

**Lincoln Public Schools
Lincoln, Massachusetts**

SCHOOL COMMITTEE MEETING OF MARCH 20, 2025

6.0 TIME SCHEDULED APPOINTMENTS

AGENDA ITEM:

6.2 K-8 STEM Coordinator Position and K-8 LASH Coordinator Position

Supporting Documents: ☐ Enclosed ☒ N/A ☐ Forthcoming

RECOMMENDED ACTION:

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Information Only

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Discussion/Review

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First Reading

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Second Reading

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VOTE to:

BACKGROUND:

Assistant Superintendent Torrance Lewis will provide information on the K-8 STEM Coordinator and K-8 LASH Coordinator positions.

FACILITATOR AND INVITED GUESTS:



LINCOLN PUBLIC SCHOOLS

BALLFIELD ROAD

LINCOLN, MASSACHUSETTS 01773

781-259-9402 • Fax: 781-259-9246

tlewis@lincnet.org

Torrance Lewis

Assistant Superintendent of Schools

To: School Committee
From: Torrance Lewis, Assistant Superintendent
RE: Summary of Next Phase of Curriculum and Instructional Leadership Improvements
Date: February 28, 2025

As the District and the Committee continue to strengthen the curriculum and instructional leadership structure, I wanted to provide an overview of the next phase of curriculum and leadership improvements.

From the Superintendent's Entry Plan Findings Report, 2023-2024:

K-8 horizontal and vertical curriculum review and coordination

*The current structure of curriculum leadership at the elementary level includes a full-time K-5 literacy [content specialist], a full-time K-5 math [content specialist], and a part-time K-5 science [content specialist]; there is no current position directly associated with Social Studies curriculum coordination. At the middle school level, each curriculum area has a Department Lead Teacher, which is a full-time classroom teacher who is paid a stipend to help coordinate curriculum conversations. **There is minimal curriculum coordination between K-5 leadership and middle school-level Department Lead Teachers, and the Department Lead Teachers do not have the same availability to coordinate vertical curriculum work because of their full-time teaching responsibilities. The Assistant Superintendent oversees the curriculum coordination process district-wide, but the range of that position's responsibilities allows for minimal direct participation in day-to-day curriculum work.***

The lack of explicit K-5 and 6-8 curriculum coordination, along with the lack of more formal curriculum leadership positions at the middle school level, led to frequent parent perceptions that there is not a coherent curricular sequence within each subject area from 6th through 8th grade, and from the elementary structure into the middle school grades. Additionally, teacher interviews and a review of district documents showed that there is not currently a scheduled curriculum review process in place across the district at either the elementary or middle school levels.

Based on the feedback and information, several possible areas for improvement include:

- *Developing a long-term, continuous curriculum review process that begins with K-3 literacy;*
- *Identifying opportunities to put in place curricular leadership that spans the K-8 sequence;*
- *Ensuring a high level of curriculum coordination in the middle school grades.*

From the Lincoln Public Schools Long-Term Strategic Plan, 2024-2028:

Highlighted Actions for the 2025-2025 School Year - Curriculum, Instruction, and Learning

- *Develop a multi-year plan for strengthening curriculum leadership and coordination*

Highlighted Actions for the 2026-2027 School Year - Curriculum, Instruction, and Learning

- *Revise curriculum leadership structures and roles based on multi-year plan*

Which areas are earmarked for the next phase of curriculum and instructional leadership improvements?

Currently in the Lincoln Public Schools, the K-5 Mathematics Content Specialist, the K-5 Science Content Specialist, and the K-4 STEM Teacher positions are allocated as follows:

K-5 Mathematics Content Specialist	0.9 FTE
K-5 Science Content Specialist	0.5 FTE
K-4 STEM Teacher at Hanscom	0.5 FTE
K-4 STEM Teacher at Lincoln	0.6 FTE
Total	2.5 FTE

The current faculty member in the K-5 Mathematics Content Specialist will retire on June 30, 2025. With the retirement, we are presented with an opportunity to strengthen curriculum leadership in the areas of mathematics, science, and technology/engineering, and put in place curriculum leadership that spans the K-8 sequence.

What is proposed to improve and strengthen curriculum and instructional leadership in the areas of mathematics, science, and technology/engineering?

A district-wide K-8 STEM (Science, Technology, Engineering, and Mathematics) Coordinator would further the district's goals of strengthening curriculum leadership and promote vertical curriculum alignment in the K-8 sequence.

K-5 Mathematics Content Specialist	0.9 FTE	→	1.0 FTE STEM Coordinator	+0.1 FTE
K-5 Science Content Specialist	0.5 FTE	→	0.5 FTE Available	
K-4 STEM Teacher at Hanscom	0.5	→	0.5 STEM Teacher at	

	FTE		Hanscom (stays the same)	
K-4 STEM Teacher at Lincoln	0.6 FTE	→	0.6 STEM Teacher at Lincoln (stays the same)	

The K-5 Mathematics Content Specialist role and the K-5 Science Content Specialist role would now fold into a newly-created 1.0 FTE STEM Coordinator leadership position that would also have supervisory responsibilities. To make the position whole, 0.1 FTE would need to be added to the STEM Coordinator leadership position.

How else will the next phase of curriculum and instructional leadership work towards the long-term goals of the Committee and the District?

With the creation of the STEM Coordinator leadership, an additional opportunity presents itself since 0.5 FTE would become available. The additional 0.5 FTE could be used to further the district's intervention, curriculum, instructional, and coordination goals. Combined into a 1.0 FTE position with the 0.5 FTE K-4 STEM Teacher at Hanscom, the additional 0.5 FTE could be utilized to create a district-wide Grades 6-8 Mathematics Interventionist. This is a wise initial step in creating a full and robust intervention structure in our Upper Grades in the coming years.

0.5 FTE K-4 STEM Teacher at Hanscom	+	0.5 FTE Grades 6-8 Mathematics Interventionist	→	1.0 FTE Position
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What additional benefits will be gained by the District with this next phase of curriculum and instructional leadership improvements?

Finally, work would need to be finalized between Union Leadership, the School Committee, and Central Office Leadership to convert the K-8 LASH (Literacy, Arts, Social-science, Humanities) Curriculum Specialist position to a K-8 LASH Coordinator position with supervisory privileges, as well as ensure that the 1.0 FTE STEM Coordinator position is created with supervisory privileges. Instituting supervisory privileges for the K-8 LASH Coordinator and the K-8 STEM Coordinator would greatly enhance and improve evaluation, supervision, and instructional coaching for our faculty members district wide.

Why are we recommending the shift of the K-8 LASH Coordinator and the K-8 STEM Coordinator from faculty positions to supervisory positions?

Our current supervision structure creates challenges for principals and the teaching faculty in our schools. To support faculty members with improving and enhancing the teaching of students, it is important for all district supervisors to have a manageable supervision caseload in order to adeptly conduct observations, coaching sessions, and feedback sessions. Right now, our school principals have supervision caseloads of approximately twenty faculty members - including most of the faculty members in their first three years in the district. Other supervisors in our district have caseloads that average 10-11 faculty members. With the shift of the K-8 LASH Coordinator and the K-8 STEM Coordinator to supervisory roles, it will help the principals,

in particular, to have manageable supervision caseloads while also giving curriculum and instructional leadership better oversight and authority with faculty members in the areas of K-8 pedagogy, vertical alignment, instructional approach, teaching methodology, and curriculum scope/sequence. Moreover, the shift will greatly improve and support the professional practice and teaching practice of our teachers.