

MEMO TO: Eric Milgroom, School Committee Chair

FROM: Erdem A. Ural

SUBJECT: Irregularity in the SC vote for the Superintendent Evaluation Tool, and request for public discussion and committee action on comments which were timely submitted.

As evident from the table and emails below, there has been an irregularity associated with a recent school committee vote.

As you know, Superintendent's evaluation is one of the few responsibilities of the School Committee. As such, development of the evaluation tool should not be left to the Superintendent alone. This topic warrants public discussion and Committee deliberation on all comments.

In the document which follows, the text originally proposed by the Superintendent is seen in plain font. The proposed deletions and insertions are delineated with strikethrough and underline, respectively. Rationale statements for the proposed changes are also provided herein.

This is to request that the committee set aside the vote in question and discuss the proposed revisions.

Background information: Chronology of Events	
September 22, 2009	School Committee Meeting. Original version of the Superintendent Evaluation Tool was included in the packets. Dr. Ural pointed out that he had some ideas for improvement of the document. The document will be discussed at the next meeting. Dr. Ural is to submit his comments in time for the mailing of the next SC meeting packets, which is October 9, 2009.
October 7, 2009	Dr. Ural submitted his comments to the Superintendent's office
October 8, 2009	Dr. Ural followed up with a phone call to the SC secretary, to make sure that the comments will be included in the packets. He resubmitted the comments to the SC secretary.
October 11, 2009	Dr. Ural pointed out to the Superintendent that the comments were inadvertently omitted from the packets
October 13, 2009	Superintendent responded the comments will be available to pass out at the meeting.
October 13, 2009	School Committee Meeting. Dr. Ural was 5 minutes late for the meeting. In his absence, and 2 minutes into the meeting, the School Committee hastily voted to accept the version originally prepared by the Superintendent without public discussion and deliberation. The Committee did not consider Dr. Ural's comments prior to Committee vote.

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in **educational** leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

The superintendent's performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Rationale: The primary responsibility of the Superintendent is to be the educational leader of the Town of Stoughton and to better the quality of education our schools provide.

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles

2.2 Establishes procedures for superintendent/board interpersonal and working relationships

2.3 Understands and interprets the role of federal, state and regional governments, laws, policies, and politics and their relationships to local districts and schools

~~2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities~~

2.4 Works to ensure compliance, throughout the school district, with all federal and state laws, rules, regulations and policies applicable to the educational environment.

2.5 Keeps the School Committee informed.

The superintendent's performance for this standard:

○ UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Rationale: Original Section 2.4 inappropriately emphasizes and measures Superintendent's lawyer usage. Superintendent's emphasis should be in compliance. Of course, the Superintendent needs to consult with the lawyers as necessary to ensure compliance.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes ~~the skills necessary~~ superintendent's performance to establish effective two-way communications not only with students, staff and parents, but also the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

3.1 Develops formal and informal techniques to ~~gain~~ improve external perceptions of district

3.2 Demonstrates effective communication skills (written, verbal and non-verbal ~~(???)~~ contexts, formal and informal settings, large and small group and one-on-one environments)

3.3 Promotes involvement of all stakeholders to fully participate in the ~~process of schooling~~ improvement of education quality and student achievement.

3.4 Establishes effective school/community relations, school/business partnerships and public service

~~3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media~~

3.5 Effectively utilizes the media to inform the community of educational matters and to build support for adequate school budget.

3.X Communicates both adequate and minimal school budget needs to the community.

3.Z Works towards Enhancing one-on-one opportunities for the parents to interact with teachers.

The superintendent's performance for this standard:

- ☐ UNACCEPTABLE
- 1 NEEDS IMPROVEMENT
- 2 GOOD
- 3 EXCELLENT
- 4 OUTSTANDING

Comments:

Rationale: Superintendent evaluation should be based on performance, not on skills and understanding. In her internal and external communications, the Superintendent should differentiate adequate versus minimal budget needs and develop concrete options for informed cost/benefit decisions.

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

4.x Strives to attain adequate budget to accomplish district goals for student achievement.

4.y Effectively monitors, analyzes, and documents outcomes and trends in student learning and achievement

4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring

4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs

4.3 ~~Demonstrates knowledge of~~ **Ensures** school facilities **are adequate to accomplish district goals for student achievement, all buildings meet safety, health and building codes,** and develops a process that builds internal and public support for facility needs, including bond issues

MOVE 4.4. to NEW STANDARD #10. ~~4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma~~

The superintendent's performance for this standard:

O UNACCEPTABLE

- 1 NEEDS IMPROVEMENT**
- 2 GOOD**
- 3 EXCELLENT**
- 4 OUTSTANDING**

Comments:

Rationale: Self explanatory. Also, the issue of Safety, Security and emergencies deserves its own standard.

Standard 10: SAFETY AND SECURITY

The superintendent will create and implement policies to ensure students, staff, and community members are physically and psychologically safe in the schools.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

10.1 Creates and implements practices and procedures that promote safe school environments.

10.2 Ensures a school-based climate of tolerance, acceptance, and civility are in place and continually monitored.

10.3 Ensures that crisis plans exist and are routinely practiced.

10.4 Parents, staff, and students report feeling physically and emotionally safe and respected in school.

10.5 Monitors, logs, and analyzes incidents, complaints and compliments

4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Rationale: Stoughton Public Schools hold paramount the safety, health and welfare of the students, staff, and community members in the schools. As such, the issues of Safety, Security deserve its own standard, as opposed to being sprinkled in other standards.

Standard 5: CURRICULUM PLANNING DEVELOPMENT

This standard addresses the superintendent's skills in staying performance in creating and implementing an-up-to-date in curriculum which exploits modern teaching, learning and testing theories. It requires the superintendent to make sound recommendations for the district to adopt improved learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develops core curriculum design and delivery system based on content and assessment standards and best practices
- 5.2 Establishes curriculum planning to anticipate occupational trends and school-to-career needs
- 5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction
- 5.4 Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming
- 5.5 Assesses student progress using a variety of appropriate techniques
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

The superintendent's performance for this standard:

○ UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Rationale: Superintendent evaluation should be based on performance, not on skills.

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. ~~It emphasizes the skills required to~~ The superintendent ensures that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning

6.x Creates and implements genuine differential instruction for students of all ages, particularly for those in the lower and upper wings of the achievement spectrum.

6.y Exemplifies the skills and attitudes of a master teacher and inspires in others the highest professional standards.

MOVE 6.2. to NEW STANDARD #10. ~~6.2—Implements appropriate safety and security practices in schools~~

6.3 Formulates plans to assess appropriate teaching methods, classroom management and strategies for all learners

6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes

6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles

6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process

6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

☐ UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Rationale: Superintendent evaluation should be based on performance, not on skills. Also, the issue of Safety, Security and emergencies deserves its own standard.

Standard 7: HUMAN RESOURCES MANAGEMENT

~~This performance standard requires skills in~~ The Superintendent develops and implements a staff performance-evaluation system. ~~It also requires skills in applying~~ She and her staff adhere to the ethical, contractual and legal requirements in the processes for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development

7.2 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

7.3 Creates an environment which supports the staff performing their best work.

7.4 Facilitates teachers' work within their classroom, throughout the school, across district schools, and with the parents.

7.5 Ensures collective bargaining strategies advance and promote student learning.

The superintendent's performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Rationale: Superintendent evaluation should be based on performance, not on skills.

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and Superintendent to create and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help, you think about the standard.)

8.1 Exhibits multicultural and ethnic understanding and sensitivity

8.2 Describes role of schooling in a democratic society

8.3 Manifests a professional code of ethics and demonstrate personal integrity

8.4 Models accepted moral and ethical standards in all interactions

8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues

8.6 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the district

8.7 Promotes opportunities for growth in professional competence for staff, administrators, and self.

The superintendent's performance for this standard:

○ UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Rationale: Superintendent evaluation should be based on performance, not on her understanding.

Standard 9: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts, and to keep abreast of legislative changes affecting the collective-bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 9.1 Develops bargaining strategies based upon collective-bargaining laws and processes
- 9.2 Identifies contract language issues and propose modifications
- 9.3 Participates in the collective-bargaining processes as determined by the board
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard:

0 UNACCEPTABLE

1 NEEDS IMPROVEMENT

2 GOOD

3 EXCELLENT

4 OUTSTANDING

Comments:

Subject: Re: Next SC Meeting
Date: Mon, 2 Nov 2009 09:04:54 -0800 (PST)
From: Eric Milgroom <ericdm52@yahoo.com>
To: Erdem A. Ural <erdem.ural@lpsti.com>
CC: Dr. Marguerite Rizzi <m_rizzi@stoughtonschools.org>, Gini Bulger <g_bulger@stoughtonschools.org>

erdem,

As I have a previous engagement the evening of Nov 17th, we can not move a meeting to that date. If we were to cancel our meeting for Nov 10th, then we would not be meeting for 4 weeks. Not acceptable during the school year.

By the way, Veterans Day is very specifically on Nov 11th; not the 10th, the evening of our meeting.

Eric

--- On Mon, 11/2/09, Erdem A. Ural <erdem.ural@lpsti.com> wrote:

From: Erdem A. Ural <erdem.ural@lpsti.com>
Subject: Next SC Meeting
To: "Eric Milgroom" <ericdm52@yahoo.com>, "Marguerite Rizzi" <m_rizzi@stoughtonschools.org>
Cc: "Gini Bulger" <g_bulger@stoughtonschools.org>
Date: Monday, November 2, 2009, 10:01 AM

Eric/Maggie:

I see the next meeting is not posted yet. Please know that I will have to be out of town November 10th through 12th.

Also in recognition of the federal holiday, would you please schedule it for November 17th?

Sincerely Yours,

Erdem

----- Original Message -----

Subject: Re: [Fwd: [Fwd: Re: [Fwd: [Fwd: proposed revisions to the evaluation tool]]]]
Date: Mon, 26 Oct 2009 13:55:43 -0700 (PDT)
From: Eric Milgroom <ericdm52@yahoo.com>
To: Marguerite Rizzi <m_rizzi@stoughtonschools.org>, Gini Bulger <g_bulger@stoughtonschools.org>, "Erdem A. Ural" <erdem.ural@lpsti.com>

Due to an agenda change by me, there will not be a discussion of the Superintendent's document. It will have to wait until the following meeting.

Eric

--- On Mon, 10/26/09, Erdem A. Ural <erdem.ural@lpsti.com> wrote:

From: Erdem A. Ural <erdem.ural@lpsti.com>
Subject: [Fwd: [Fwd: Re: [Fwd: [Fwd: proposed revisions to the evaluation tool]]]]
To: "Eric Milgroom" <ericdm52@yahoo.com>, "Marguerite Rizzi" <m_rizzi@stoughtonschools.org>, "Gini Bulger" <g_bulger@stoughtonschools.org>
Date: Monday, October 26, 2009, 4:34 PM

Eric/Maggie:

I am surprised to find out my comments did not make it to the packets for this meeting as well.

Please distribute the attached memorandum to all the school committee members by email as soon as possible, and have copies to pass out at the SC meeting on October 27, 2009.

Sincerely,

Erdem

Subject:Re: [Fwd: [Fwd: proposed revisions to the evaluation tool]]
Date:Tue, 13 Oct 2009 13:48:08 -0400
From:Marguerite Rizzi <m_rizzi@stoughtonschools.org>
To:Erdem A. Ural <erdem.ural@lpsti.com>
References:<4AD254A7.6010201@lpsti.com>

Gini will have copies to pass out.

Maggie

"Erdem A. Ural" <erdem.ural@lpsti.com> writes:

Maggie:

I did not see this in my school committee packet. I trust other sc members received it in their packets.

Erdem

----- Original Message -----

Subject: [Fwd: proposed revisions to the evaluation tool]
Date: Thu, 08 Oct 2009 09:25:44 -0400
From: Erdem A. Ural <erdem.ural@lpsti.com>
To: Gini Bulger <g_bulger@stoughtonschools.org>

----- Original Message -----

Subject: proposed revisions to the evaluation tool
Date: Thu, 08 Oct 2009 00:47:59 -0400
From: Erdem A. Ural <erdem.ural@lpsti.com>
To: Marguerite Rizzi <m_rizzi@stoughtonschools.org>
CC: Erdem A. Ural <erdem.ural@lpsti.com>

Maggie: As I promised, here are some revisions for School Committee discussion. Please do not hesitate to contact me if you wish to talk about any of these.

Sincerely

Erdem