

## DESE releases new superintendent evaluation rubric

This year, the Department of Elementary and Secondary Education revised the model rubric for superintendents. In addition to a planned review and revision to the rubric (part of the model for educator evaluation), the Department of Elementary and Secondary Education has developed an indicator-level rubric for superintendents to pilot for the 2019-2020 school year. New guidance and tools, which emphasize that the evaluation model is goal-driven, have also been developed.

The indicator-level rubric was developed in response to school committee and administrator comments that the superintendent evaluation rubric introduced in 2012 was too detailed and complex, resulting in less effective administrator evaluations. It eliminates the 30-plus elements and has descriptors at the indicator level. The model, which will be available on August 15, will be piloted for the 2019-2020 school year to evaluate its use and impact on the superintendent evaluation process.

Although the structural difference results in a more streamlined, less complex evaluation tool, the Department insists the responsibilities of the superintendent are not simplified. All 21 indicators associated with the four standards of effective administrative leadership remain in place, and the superintendent is still expected to meet expectations associated with each standard. The Department also notes that the pilot model takes into account the unique components of the evaluation process conducted by the school committee. This includes the role of the school committee, which concentrates on the what and the why (governance) of superintendent leadership rather than the how (management); the composition of the school committee, which evaluates as a body thereby demanding consensus building—a process made easier when considering fewer descriptors of practice; the focus of the school committee which should be assessing the outcomes of a superintendent's work rather than the details of implementation; and finally, the

evaluation as a public process such that collecting and evaluating evidence be conducted with transparency and integrity.

In addition to making the new pilot rubric available, a revised version of the element-level rubric will also be available. Committees will have the option of adopting or adapting the indicator-level rubric, the revised version of the rubric or continuing to use the original version.

DESE is also supplementing the new model with an updated guidance tool, which emphasizes the goal-focused nature of the evaluation, as well as a five-part video series that will detail how to implement the evaluation process. These videos include how to make the most of the opportunity; how to organize the process; ensuring that goals are at the center of the evaluation; effectively assessing progress and performance; and guidance on deciding and reporting ratings.

MASC Field Director Dorothy Presser, who was a member of the multi-association team that developed the realigned rubric, encourages school leaders to use the new rubric "I'm excited about the pilot rubric. I believe it will enable school committees and superintendents to engage in more productive conversations about how the work of the superintendent is impacting progress in the district."

As the new rubrics role out, MASC will continue to be available to answer questions and provide training on implementing the evaluation process.

The new rubric and the accompanying guidance materials including the videos will be posted on the DOE website at [www.doe.mass.edu](http://www.doe.mass.edu)

### Early-Bird Savings Deadline Extended to August 15

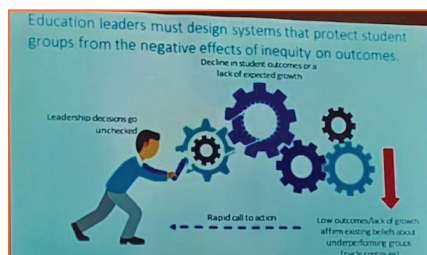
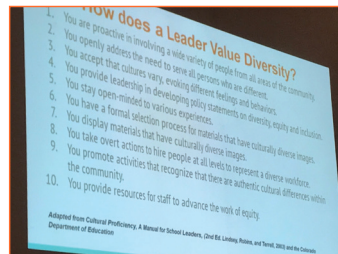
**REGISTER NOW** for significant registration rate savings for the **MASC/MASS Joint Conference** in November. The four-day program (November 6-9) includes more than 75 panels focused on school governance, student achievement and ensuring high quality opportunities for all students. **KEYNOTE SESSIONS** will feature: **Norm Ornstein**, political scientist/senior analyst, American Enterprise Institute; **Derrick Gay**, internationally respected education consultant and senior advisor-curriculum & content, Sesame Street; MA Attorney General **Maura Healey**; and MA Commissioner of Elementary and Secondary Education **Jeffrey Riley**.

For more information about sessions, speakers, hotel reservations and to register: [www.masc.org](http://www.masc.org)

# MASC Summer Institute/Equity Summit

Nearly 70 school committee members, school administrators, educators and other student services personnel attended MASC's third annual Summer Institute, which this year included an Equity strand. Three of the six sessions offered over the two-day program focused on (1) understanding the dynamics of majority privilege and how to recognize the subtle effects of prejudice, politics and expectations on diverse student achievement; (2) using equity audits to improve educational opportunities; and (3) developing and implementing school district policies to promote equity and achievement. Other in-depth sessions considered Chapter 70; the role of the Chair; and Social Media: Uses and Abuses.

**Photos, from left to right:** MASC Field Directors Kathleen Kelly and Jim Hardy (and his STOP sign) direct discussion on implementing policies to promote equity; attendees share their district practices on inclusion and diversity; 10 suggestions for ensuring equitable opportunities for all students; MASC Field Director Tracy Novick explains the funding formula (Chapter 70) and tries to explain why the state is still without budget 12 days into the new fiscal year; school leaders can design systems to prevent negative outcomes; guest presenters Manuel Fernandez, principal, Cambridge Street Upper School and Des Floyd, equity consultant, DESE identify strategies for promoting equity in classrooms and across the curriculum.



## Connecting Students with Older Adults: Intergenerational Opportunities

By James Fuccione, Massachusetts Healthy Aging Collaborative

Local schools are creating meaningful connections and appreciation between young and old by becoming increasingly involved in the Age- and Dementia Friendly Communities movement, which brings benefits for people of all ages. And, yes, there is an important role for local school leaders to educate their students about the importance of intergenerational thinking, sharing facilities, and engaging a potential source of support among older Bay Staters.

Cities, towns and regions across Massachusetts have committed to this movement, which involves an assessment on what assets and opportunities exist to foster a safe, healthy, supportive and accessible environment for all residents. The process continues with the creation of an

action plan and implementation on coordinating what already occurs to support healthy aging as well as addressing identified gaps. This also includes working on community-based education and awareness to become more dementia friendly. Schools can be an important resource!

Designations from AARP, World Health Organization, and Dementia Friendly Massachusetts are the formal recognition of these commitments. They can be led by or include any individual, organization or business willing to pitch in.

Oftentimes, school districts get involved - whether it is a superintendent, students or school committee members - as part of the steering committees or workgroups that advance this process. With a wider representation of a given city or town, especially those representing youth

and student interests, the process can bring about meaningful intergenerational programs, volunteer opportunities, mentorships, and social engagement. In fact, the Health Aging Collaborative has worked with MASC to identify several strategies for working to build an intergenerational agenda that connects schools with older adults.

The Massachusetts Healthy Aging Collaborative works statewide to promote and support Age- and Dementia Friendly Communities along with its partners at AARP Massachusetts, Dementia Friendly Massachusetts, the state's Executive Office of Elder Affairs, and many others. Please contact us to find out how you can get involved or help kick-start such a process in your community. You can reach me at: [James.fuccione@mahealthyaging.org](mailto:James.fuccione@mahealthyaging.org)

# Presidential Hopefuls make Pitches to Teachers Union

Ten Democratic presidential contenders pledged to bring back respect to the teaching profession and, in many cases, raise teacher pay as they courted delegates of the nation's largest teachers union.

Former Vice President Joe Biden; New York City Mayor Bill de Blasio; former Housing and Urban Development Secretary Julian Castro; US Senators Kamala Harris, Amy Klobuchar, Bernie Sanders, and Elizabeth Warren; Washington state Gov. Jay Inslee; former US Rep. Beto O'Rourke and Rep. Tim Ryan all spoke to the National Education Association delegates this month. The NEA invited all Democratic presidential candidates, but the rest were unable to attend. President Donald Trump was also invited but did not respond.

Biden and de Blasio joined Warren in pledging to nominate a former public school teacher to the position of secretary of education, if elected. Harris also pledged to nominate "someone who comes from public schools" and to make sure the NEA is "at the table to help me make that decision." The candidates covered a wide range of issues during the forum, responding to three questions educators had posed through the NEA's campaign website. Each candidate answered different questions. Here is some of what they said:

## **BERNIE SANDERS**

### **Raise Teacher Pay; Pause Charter School Growth**

Sanders reiterated his plans for every teacher to receive a \$60,000 minimum salary and to end federal funding for for-profit charter schools.

## **JULIAN CASTRO**

### **Tackle Segregated Schools through Busing**

Although busing was a heated argument during the recent Democratic debate, Castro was the only one to mention it during the NEA forum. When asked what he would do about segregated schools, he said he would support "tools like voluntary busing." Castro also pledged, if elected, to give educators a "strong voice" in his policymaking.

## **JOE BIDEN**

### **Make a Teacher the Education Secretary**

Biden's education plan includes raising teacher salaries through tripling Title I funding, as well as investing in school infrastructure and expanding prekindergarten programs. He also said he would invest \$100 billion for teachers to be paid for mentoring, nominate a teacher for education secretary, as well as give educators more voice in policy.

## **ELIZABETH WARREN**

### **"We Do Not Need High Stakes Testing"**

Warren said she would tax families' wealth of above \$50 million at 2% a year and use that money to provide universal child care, enact universal preK, and raise the wages of preschool teachers to "the level they deserve." A former teacher, Warren was asked how she would put an end to

high-stakes testing. She reiterated her plan to nominate a teacher as the education secretary so that someone who has firsthand experience can make policy.

## **AMY KLOBUCHAR**

### **Raise Teacher Pay; Improve School Infrastructure**

Klobuchar unveiled a new policy proposal: a federal-state "progress partnership" program under which the federal government would match states' commitment to increase teacher pay. States would also work with educators to adapt high school curricula to improve workforce readiness, align school services and schedules with the needs of working families and review the existing funding formula to improve equity. She also said she would invest heavily in school infrastructure.

## **BETO O'ROURKE**

### **Charter Schools "Have a Place" But No Vouchers**

O'Rourke said he wants to have a permanent fund of \$500 billion that will help reduce disparities between affluent and low-income school districts. He also pledged to pay for National Board for Professional Teachers Standard certification for every educator who wants to go through the process. O'Rourke, who wife started a nonprofit charter school in Texas, insisted that not a single dime of our public tax dollars can go to vouchers and private schools or private charter schools, but that there is a place for public non profit charter schools.

## **JAY INSLEE**

### **Increase Mental Health Services to Make Schools Safe**

Asked about how he would improve school safety, the Washington state governor

said he has fought against the NRA and guns throughout his career, and strongly disagrees with Trump's proposal to arm teachers. What schools do need, he said, are more counselors to provide mental health services to students.

## **BILL DE BLASIO**

### **Nest Secretary of Education Should be a Teacher**

De Blasio, who is on the record as opposing charter schools and their privatizers in New York City, joined several other candidates in pledging to nominate a teacher to head the Department of Education.

## **TIM RYAN**

### **Put a Mental Health Counselor in Every School**

Ryan recently unveiled a plan to invest \$50 billion to "transform public schools." That money would go toward updating school infrastructure, including making sure students have access to broadband internet and maker spaces. He also said social-emotional learning and a mental health counselor should be in every school.

## **KAMALA HARRIS**

### **The NEA Will "Be at the Table"**

Harris, who pledged to raise teacher pay, said it was "immoral" that the federal government is not fully funding special education. Although she did not explicitly pledge that a teacher would be her secretary of education, she said who would nominate someone who "comes from public schools."

**MASC will continue to report on candidates remarks that are education-related.**

**Join your school leader colleagues at this important September program**

**BECOMING MORE ENGAGED & INCLUSIVE EDUCATIONAL LEADERS:  
Pathways for Supporting our LGBTQ Students**

The school committee and school leaders play an integral role in helping foster a supportive and inclusive climate for all students, faculty, and staff. This responsibility can often be overlooked as other critical issues require the more immediate attention of leaders. School environments, often a microcosm of society, are a place where children must feel valued and safe regardless of their social identities. This is particularly important as educators work to support increasingly diverse student populations. As policymakers and elected officials, it is critical to provide both proactive and reactive initiatives that can help address when (not if) issues of bias, misunderstanding, marginalization, and/or oppression occur. This initiative begins to address this issue by providing high quality training and development for faculty and staff who support all students. Come engage in a customizable diversity/equity training program that can help strengthen and increase the capacity of teachers, administrators, and board members to help ensure all children feel respected, engaged, and welcome.

**GUEST SPEAKER:** Dr. Michael Dodge, Director-APEX Program,  
American International College; Owner, InThree Consulting

Presented by the MASC Minority Caucus. Co-sponsored by MASC Divisions V and IX.

**When:** Saturday, September 28

**Where:** Meline Kasparian Professional Learning Center, 1250 St. James Ave., Springfield MA

**Time:** 9:00am-1:00pm

**Cost:** No charge, however please register in advance.  
Continental breakfast and all materials will be provided.

**ALL ARE INVITED.**

**REGISTER NOW: [WWW.MASC.ORG](http://WWW.MASC.ORG)**

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