

**Minutes from the
Workshop Meeting of the
East Bridgewater School Committee
on Tuesday, October 22, 2019**

A workshop meeting of the East Bridgewater School Committee was held on Tuesday, October 22, 2019 at 7:00 PM in the Anne Kenneally Hynes Library in the East Bridgewater Jr/Sr High School. In attendance were: Chair Ellen Pennington, Co-Chair Gordon McKinnon, Trista Higgins, Tim McLaughlin, Rob Rhuda, Superintendent Elizabeth Legault, and Recording Clerk Joanne Benner. Theresa Maltz was not in attendance.

Motion to open a 7:01 PM:

Vote: Pennington/Rhuda

Also in attendance was Dorothy Presser, MASC

Workshop:

- ❖ A discussion was held regarding the Department of Elementary & Secondary Education's new Superintendent Evaluation model.
 - Chair Pennington asked Ms. Presser to come discuss and explain the new evaluation model. The evaluation system changed to make it a more effective tool that is tied closer to student achievement and to drive the professional development of educators. The process requires more attention to the evaluation and can be more objective and less subjective. A two year cycle can be done with experienced superintendents; those that have been in place for 3 or more years. If the Committee decides to go with a two year cycle an MOU would need to be drafted for her contract. Superintendent Legault said this is her 5th year and thinks a 2 year cycle is a better plan, and a better format, for people that aren't in education. It was suggested that on the agenda's items be referenced to relating to a goal; Ms. Presser said that is not uncommon. The Committee meets twice a month with one meeting being for business and the second focused on curriculum. By doing this it allows them to see what is happening with the data that is collected.
 - Three Key Components – it is a five step cycle for self-assessment, goal setting, making a plan to go forward, implementing the plan, and the formative and summative assessments. The formative is a check in/discussion and progress should be monitored throughout the year. At the end a written summative is done.
 - Evaluation Tool Part 1 – SMART goals is first with key action and benchmark goals in three areas: professional practice, student learning, and district improvement.
 - Evaluation Tool Part 2 – This is standards and indicators of effective professional practice: instructional leadership, management and operations, family and community engagement, and professional culture. The goals are specific to East Bridgewater and that is what makes it tailored to you.
 - Structure of the Rubric – The rubric has been structured from standard to indicator to element and then descriptor. In the rubric, each standard is further broken down into indicators, which give more detail and then into elements, which further define the work. Each element has a descriptor of what it looks like at various levels of competency.
 - Standard 1 – This is what the new rubric looks like. Instructional leadership proficient is considered a high and attainable goal; if exemplary you would be considered a model for others.

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The rubric was revised and a couple of elements removed. There were over 40 elements and the 20 indicators are still there. Part of the rationale for change is for more recognition as a goal driven process as opposed to standards. It allows the School Committee to focus on what and why and not the how.

- Rating System -The last of the three components in the evaluation system is the Rating System. A rating must be given on the Goals, which ranges from Exceeded to Did Not Meet. A rating is also given on the Standards, from Exemplary to Unsatisfactory. Finally, there is an overall Summative Rating, which combines the two. It's important to note that for a superintendent new to the job, not necessarily new to the district, "Needs Improvement" can be called "Developing" in the first 3 years of practice to recognize that s/he is growing into the job, not that s/he is deficient. In addition, a rating of at least Proficient on Instructional Leadership is required for an Overall rating of Proficient.
- Three Key Components –
 1. Five step cycle, self-assessment, goal setting, and implementation
 2. Two part tool, SMART goals & performance rubric
 3. Multi-part rating system, rating on goals, standards & summative rating
- Create Evaluation Document - At the beginning of the cycle, you will work with the superintendent to create the evaluation document. Draft the goals first. You can use a subcommittee working with the superintendent to begin this work – simply because it's easier to do this with a smaller group. To draft the goals, you'll have the self-assessment and evaluation from the last cycle as well as your district plan. The basic question to ask is: What will the superintendent do this year that will get us closer to our district goals and achieve our mission and vision for the district? The full committee has final approval on the goals. According to the law, if the evaluator and person being evaluated disagree on the goals, it is the evaluator – in this case the school committee – that prevails. Once you have set the goals, then go into the rubric and select the indicators that most closely relate to the goals. You do not need to use all of them and should limit the number you pick. Just remember that every standard must be evaluated, so make sure all the standards are represented in the indicators that you pick. If you decide that there is some area that needs particular attention in this evaluation cycle, you can weigh the standards differently. For example, if budgeting is a particular concern, you may choose to weigh the Management and Operations standard at 30%. Another standard would then be weighed at 20%. This would affect the overall summative rating. Most important, discuss the evidence you would like to see to help you determine that the goals and standards have been met. Having good discussions about this at the beginning helps the entire rest of the process go much more smoothly. It helps ensure that everyone is looking at the goals and what will be accomplished through the same lens.
- Document Development Check List - When drafting the goals, make sure you think about the outcomes you desire – the goal should define how the district will be different, how it will have moved forward, and if the goal is met. It's easy to measure if tasks have been completed, but the goal should also define the impact of completing the task. Once goals are set, then go into the rubric and identify a limited number of indicators that most closely relate to the goals. Determine if any Standards will be weighted more or less than others. Related to outcomes for the goals, discuss what evidence the superintendent will be able to provide that will help the committee understand progress toward the goal. This is another way to make sure that everyone has the same idea of what the goal is intended to accomplish. Since SMART goals have key actions and benchmarks, the superintendent should be able to report on progress at applicable times during the course of the year. Creating an agenda to hear presentations throughout the course of the year will help the committee carry out its monitoring function both to understand progress and understand what may

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be needed to further progress in the next cycle. It means that attention is paid to the goals not just at the beginning and the end, but all the way through the cycle.

- Required vs. Optional - A summary of what is required vs. what is optional. You do not need to use all of the indicators. The timing of the evaluation cycle is up to you. Some committees tie it to the school year, the fiscal year, and the election cycle. Some consider when the evidence, such as MCAS results, are available. The evaluation can be used for contract extension, raise, and a bonus; whatever you may choose. The process for completing the composite evaluation is up to you
- Completing the Evaluation – Committee members complete individual evaluations, the sub-committee prepares the composite evaluation, the evaluation is discussed and voted upon by the full Committee. If there is an outlier comment, and there is only one like this, the individual should have met with the superintendent about the perceived issue. It is important for the Committee to discuss the process before the composite is created. The Committee would like to be able to review all of the evaluations and not just the sub-committee. There should be no surprises and you need to be explicit with your expectations.
- Goals – The superintendent crafts the goals and the Committee has the final approval on the goals. Once the goals are set you go into the rubric to decide on the indicators that tie to the goals. All standards need to be evaluated and it is helpful to have a discussion about what is the evidence that can be shown to show how an achievement has been accomplished.
- Standards – The standards and indicators establish what effective leadership should be like. This is in: instructional leadership, management and operations, family and community engagement, and professional culture.
 - Proficient – This is a rigorous expected level of performance. It is a demanding, but attainable level of performance.
 - Exemplary – This is a level of performance that exceeds the high standards of proficient. It can be used as a model for leaders regionally or statewide.
 - Needs Improvement – The performance is below the requirements of a standard but not considered unsatisfactory. Improvement is necessary and expected.
 - Unsatisfactory – When performance has not significantly improved following a needs improvement rating or performance is consistently below the requirements of a standard and is considered inadequate.

Evaluation is based on evidence and observations; it should be as objective as possible. Mr. McKinnon feels that when a new member joins the Committee there should be a check list for that person. Chair Pennington said it is in the works to create a handbook.

Discussions:

- ❖ Discussion regarding Superintendent Legault’s FY20 goals and Evaluation Standards and Indicators. The Chair read the goals to the Committee. There was discussion around rewriting/changing some of the language in the goals. Superintendent Legault agrees and will do that and resubmit them to the Committee.

The Committee agreed to evaluate on these standards:

Standard1, 1A, 1B, 1E

Standard 2, 2A, 2E

Family and Community, 3C, 3D

Professional culture, A&D

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Action Items:

- ❖ Action is required to approve Superintendent Legault’s FY20 goals and Evaluation Standards and Indicators. A motion was made by Chair Pennington to accept the Superintendent’s goals with the exception of goals 2, 3, and 6. They will be revised and sent to the Committee and they will just speak about those at the November 12th meeting.

Motion: Pennington/Rhuda

Vote: 5 in favor

- ❖ A motion was made, pending the execution of an MOU that changes the terms of Superintendent Legault’s contract, to move to a 2 year review cycle.

Motion: Pennington/McKinnon

Vote: 5 in favor

- ❖ The Committee discussed the MASCFY19 Resolutions and change to the MASC By-Laws.

#1 All agreed to have Styrofoam removed

#2 All agreed to remove barriers for teachers and create a more diverse teaching staff. Eliminating the MTEL and MaPAL as licensing requirements for educators would help create more diversity.

#3 All agreed to have the state look closer at how to get more bus companies to bid on contracts.

#4 All agreed climate change is important and we do not want to hasten it and should take steps against it.

#5 All agreed students in foster or state care’s transportation costs should not be paid by the school district.

#6 All agreed that universal free PreK should not be put into place before universal K is for all students.

#7 All agreed that poverty is related to student achievement and steps need to be taken to eradicate it.

#8 All agreed school districts need to have menstrual supplies available.

#9 All agreed that the funding for Charter Schools need to be reviewed due to school districts being at a disadvantage with the current policy.

Motion to close at 8:59 PM: Pennington/McLaughlin

Vote: 5 in favor

Respectfully Submitted by,

Joanne M. Benner
School Committee Clerk

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