



## Lincoln Public Schools

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Superintendent of Schools

### Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2018 - 2019 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 1:

**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. (See Strategic Priority Map A1 for action steps.)

In addition to the action steps outlined in Strategic Priority Map A1, the Principal's Meeting group will have a text-based focus using Leaders of Their Own Learning, by Ron Berger of Expeditionary Learning. And, the Administrative Council will participate in a series of Learning Walks together to continue our development of a shared understanding of what constitutes high quality instruction. A clear understanding of high quality, effective, engaging instruction is the foundation required to appropriately guide and support collaborative teams.

**Outcome:** Administrative Council develops an approach that ensures all collaborative practice teams are effective through more consistent support and accountability, and identifies ways for teams to incorporate FAR and FIRME, as well as document and share their learning more broadly.

#### 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 1:**

**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.*
- *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.*

**Professional Practice Goal 2:**

**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, and*
- *ensuring that no faculty with a specialist role are scheduled for more instructional time than their FTE assignment.*

**District Improvement Goal 1:**

**Appropriately fulfill the necessary leadership role of the superintendent in order to successfully complete the 20% schematic design phase and initiate the design development 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 bonding of a recommended school design by the Town of Lincoln at a Special Town Meeting on December 1, 2018.

**District Improvement Goal 2:**

**Begin to explore the possibility of developing a Vision/Profile of an LPS graduate and/or a vision for our Hanscom students who are with us for shorter time periods.**

Superintendent Evaluation Rubric: Standard I - Instructional Leadership

**Key Actions:**

Gather documents from other districts to inform our thinking.

Visit the Farmington, CT Public Schools and collaborate with the administrators who have carried out this work in their district and schools.

Begin to explore the utility of developing a student Vision/Profile and draft a process for stakeholder input.

**Measures:**

Presentation of the information gathered, our evolution of thinking regarding whether or not to develop a Vision/Profile of an LPS graduate, and possible draft plans for engaging stakeholders and next steps.