty to take instructional risks that engage students in authentic and innovative ways.

Superintendent Evaluation Rubric: Indicators I-A-1, I-A-2, IV-E

Strategic Objectives:

A2 – Create a culture and develop structures that support innovation and risk-taking to improve student learning

B1 – Support and guide educator development of instructional units that engage students and provide appropriate levels of cognitive demand, differentiation and student ownership of their learning experiences

Key Actions:

Partner with the Lincoln School Foundation to create a process of applying for funds and support that allow educators to activate the spirit of innovation and risk taking in themselves and their students.

Measures:

Faculty proposals and projects.

District Improvement Goal 2:

Develop an Administrator Handbook for Educator Evaluation

Superintendent Evaluation Rubric: Indicators I-B-1, I-B-2, I-B-3

Strategic Objective: The educator evaluation rubric addresses all strategic objectives on the District Strategic Plan. Development of the handbook will require conversations about the strategic objectives as we develop best practices for carrying out the evaluation process.

Key Actions:

Develop an Administrator Handbook for Educator Evaluation that includes best practices, agreed upon by the administrative team, for carrying out the steps of the evaluation process.

The handbook will increase the likelihood of consistency of practices across the district. Consistency will improve our overall practices and ability to collaborate and will also increase faculty trust and comfort with the process.

Measures:

Completed Administrator Handbook for Educator Evaluation



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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.