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Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2019 - 2020 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.

Goal 1:

Create a common understanding of the district vision of high-quality instructional practices through consistent professional development for all faculty and administrators.

Strategic Priority: A2. Create a common understanding of our vision of high-quality instructional practices and implement these practices across all classrooms.

Key Actions:

In collaboration with the Central Office Administrators, Principals, and Preschool Coordinator, develop and facilitate a series of professional development modules that will be co-delivered to all faculty and administrators throughout the 2019 – 2020 school year.

The professional development modules will be based on the first four chapters of Leaders of Their Own Learning, by Ron Berger of Expeditionary Learning. In addition, we will be integrating components related to adult learning and race and equity into all of this work.

Learning Walks will continue to be an important component of 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 and meet all of our strategic priorities related to meeting student needs. (Details of this goal will be outlined in our Strategic Priority Maps presented in the fall.)

Outcomes:

- A common understanding of what constitutes high-quality instruction is established across the district.
- Specific instructional strategies are introduced and faculty are supported in their introductory implementation of these strategies.
- Administrators are co-leaders of this work and further support and develop faculty growth at the building level.

Measures:

Data for determining progress will be gathered during Learning Walks and observation with principals, principal reports of building level progress, and potential student feedback via annual student surveys.

Evidence of strategies and approaches being used in all classrooms at the beginning level of implementation, as outlined at the end of the following chapters in Leaders of Their Own Learning, Transforming Schools through Student-engaged Assessment, will be collected.

Beginning Implementation Expectations

Learning Targets

- Teachers write learning targets for daily lessons.
- Learning targets are visibly posted in the classroom and introduced to students at the best point during the lesson—teachers unpack the learning target, identify key vocabulary and criteria for success.
- Teachers plan their instruction to ensure that all students can meet the learning targets.
- Students are able to articulate what they are learning.
- Families have more information about what concepts and skills their children are learning.

Checking for Understanding during Daily Lessons

- Teachers put time and energy into establishing a classroom culture of trust and respect and one in which students believe they can improve with effort.
- When planning lessons, teachers simultaneously preplan the questions they will ask students to assess their understanding throughout the lesson.
- Teachers structure lessons to ensure that students have time to apply concepts and skills so that both students and teachers can accurately monitor understanding.
- Teachers implement a manageable set of techniques to monitor understanding at the beginning, middle, and end of lessons.

Using Data with Students

- School leaders and teachers collect and analyze student achievement data as well as data on progress toward state and Common Core standards, habits of work, and student engagement. Often a robust faculty practice of data collections and analysis leads to bringing data practices into the classroom to use with students.
- Teachers set up a data-safe classroom culture in which students have a growth mindset. They strive to personally improve, but don't compete against each other.
- Students learn the language of data.
- Teachers build student confidence using data, giving them early wins with the skills or behaviors that they can measure and improve. Often this is a collective effort.
- Teachers establish a system for collecting student work (e.g., in work folders).

Models, Critique, and Descriptive Feedback

- Students learn the basic guidelines of critique and descriptive feedback: *be kind, be specific, and be helpful*. Teachers and school leaders begin to internalize these norms in professional settings as well.
- Through the use of models, students expand their preconceived notions of what quality work can look like at their grade level.
- Students learn to identify the key steps involved in producing high-quality work. This gives them greater ownership of the path to producing their own high-quality work.
- Teachers develop a repertoire of protocols to structure critique lessons.
- Teachers use learning targets to guide their critique lessons and descriptive feedback.
- As students see how the practices help them meet their learning goals, they begin to exhibit confidence in participating in critique and using feedback.

Goal 2:**Continue the development of our District Profile of a Learner****Key Actions:**

In collaboration with the Assistant Superintendent...

- carry out the Profile of a Learner session with our faculty who did not participate during the 2018 – 2019 school year to introduce the concept and gather their input. This will be done on one Wednesday afternoon in the fall.
- carry out the Profile of a Learner session with students and offer at least one additional session for community members.
- synthesize the input gathered and develop draft options of the Profile of a Learner for further review and input.
- develop a committee of individuals representing a breadth of stakeholder groups who will review the Profile of a Learner as it is developed and act in an advisory role to the Superintendent and Assistant Superintendent as they finalize the District Profile of a Learner.

Outcomes:

- All faculty have participated in the Profile of a Learner professional development workshop and provided input to inform the development of the Lincoln Public Schools Profile of a Learner.
- Community members have been provided with the opportunity to participate in the abridged Profile of a Learner professional development workshop and provided input to inform the development of the Lincoln Public Schools Profile of a Learner.
- The Superintendent and Assistant Superintendent have enlisted support from local colleagues and organizations specializing in the development of Profiles of a Learner to further their understanding and expertise related to profile development and utilization, as well as further developing their leadership and facilitation skills related to this work.

Measures:

- Development of the Lincoln Public Schools Profile of a Learner by May 2020.
- Create initial plans for utilization of the Profile of a Learner to guide and impact the work carried out across the district and prioritized in the District Strategic Plan for the coming years.

Goal 3:

Continue work within the district and with SMMA, Consigli, Daedalus, and the School Building Committee and community members to move the Lincoln School building project forward into the construction phase.

Key Actions:

- Working closely with the administrative team and SMMA, finalize the design plans for the Lincoln School renovation/construction project.
- Represent the school district in School Building Committee meetings and at community events regarding the educational needs of our students and the district.
- Communicate that progress of the Lincoln School building project to the Lincoln School community and keep the school community informed of steps to be taken related to construction of the temporary school building and preparing for the moves that will take place in June 2020.

Outcomes:

- Construction Design of the Lincoln School is completed within the allocated budget.
- The community is engaged and informed about the project and has clear understanding of the steps being taken and the schedule and process for construction over this school year and into the 2020 – 2021 school year.

Measures:

- The Lincoln School Project remains on schedule and on budget.

Goal 4:

Negotiate successor Lincoln Teacher Association and Department of Defense contracts.

Key Actions:

- Plan for and carry out the negotiation of a successor collective bargaining contract with the Lincoln Teacher's Association in collaboration with the School Committee.
- Begin collective bargaining process with Lincoln Public Schools Support Professionals
- Negotiate a new contract with the Department of Defense Education Activity (DoDEA) to continue operating the schools at Hanscom Air Force Base.

Outcomes:

- Create process timelines for each contract.
- Work with the Administrator for Business and Finance to determine the financial needs and capacity of the district.
- Work with the Administrative Team and School Committee to develop the interests of the district.
- Research and develop proposals with supporting information demonstrating the need and/or capacity of the district.
- Manage negotiation process and contract language revisions throughout collective bargaining process.
- Work with DoDEA contracting personnel to respond to their request for proposals to operate the schools at Hanscom Air Force Base.

Measures:

- Collective bargaining/negotiations are carried out in good faith.
- A contract to operate the Hanscom Schools is in place by May 2020, if possible.

Other Important, High-Profile Work to be Accomplished in the 2019 – 2020 School Year:

- Implement new schedules in all schools to create equity and consistency for students and staff and ensure that all students receive equal access to curriculum and programs.
- Open the new Hanscom Primary School (HPS) and support the new HPS principal.
- Support the two Hanscom Principals and the Preschool Coordinator as they develop a PreK – 8 school for the first time.
- Support a new METCO Director and support the METCO team consisting of Director, Academic Advisor, Student Services Coordinator and Principals as we re-establish the vision for METCO in the Lincoln School and community.