

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.

Mid-Year Update:

The work on this goal began in June 2017 when we required all teacher leaders and administrators to attend the three-day course, Coaching High Impact Teams offered on-site by Research for Better Teaching. While we had some bumps in the road with implementation, we have remained focused on our goal of developing faculty understanding of a teaching to learn cycle and using the cycle to focus on student learning outcomes.

On the opening workday for faculty, the assistant superintendent and I set the stage for our focus on Collaborative Practices with our presentation, Impact Through Partnership: Collaborative Practices in the Lincoln Public Schools. This provided an opportunity to communicate our vision and expectations for the five Collaborative Practice Wednesdays scheduled during this school year. In addition, with the support of the director of technology, the assistant superintendent and I created two video messages that were sent to faculty to ensure that everyone received a consistent message regarding the importance of this work and the structures that we put in place for teams. Our goal was to communicate the loose/tight nature of this work. Expectations set by the administration represent the tight aspect of our leadership and the autonomy that is provided to faculty to determine their areas of focus and goals represents the loose aspect of our leadership.

To date, we have had three of the five Collaborative Practice sessions. I have visited many teams on these afternoons. The work that teams are doing is varied. It ranges from examining new curriculum together to sharing formative assessments and providing each other feedback for improvement. Our content specialist teams are focusing on district-wide goals and looking at student work and data to understand strengths and needs of our curriculum as well as student needs.

During our Principal's Meetings, we have regularly checked in as a group on how the Collaborative Practice groups are going and have provided opportunities for the sharing of practices related to supporting teams. During our last check-in, principals identified examples they have observed of components of the teaching to learn cycle. We continue to develop our ability to guide and coach teams to ensure high-quality collaboration focused on student learning.

This coming Tuesday, January 16th, Institute Day will focus on the components of the Teaching to Learn Cycle. Following key note speaker, Carrie Stack of the Say Yes Institute, faculty will attend self-selected workshops focused on one area of the Teaching to Learn Cycle. Based upon faculty selections, the workshops were narrowed down to Infusing Formative Assessments, Investigating and Extending Student Thinking, Providing Feedback to Students, and Re-teaching, Re-engaging, Re-grouping. Each session has an administrator serving as the primary facilitator with other administrators providing support. I will be the primary facilitator of the Re-teaching, Re-engaging, Re-grouping workshop. The assistant superintendent has done an outstanding job organizing the Institute Day, creating the workshops, and providing support to the facilitators.

The final two Collaborative Practices Wednesdays will take place March 7th and May 9th. We look forward to observing the impact of our work and faculty focus on teaching and learning in our classrooms as well as through assessment data.

End of Year Update:

The Collaborative Practice Wednesdays allocated to faculty teams have been completed. Faculty teams are finishing up their work for the year and reporting out to their supervisors. Principals are reporting out on the work of their faculty as part of their School Improvement Plan reports to the School Committee. Principals and other administrators are providing opportunities, either at the end of the school year or in the fall, for faculty to share their work with their colleagues. This work continues to develop and take hold with more teams using the frameworks such as FAR and FIRME from the Coaching High Impact Teams course to guide their work and provide a structure for measuring progress and growth.

We will continue to work on providing support to administrators on effective ways to coach and guide faculty in this work. We will also continue to refine our expectations and forms of accountability for administrators and faculty to ensure that this work and the time allocated to it is meaningful and leads to positive impacts for students.

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.

Mid-Year Update:

This goal continues to be a challenge for me. While we have placed items on our Administrative Council long-term meeting agenda to address evaluation, these items continually get bumped by more immediate needs.

There are several areas that have taken time that we did not have on the radar at the beginning of the school year. These include:

- Creating opportunities for the administrative team to carry out their own collaborative practices work by looking at district data together.
- Launching the Harvard Workplace Labs and beginning to review reports.
- Developing plans for the administrative team to work with Dr. Darnisa Amante through the Disruptive Equity Education Project (DEEP) in response to our needs related to understanding the implications of race on learning and ways to move our district forward in developing cultures of inclusion and support for all students.

End of Year Update:

Since the Mid-year Update we have only had two Administrative Council meetings due to MCAS and DEEP. We have not been able to develop a cohesive process for examining our evaluation processes during Administrative Council time.

Jess Rose led the administrative team through a series of Learning Walks (report provided as part of the Strategic Priorities update) which has helped to refocus our thinking about what is essential in high-quality instruction.

Effectively carrying out the evaluation system with administrators will continue to be a goal for me and our work as an administrative team.

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.*

Mid-Year Update:

Very little progress has been made to date on this goal. I have begun to gather schedules for review but have not yet developed the next steps of this process. This will become an area of focus in the coming months.

End of Year Update:

No additional progress has been made towards this goal. Some of the principals have expressed interest in forming a summer working group to carry out this work.

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:

- *Minimize time spent on testing while ensuring that high quality data is available to teachers and the district.*

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- *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.*

Mid-Year Update:

The LTA did not select their Steering Committee representatives until late fall pushing the start of this process back to a later date than expected. The director of technology and the assistant superintendent will provide an update on their work as part of the Strategic Priorities mid-year update. I have met with the director of technology and assistant superintendent to discuss the approach to this work and the goals and they provide me with regular updates on their progress.

The Steering Committee is in the process of developing a district assessment philosophy to guide the work of the committees.

End of Year Update:

As reported during the Strategic Priorities update, the Assessment Steering Committee has developed a philosophy / foundations of assessment statement to guide our work related to assessment across the district. Summer work that includes faculty and administrators will begin after the school year closes.

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.

Mid-Year Update:

The Lincoln School building project has been a primary focus of my work this fall. I am participating in bi-weekly School Building Committee meetings, Campus Coordinating Group meetings, meetings with the SBC chairs, and architect conference call check-ins.

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In addition, the administrative team has dedicated large amounts of time to working with the architect team to develop the school program and provide input on conceptual designs for the Lincoln School. I have participated in planning and implementation of public forums and presentations to various town groups including the Council on Aging and PTO. I led at least three tours of the Hanscom Middle School for members of the Lincoln community and for members of the faculty who participated in the visioning sessions.

End of Year Update:

Focus on the Lincoln School project continues and it requires a large amount of my available independent work time. Because the majority of my days are spent in meetings, both regularly scheduled and requested, the time that I have to carry out projects and the work to meet my goals is usually before and after typical work day hours. However, this year, 95% of that time has been filled with meetings and work related to the Lincoln School project.

The building project process is progressing according to the timeline that culminates with a Special Town Meeting on June 9th. I have worked hard to represent the district in this process and ensure that the focus on education is not lost. In addition, I have tried to keep the school and parent communities abreast of what has taken place at each step of the process, what is coming next, and how they can be informed and engaged. Communications have been sent directly to faculty and families and the Superintendent's Bulletin has also been used as a vehicle for communication.