

# Superintendent's Mid-Cycle Report on Progress Towards Goals

---

January 23, 2020

**Goal 1: Create a common understanding of the district vision of high-quality instructional practices through consistent professional development for all faculty and administration.**

---

Outputs to date:

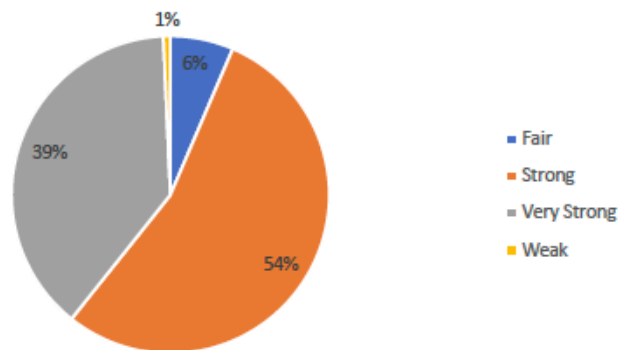
- September 11, 2019 – All faculty PD, Developing Shared Tools for Reflection and Feedback
- January 15, 2020 – All Faculty PD, Leaders of Their Own Learning focus on Learning Targets
- January 22, 2020 – All Faculty PD, developing Learning Targets



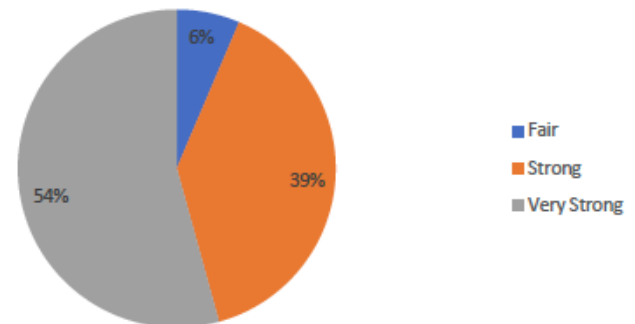
# September 11 - Feedback

---

Quality of Content



Quality of Facilitation



## Content Quality

Some of the most common pieces of feedback on the quality of content and facilitation included:

"I felt like this applied to everyone no matter what your role in the district and the tools could be immediately applied."

"Today was practical and useful for both our school and home lives, including our work with students and colleagues."

"Good balance of video, listening, and talking time at a good pace. The sharing we did with one another felt purposeful and the time was broken up well."

"The content resonated with me. The need for today's session felt clear and relevant."

"I appreciate all the specific and concrete examples – these helped me make sense of the concepts and apply them to myself."

"I appreciated time to work with my Learning Partner."

"I felt the video selection was thoughtful."

"I liked having so many resources to follow up on and use at our leisure."

"There were different professional voices and texts but they all complimented the core vision and message."

"You were clear from the start that you were not shaming or blaming us – you want us to be stronger as a whole group."

"When you shared your personal experience of doing your first pinch sort, you gave everyone permission to not be perfect – this is hard work and requires practice to develop skill and comfort."

"The size of the group and the gym environment sometimes made it tricky. It was hard for me to be vulnerable in a noisy room with so many people but going on a walk and talk with my Learning Partner helped with that."

"I would have loved less content and more time to dig into ideas, especially if there was more time to work with my Learning Partner."

"If there are slides that are hard to read please print those so that we can follow along better in the moment."

"Please make sure to provide a full five minutes at the end for us to provide feedback so that we are not rushed when doing so."



Learning Target 1

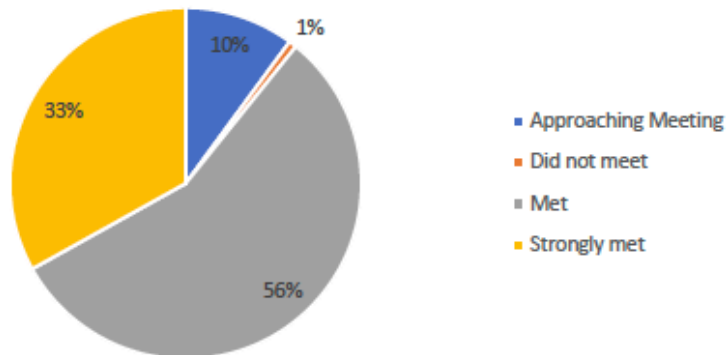


Figure 1: I can absorb a variety of thoughts and tools designed to increase everyone's capacity to be reflective and honest with ourselves and one another.

Learning Target 2

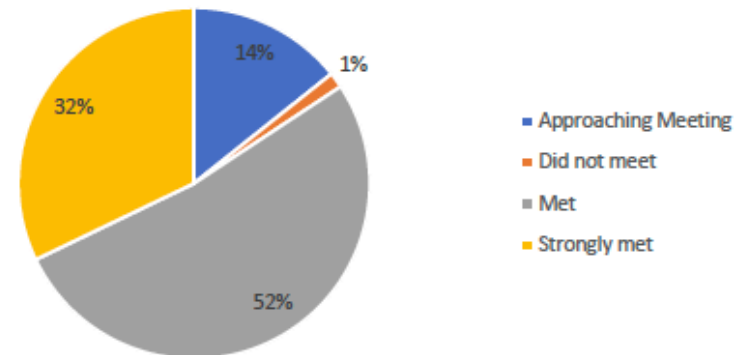


Figure 2: I can leave today's session prepared to practice the frameworks and tools we engaged with in the coming weeks, learning more about myself, others, and the tools.

Some of the most commonly shared “aha” moments or moments that made people think included:

“To move forward we need to be honest and truthful and have tough conversations.”

“I need to push myself to be more honest in my feedback to my co-workers.”

“Not giving feedback is a disservice to the other person.”

“I immediately thought of a situation today and how I could address it tomorrow but also reframe my reaction next time.”

“I think I could get better at how I receive constructive feedback.”

“Feedback is not always negative – positive feedback can have a powerful impact.”

“I need to give critical feedback and not just positive praise to students.”

“I fall on the ruinous empathy side of things and I’ve never thought about how that is more hurtful than helpful.”

“I’m really going to work on slowing down my “mind chatter” so that I can truly listen to others.”



Some of the most commonly shared things people are committed to practicing included:

"I am going to think about the feedback I'm giving to my students and the teachers in my room and remind them that it's ok and important for me to get feedback in return."

"I'm going to try SBI feedback with colleagues after a meeting so that I don't engage in the 'meeting after the meeting'."

"I would like to provide more direct and in-the-moment feedback to colleagues so that I don't sit and stew with it."

"I'm excited (and nervous) about the idea of having students give each other feedback—both praise and critique. I did some brainstorming with my partner about how to scaffold for kids."

"Realizing how I listen to others and paying closer attention to my listening stumbling blocks."

"I have caught myself talking about other people rather than to them and I'm re-committing to stopping it."

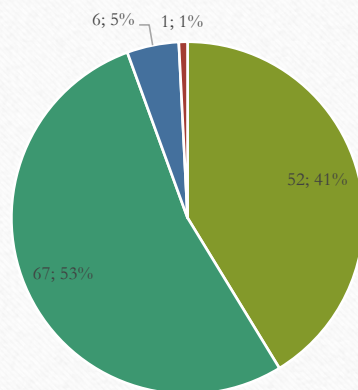
"I am motivated to practice giving radical candor and inspired to be less sensitive and more open to receiving feedback."

"I want to try to use the pinch sort to the point where I can do it in my head."

# January 15 – Learning Targets

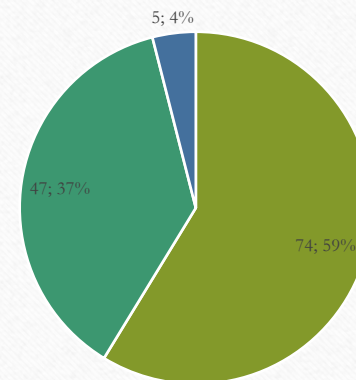
## Why? What? How?

Quality of the content



■ Very Strong ■ Strong ■ Fair ■ Weak

Quality of facilitation

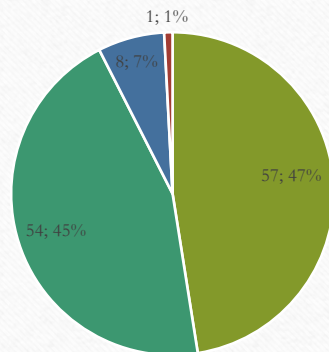


■ Very Strong ■ Strong ■ Fair



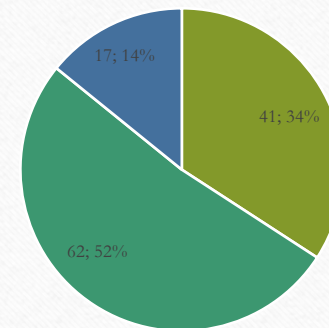
# January 22 – Developing Learning Targets

I can create Learning Targets to use in the coming month



■ Strongly Met ■ Met ■ Approaching Meeting ■ Did Not Meet Yet

I can analyze a Learning Target for clarity using our Learning Target Checklist (and refine it, if needed).



■ Strongly Met ■ Met ■ Approaching Meeting

# Outcomes

---

- District-wide common language and tools to use to provide and receive feedback
- Establishing a foundational level of expectation for our interactions and growth mindset
- Consistent beginning level understanding of the why, what, and how of using Learning Targets
- Collaboration of PD development and facilitation with administrators and faculty



## Goal 2: Continue the development of our District Portrait/Profile of a Learner

---

### Outputs:

- Attended EdLeader21 Annual Convening
- Fall Sessions with K-5 Faculty and Community
- Student sessions in progress
- Survey Input ~150 responses



### Next Steps:

- Convene a Task Force of stakeholder representatives including students, faculty, administrators, parents, community members, business leaders
- Develop draft profile for community vetting/input and revision
- Create final draft including graphic design for public comment in Late April
- Possible revisions in May
- Bring final Portrait/Profile to School Committee in June

(Begin to use Portrait/Profile during Strategic Planning in May)



**Goal 3: Continue work within the district and SMMA, Consigli, Daedalus, and the School Building Committee and community members to move the Lincoln School building project forward into the construction phase.**

---

Outcomes:

- 100% Design Documents have been completed
- Subcontractor Bids are being accepted
- To date, the project is on budget with minimal reduction of educational program features
- Temporary facility will be completed next week with the exception of the parking lot
- Planning for June moves are underway
- Planning is beginning for programmatic changes due to space changes

## **Goal 4: Negotiate successor Lincoln Teacher Association and Department of Defense Contracts**

---

### LTA Contract

- Timeline created through January 27
- Developed Interests based on district needs
- Completed 7 sessions (20 hours)

### Department of Defense Contract

- Request for Proposal is expected by the end of January with projected award in April
- Contracting Officer Visit in late February