

### **Superintendent's Annual Plan for Evaluation**

The goals identified for the Superintendent's Annual Plan 2017 - 2018 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:**

**Support the development of administrator and faculty use of Collaborative Practices that focus on student learning.**

Superintendent Evaluation Rubric: Indicators I-A-1, I-A-2, I-C-1, IV-A-1, IV-A-2, IV-A-3, IV-D-1, IV-E-1

Strategic Priority: 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 a Teaching to Learn cycle that includes a) setting clear learning targets and success criteria b) planning engaging instruction c) assessing learning, and d) responding to the needs of individual students

#### **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:**

**Carry out the Educator Evaluation process with fidelity for the Administrators that I directly supervise and re-calibrate the supervision and evaluation practices of the administrative team.**

Superintendent Evaluation Rubric: Indicators Standard I: Evaluation I-D-1, I-D-2, I-D-3, I-D-4

Strategic Objective: Educator Growth and Innovation

#### **Key Actions:**

Re-establish a clear and consistent evaluation process for administrators and carry it out with fidelity.

During Administrative Council meetings, lead processes that allow the administrators to reflect on their supervision and evaluation practices and deepen their thinking and skill in coaching faculty.

Carry out exercises that result in the calibration of evaluation practices and ratings amongst administrators.

**Measures:**

Consistency of written evaluations and clear rationale and basis for ratings amongst administrators.

**District Improvement Goal 1:**

**Work with the Administrative Team and key faculty to review our course offerings, staffing, and scheduling across the district.** (Specialist Scheduling, Side Letter with LTA)

Superintendent Evaluation Rubric: Standard II

**Key Actions:**

Work with administrators and faculty to carry out a needs assessment and begin to develop clear guidelines for specialist course offerings across the district.

Develop clear guidelines for FTE loads by specialist discipline in order to determine FTE needs by school and provide effective scheduling. And, use the guidelines to ensure that each specialist teacher is appropriately scheduled based upon their FTE.

**Measures:**

Progress towards carrying out the goals set forth in the *Specialist Scheduling* side letter.

*Collection of data about specialist schedules and instructional needs in order to consider:*

- *ensuring that the learning expectations for the students in specialist programs are being well-met.*
- *setting clear expectations for equitable programming and effective scheduling.*
- *ensuring that no faculty with a specialist role are scheduled for more instructional time than their FTE assignment.*

**District Improvement Goal 2:**

**Provide support and guidance to the Assistant Superintendent and Director of Technology as they carry out an assessment review process** (Assessment Committees, Side Letter with LTA)

Superintendent Evaluation Rubric: Indicators I-C-1, I-C-2, I-E

Strategic Objective: Assessment and Data

**Key Actions:**

Support and coach the Assistant Superintendent and Director of Technology as they lead the Assessment Steering Committee and begin to carry out a review of our district assessments in order to make progress toward the goals outlined in the Assessment Committees side letter with the LTA.

**Measures:**

Progress towards meeting the goals set forth in the *Assessment Committees* side letter.

*The Committee will study the assessments currently used in the Lincoln Public Schools to achieve the following goals:*

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- *Minimize time spent on testing while ensuring that high quality data is available to teachers and the district.*
- *Recommend a set of assessments that should be mandatory across the district, and for which data will be collected at a district level.*
- *Create a framework for collecting, analyzing and using student data to inform instruction.*

**District Improvement Goal 3:**

**Appropriately fulfill the necessary leadership role of the superintendent in order to successfully complete the feasibility study, 20% schematic design phase of the Lincoln School building project.**

Superintendent Evaluation Rubric: Standard I - Instructional Leadership Standard II - Management and Operations

**Key Actions:**

Carry out responsibilities of the superintendent as a member of the School Building Committee.

Co-chair the Campus Coordinating Group with Town Administrator, Tim Higgins to ensure collaboration with the Community Center Planning and Preliminary Design Committee (PPDC).

Work with the Owner's Project Manager and Design Team to carry out educational vision and programmatic design requirements development.

Provide leadership and focus to the development of the educational vision and connection to the facility design.

Facilitate and coordinate the processes required to provide information from the schools to the Design Team and community.

Participate in the planning and presentation of community outreach events.

**Measures:**

The successful selection of a recommended school design option by the Town of Lincoln at a Special Town Meeting in June 2018.