Minnesota State Academies Board

Monday, September 28, 2020 at 1:00 PM
Personnel Committee Special Meeting
Electronic Means
615 Olof Hanson Drive
Faribault, MN 55021
Join Zoom Meeting
Link to Zoom Mtg
Meeting ID: 893 3502 9791, Passcode: MSA-PerC
One tap mobile +13126266799,,89335029791#,,,,,,0#,,83275153# US (Chicago)

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1. Call to Order
2. Evaluation Process Review
    A. Evaluation Timeline
3. Board Team and Individual Goals
4. Adjourn

INDIVIDUALS WHO REQUIRE ACCOMMODATIONS
SHOULD CONTACT LOLA BRAND
EMAIL: lola.brand@msa.state.mn.us
PHONE: (507) 384-6602 / VP: (507) 412-5109

Standard 1. Governance Team

Element 1.a. Roles and Responsibilities

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear	Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities	Articulates and adheres to the roles and responsibilities of the school board and superintendent	Does not articulate or adhere to the roles and responsibilities of the school board and superintendent	

Element 1.b. Goals and/or Strategic Plan

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Facilitates development of district's short- and long-term measurable goals and aligns available resources with district's budget to accomplish goals	Facilitates development of district's short- and long-term goals and recommends necessary financial strategies to meet goals	Goals have been developed but no overall plan or alignment of resources exists	Goals are not developed.	

Element 1.c. Policy Implementation

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Leads in determining district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process	Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making	Occasionally acts without following school board policy	Does not follow or rely on school board policy. Uses personal discretion in decision-making	

Element 1.d. Information for Decision-Making

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations	Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; Provides meeting materials and background and historical perspectives; includes recommendations	Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective	Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information	

Element 1.e. School Board Inquiries and Development

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols	School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time	School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed	School board questions are rarely answered. Does not promote school board development. No communication protocols exist	

Standard 2. School District Finances				

Element 2.a. Budget Development and Maintenance

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	*Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of district goals and immediate objectives*	*Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district.*	*Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs.*	

Element 2.b. Financial Statements

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes	*Regularly reports to the school board concerning budget and financial status*	*Reports status of financial accounts as requested by school board*	*Does not report financial information to school board other than annual audit*	

Element 2.c. Financial Controls

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect district finances	*Is current with general and state accounting procedures; Maintains internal controls*	*Uses annual audit to reveal discrepancies; internal controls are inconsistent*	*Annual audit reveals areas in need of improvement; financial accounts are not in order*	

Element 2.d. Bond and Levy Campaigns

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities	*Helps school board develop community engagement strategies that build support for levies and bonds*	*Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner*	*Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns*	

Element 2.e. Asset Protection

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs	*Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between district assets and priorities to support improved instructions and other key goals*	*Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities*	*Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful*	

Standard 3. Communication and Community Relationships

Element 3.a. Relationships with the Community

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.	Creates relationships with public and private sectors	Reluctantly seeks some relationships with public or private sectors	Has no relationships with public and private sectors and shows no interest in pursuing partnerships	

Element 3.b. Engagement

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process	Solicits input from select external groups and individuals	Very rarely seeks input from external groups and individuals	Demonstrates lack of regard for input and influence of external groups and individuals	

Element 3.c. Informs the Community as a Whole

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities	Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities	Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities	Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities	

Element 3.d. Advocacy

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions	Assumes leadership role through numerous contacts with government officials to protect and promote students' interests	Engages with government officials to protect students' interests	Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests	

Element 3.e. Media

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Actively engages media; maintains professionalism with media; seeks to promote school district in media and community	Is cooperative with media; seeks to promote school district in media	Passively and reluctantly communicates with media	Does not communicate with community	

Element 3.f. Visibility and Approachability

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible and approachable by members of the community; attends many and varied events	Is visible and approachable by community; attends some events.	Attends few events and is seldom approachable by community	Is neither visible nor approachable by community	

Standard 4. School District Operations				

Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding	*Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future*	*Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis*	*Facilities management plan is not created; maintenance is performed only when absolutely needed*	

Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed	*Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed*	*Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed*	*Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed*	

Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards	*Ensures food service operates efficiently and effectively most of the time and that meals meet government standards*	*Food service operates with a deficit; meals meet government standards*	*Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing*	

Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure	*Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure*	*Technology plan in place, but no replacement plan for hardware, software, and infrastructure*	*No technology plan in place; no replacement plan for hardware, software, and infrastructure*	

Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed	*Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner*	*Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders*	*Maintenance department operates haphazardly with no system for reporting and/or handling work orders*	

Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures sites are staffed appropriately; staff receive on-going professional development	*Most sites are staffed appropriately; staff receive on-going professional development*	*Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used*	*Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized*	

* Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.

**Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.

***Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input	*Keeps staff informed of most important matters and seeks input annually*	*Inconsistently keeps staff informed of important matters*	*Lacks specific system to inform staff of important matters or fails to seek input*	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies	*Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality*	*Establishes policies and procedures, but does not implement them consistently*	*Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency*	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills	*Delegates responsibility to appropriate staff*	*Is reluctant to place much authority or decision-making with key staff*	*Tightly controls decisions made within administrative team*	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies	*Is visible and approachable by staff; visits buildings and/or classrooms*	*Seldom visits buildings; attends few building events and activities; is not approachable*	*Is neither visible nor approachable by staff; is isolated from staff*	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind	*Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff*	*Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently*	*No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff*	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assists school board in preparing for and conducting negotiations	*Is proactive in preparing for collective bargaining by sharing appropriate information*	*Accepts that collective bargaining is necessary and may be challenging*	*Does not seek to understand and/or improve collective bargaining*	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district	*Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed*	*Assures evaluations are completed, but are consistent or not in compliance with state law*	*No performance evaluation system in place; evaluations not completed as required by state law*	

*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

**Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.

Standard 6. Teaching and Learning				

Element 6.a. Staff Development

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures comprehensive staff development plan exists and aligns with district and school specific goals and complies with law; assures staff development programs fit district-specific plan, goals, and priorities and focus on increasing student achievement	*Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement*	*A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities*	*No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement*	

Element 6.b. School Improvement

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures school improvement plans are in place at all buildings and align with district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress	*Ensures school improvement plans are in place at all buildings and align with district-wide goals*	*School improvement plans are in place at building level, but lack school district-wide coordination*	*School improvement efforts are limited; no comprehensive plan in place*	

Element 6.c. Curriculum and Instruction

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning	*Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning*	*Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place*	*Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction*	

Element 6.d. Professional Knowledge of Teaching and Learning

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how district is implementing best practices; participates actively in professional groups for district's benefit	*Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities*	*Is somewhat knowledgeable of current instructional programs; relies on others for information/data*	*Is uninvolved in current instructional programs; is unaware of current instructional issues*	

Element 6.e. Culture of Cooperation

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring and trusting relationships among staff	*Encourages open, productive, caring and trusting environment among staff*	*Haphazardly supports open, productive, caring and trusting environment among staff*	*Culture of trust does not exist*	

Standard 7. Student Support				

Element 7.a. Student Engagement and Feedback

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals	*Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in district-wide goal setting*	*Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it*	*Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback*	

Element 7.b. Student Attendance

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level	*Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving*	*Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate*	*Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing*	

Element 7.c. Support for Students

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students	*Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists.*	*Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students*	*Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students*	

Element 7.d. Student Discipline

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis	*Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly*	*Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students*	*Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students*	

Element 7.e. Culture of Cooperation

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Develops and supports open, productive, caring, and trusting school culture among students	*Encourages open, productive, caring, and trusting school culture among students*	*Haphazardly supports creation of open, productive, caring, and trusting school culture among all students*	*Trusting school climate does not exist*	

Element 7.f. School Safety and Security

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan is developed and implemented to assure all district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities	*Ensures plan has been developed and implemented to assure district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities*	*Ensures plan has been developed to assure district buildings and grounds are safe and secure, including some of the required safety drills*	*No plan has been developed to assure district buildings and grounds are safe and secure*	

Element 7.g. Emotional Health and Social Needs

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis	*Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented*	*Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed*	*No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist*	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness	*Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner*	*Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner*	*Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner*	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Assures that district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information	*Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships*	*Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships*	*Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships*	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Demonstrates high level of self-awareness of and commitment to improve upon professional practice	*Demonstrates self-awareness and need for improved professional practice*	*Has awareness of need to improve on professional practice*	*Does not demonstrate awareness of need to improve professional practice.*	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Fosters formal and information partnerships with diverse groups to support mutual goals.	*Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community.*	*Becomes familiar with views and characteristics of diverse groups within the community.*	*Does not recognize or respond to the existence of diverse groups in the community.*	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Engages stakeholders to develop a district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making.	*Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom*	*Assures that staff has necessary cultural competence to respond to students' needs*	*Does not use strategies that recognize and capitalize on community's diversity*	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner	*Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development*	*A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds*	*No plan to achieve equity has been developed*	

Selecting Performance Standards Elements Worksheet

Name: _____

Part 1: Selecting Standards

Directions: Eight standards are provided below. From the list of eight, select two standards you believe are most important and should be included in the superintendent's 2019-2020 performance evaluation. Place a check mark in the box next to the standards selected and leave the remaining six blank.

Standards		
	1	Governance Team
	2	School District Finances
	3	Communication and Community Relationships
	4	School District Operations
	5	Human Resources
	6	Teaching and Learning
	7	Student Support
	8	Ethical and Inclusive Leadership

Part 2: Selecting Elements

Directions: Eight standards and corresponding elements are provided below. Based on the two standards you selected, identify three elements you believe are most important and should be included in the superintendent evaluation. Pick three elements from within the standards you selected. Limit the total number of elements selected to not be more than 6.

		Standard			Elements
	1	Governance Team		a.	Roles and Responsibilities
				b.	Goals and/or Strategic Plan
				c.	Policy Implementation
				d.	Information for Decision-Making
				e.	School Board Questions and Development
	2	School District Finances		a.	Budget Development and Maintenance
				b.	Financial Statements
				c.	Financial Controls
				d.	Bond and Levy
				e.	Asset Protection
	3	Communication and Community Relationships		a.	Relationship with the Community
				b.	Engagement
				c.	Informs the Community as a Whole
				d.	Advocacy
				e.	Media
				f.	Visibility and Approachability
	4	School District Operations		a.	Facilities
				b.	Transportation
				c.	Food Service
				d.	Technology
				e.	Maintenance
				f.	Personnel

5	Human Resources		a.	Internal Communications
			b.	Personnel Concerns
			c.	Delegation of Duties
			d.	Visibility and Approachability
			e.	Hiring and Staff Development
			f.	Collective Bargaining and Union Relations
			g.	Evaluation
6	Teaching and Learning		a.	Staff Development
			b.	School Improvement
			c.	Curriculum and Instruction
			d.	Professional Knowledge of Teaching and Learning
			e.	Culture of Cooperation
7	Student Support		a.	Student Engagement and Feedback
			b.	Student Attendance
			c.	Support for Students
			d.	Student Discipline
			e.	Culture of Cooperation
			f.	School Safety and Security
			g.	Emotional Health and Social Needs
8	Ethical and Inclusive Leadership		a.	Ethics and Professional Behavior
			b.	Interactions with Staff, Students, and Community
			c.	Professional Practice
			d.	Diverse Communities
			e.	Cultural Competency
			f.	Equity Plan Implementation

SANDY VALLEY STRATEGIC GOVERNANCE GOALS FOR 2019-2020

SAND VALLEY SCHOOL DISTRICT PRIORITY GOALS

1. Develop and implement a multifaceted communication plan that effectively engages parents and community stakeholders to promote the quality education programs provided by the school district.
2. Develop and implement multiyear facilities and financial plan that supports the school district's strategic plan.

SUPERINTENDENT PERFORMANCE GOALS AND STANDARDS

Goal 1.: Form or continue to meet with the district's facilitie,s committee to ensure that the school district facilities and campus are maintained, safe, and conducive to student learning	**Performance Measure 1:** By_, review/clarify/update the school district's Long-Term Facility Maintenance Plan. The plan should address the following concerns: student and staff safety and security, systems replacement, current and future teaching and learning-related needs, and potential sources of funding.
	Performance Measure 2: By_, develop and implement a plan designed to generate the community and staff support needed to pass a bond referendum. The bond campaign plan should include timelines, a communication plan, a taskforce description along with its duties and a schedule of meetings.

Element 2.a. Budget Development and Maintenance

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs

Element 2.d. Bond and Levy Campaigns

Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities	Helps school board develop community engagement strategies that build support for levies and bonds	Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner	Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns

Goal 2.: Provide leadership to strengthen school/community communications and relationships.	Evidence of Performance 1.: By March 1, 2020, formulate and carry out plans for internal and external communications.
	Evidence of Performance 2.: By March 31, 2020, identify and interact with internal and external publics.
	Evidence of Performance 3.: By September 1, 2020, devise and carry out a plan to promote a positive image of schools and the school district.
	Evidence of Performance 4.: By August 1, 2020, identify and take steps to address critical community issues that may impact public education.

Standard 3 Communication and Community RelationshiDs· Element 3.f Visibility and ADDroachability

Highly Effective (4)	Effective {3}	Developing {2}	Ineffective {1}
Is visible and approachable by members of the community at varied events	Is visible and approachable by community; attends some events	Attends few events and is seldom approachable by community	Is neither visible nor approachable by community

Standard 6. Teachin and Learnin : Element 6.e. Culture of CooDeration

Highly Effective (4)	Effective (3)	Developing {2}	Ineffective (1)
Develops and supports open, productive, caring, and trusting relationships among staff	Encourages open, productive, caring, and trusting environment among staff	Haphazardly supports open, productive, caring, and trusting environment among staff	Culture of trust does not exist

SAND VALLEY SCHOOL BOARD GOALS

GOAL	PERFORMANCE MEASURE
Goal 1: Participate in a school board self-evaluation.	• By_, schedule a school board self-evaluation. • By_, hold a meeting to discuss the results of the school board self-evaluation.
Goal 2.: Implement a superintendent evaluation process.	• By_, approve the superintendent's performance evaluation criteria for the 2019-2020 school year, • By_, schedule and hold the superintendent's mid-year evaluation. • By_, schedule and hold the superintendent's end-of-year evaluation.
Goal 3.: Update school district's strategic plan.	• By August 31, 2020, review and/or update the school district's strategic plan. • By_, work with the superintendent to establish a process and procedure to update the strategic plan, including stakeholder involvement, state-of-the-district information, and timelines.

Minnesota State Academies (MSA) Governance Goals for 2020-2021

MSA Vision: MSA empowers every student to achieve, care, and thrive in an ever-changing world.

MSA Mission: MSA provides a rigorous, student-centered educational program in a fully accessible, language-rich environment to maximize each student's full potential. Additionally, MSA provides statewide resources and professional expertise to parents, families, partners, and educational programs in Minnesota.

Superintendent Performance Goals and Standards

Performance Goals	Performance Measure
1.	
2.	
3.	

MSA Board Goals for 2020-2021

1.

2.

Minnesota State Academies (MSA) 2020-2021 Goals and Objectives Worksheet

Superintendent Goals: What is most important and should be evaluated one year from now? Write three goal ideas for the superintendent's performance evaluation for 2020-2021. See examples.

- Provide leadership to obtain and maximize utilization of the school district's resources.
- Provide leadership to strengthen school/community communications and relationships.

1. _____

_____

2. _____

_____

3. _____

_____

Evidence/Measures of Performance: How will the school board determine whether the goals have been met? What evidence must the superintendent provide? See examples.

- Evidence of Performance 1: By (month) of 20__, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.
- Evidence of Performance 1: Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.

1. _____

_____

2. _____

_____

3. _____

School Board Goal: What is most important and should be evaluated one year from now? Write two suggested school board goals for 2020-2021.

1. _____

   _____

2. _____

   _____

MN State Academies
Superintendent Performance Evaluation for SY 2020-2021

SUPERINTENDENT PERFORMANCE GOALS AND STANDARDS FORM			
Goal 1.:	**Evidence of Performance 1.:** By __ ,		
	Evidence of Performance 2.: By __ ,		
	Evidence of Performance 3.: By __ ,		
	Evidence of Performance 4.: By __ ,		

Goal 2.:	**Evidence of Performance 1.:** By __ ,		
	Evidence of Performance 2.: By __ ,		
	Evidence of Performance 3.: By __ ,		

Standard _. Title: Element _. Title			
Highly Effective (4)	*Effective (3)*	*Developing (2)*	*Ineffective (1)*

Standard _. Title: Element _. Title			
Highly Effective (4)	*Effective (3)*	*Developing (2)*	*Ineffective (1)*

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

[School District]
Superintendent Performance Evaluation for SY 2019-2020

MID-YEAR FORMATIVE EVALUATION FORM
Goal 1.: Evidence of Progress and/or Growth to Date:
Goal 2.: Evidence of Progress and/or Growth to Date:
Standard _. _: Element _. _ Evidence of Progress and/or Growth to Date:
Standard _. _: Element _. _ Evidence of Progress and/or Growth to Date:
Overall Comments: Goal 1.: Goal 2.: Element _.: Element.:

Mid-Year Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

[School District]
Superintendent Performance Evaluation for SY 2019-2020

SCHOOL BOARD'S FINAL END-OF-YEAR SUMMATIVE EVALUATION FORM				
Place *one* check [✔] in each row for each goal and *one* check [✔] for overall rating.				
	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
<u>Goal 1.:</u>				
<u>Goal 2.:</u>				
Overall Goals Rating:				
Standard _. _: Element _. _				
Standard _. _: Element _. _				
Overall Standards Ratings:				
Overall Goals and Standards Rating (Combined):				
A. For the goals, which best illustrates the superintendent's greatest strength and why?				
B. For the goals, which presented the superintendent with the greatest challenge and why?				
C. How might the school board enhance the superintendent's strengths and assist in overcoming challenges?				

D. Superintendent's Comments:

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

[School District]
Superintendent Performance Evaluation for SY 2019-2020

SCHOOL BOARD'S SUMMARY OF ITS CONCLUSIONS FORM

Goal 1.: Summary Statement:
Goal 2.: Summary Statement:

Standard _. _: Element _. _ Summary Statement:
Standard _. _: Element _. _ Summary Statement:

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

[School District]
Superintendent Performance Evaluation for SY 2019-2020

SUPERINTENDENT SELF-EVALUATION FORM	

Goal 1.:	**Evidence of Performance 1.:** By __,
	Evidence of Performance 2.: By __,
	Evidence of Performance 3.: By __,
	Evidence of Performance 4.: By __,

Evidence of Progress and/or Growth Goal 1. to Date:

Goal 2.:	**Evidence of Performance 2.:** By __,
	Evidence of Performance 3.: By __,
	Evidence of Performance 1.: By __,

Evidence of Progress and/or Growth Goal 2. to Date:

Standard _. _: Element _. _
Summary Statement:

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Evidence of Progress and/or Growth Standard and Element __. to Date:

Standard _. _: Element _. _

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)

Evidence of Progress and/or Growth Standard and __. to Date:

Areas of Strength:
Areas Needing Improvement/Strategies for Improvement:

Evaluation Period: _____ to _____

[School District]
School Board Goals for SY 2019-2020

Performance Goal	Objective/Measure
Goal 1:	• By
Goal 2:	• By • By
Goal 3.:	• By • By
Goal 4.:	• By • By

Minnesota State Academies Board Retreat

School Board Self-Evaluation Discussion Summary
August 11, 2020

Below you will find a summary of the notes from the School Board Self-Evaluation discussion. Each question discussed by the Board Team is highlighted. Note that several items have an asterisk or a double asterisk. These are the questions that rose to the top where the team thought changes could be made or action could occur sooner versus later.

When the Board Team meets again, MSBA would suggest selecting one to three items to focus on in the coming year. The others can be addressed in subsequent years. Having more than three goals in a year can be overwhelming for everyone (especially during these challenging times of the pandemic and equity issues). Remember, quality versus quantity will help you complete your goals with less stress and at the same time you will feel the satisfaction of your accomplishment(s).

As board goals are being identified, ask individual board members to self-identify and share their goals as they commit to the board goals. Individual goals my include some or all of the following themes: orientate, mentor, inform, educate, commit, support, explore, ask, clarify, review, ensure.

MSBA would encourage the Board Team to continue taking the School Board Self-Evaluation on an annual basis. Now that the team has taken it once, the School Board Self-Evaluation will be a great tool to assist in monitoring current goals and identifying new goals. In addition, it will set a precedence for the students and staff who also are evaluated, and your community of stakeholders will see you as leaders who take their role and its improvement seriously.

Standard #1 - Conduct and Ethics:
**Q. 7 – <u>Continue to carry out an annual assessment of its performance</u> – MSBA recommends the Board Team take the School Board Self-Evaluation on an annual basis. Conducting an annual assessment sets a positive example to students, staff and community stakeholders.

**Q. 8 – <u>Set goals for improvement</u> – Do this annually utilizing the results of the School Board Self-Evaluation.

Q. 9 – <u>Honor the roles and responsibilities of the Superintendent</u> – Follow the Board Governance Model. The Board *governs*. The Superintendent *manages*. Neither one should encroach into the roles of one another. However, open communication should exist regularly between everyone.

*Q. 11 – <u>Use written protocols for board interactions</u> – Protocols are in place and well-understood by the Board. Continue to update as needed. Have written protocols to assist newly elected board members and as a review by all board members. Protocols can be discussed, written, and/or reviewed at a board study/work session and can be included with orientation of new board members.

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Q. 15 – <u>Provide an opportunity for stakeholders, such as staff, students, parents, and community members, to make presentations to the board</u> – Continue to look at opportunities for presentations from a variety of stakeholders to inform the board as well as the stakeholder community.

*Q. 19 – <u>Pursue professional development to improve board members' knowledge and skills by attending conferences, holding work/study sessions, etc.</u> – Consider utilizing study sessions to allow time for the in-depth discussions such as updating board members on staff evaluation process, budget discussions, long term facilities review, policy reviews, etc.

**Q. 21 – <u>Together with superintendent, share responsibility for the orientation of new board members and forming a new inclusive team</u> – Implement a process for orientating newly elected board members including mentor/mentees, reviewing written protocols and Code of Ethics. Utilize MSBA's New Board Member Year at a Glance handout (posted on the MSBA website under Board Work/Mentoring) as a resource. Encourage participation at MSBA's Phase trainings to improve board interactions and work. Take time for the entire Board Team to review the Phase I manual periodically as a reminder of board member roles.

Standard #2 – Vision:
**Q. 27-29 – Continually monitor progress toward the goals and outcomes of the strategic plan – Utilize the goals of the Strategic Plan as the primary basis for making decisions. Align Superintendent goals and Board Team goals with current district goals. Update Strategic Plan goals to reflect Distance Learning and Equity.

Standard #3 – Structure:
*Q. 35 – <u>Have policies for evaluating staff based on *student success*</u> – Administration will lead this process and provide updates so the Board can understand and ensure the process is in place (but not participate in the process). Clarify policies versus protocols versus practices.

*Q. 40 – <u>Have a process that includes community and parent involvement</u> – This is already happening to gain stakeholder support i.e. World's Best Workforce advisory committee, Site Council, Annual Meeting. Explore ways to continue to increase parent and stakeholder community involvement in addition to campus visits such as virtual meetings, surveys, one-on-one communications. Remember staff are community, too. Be intentional on increasing communication to diverse stakeholders – internal and external. Curriculum may need to be reviewed and enhanced due to Distance Learning and the increase use of online learning.

*Q.43 – <u>Have a Long-Term Facility Plan in place.</u> – The State Legislature provides funding for facilities. Discuss facilities needs in preparation for legislative funding action.

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Standard #4 – Accountability:

Q. 55-56 – <u>Superintendent goals and evaluation</u> – All Board members should be familiar with the Superintendent's contract. Performance goals should be mutually agreed upon and based on goals of the Strategic Plan. Check out the Superintendent Evaluation resource on MSBA's website at www.mnmsba.org under *Board Work / School Board-Superintendent Relations / Forms and Samples / Superintendent Evaluation Resources / A Goals- and Standard-Based Superintendent Evaluation: A Resource for School board Members and Superintendents.* Superintendent Evaluation should be done in closed session. When going out of closed session and back into the open meeting, the Board Chair should have a statement prepared indicating the Board conducted the Superintendent's evaluation and reviewed progress on the previously established goals and set goals for the new year. For more information on the specifics of the message that is shared with the public, please contact MSBA.

*Q. 58 - 61 – <u>Review student achievement to measure progress towards district goals; Evaluate and adjust resources and strategies for closing achievement gap</u> – Move to the next level in this area. Need to do this across the system with the Board and staff. Have discussions at Board study sessions, review best practice research, provide staff development, discuss need for hiring more staff. Focus on the achievement gaps especially with Distance Learning. Look at student achievement with an equity lens. Ask Administration to bring data to the Board for discussion at a study session. Review test scores. What action will be taken regarding test scores? What are the barriers? Are there barriers that can be removed? What does student participation data indicate?

Standard #5 – Advocacy and Communication:

Q. 63 – <u>Model cultural, racial, and ethnic understanding and sensitivity</u> – Develop an Anti-Bias and Equity Framework and include it in the Strategic Plan and the curriculum.

*Q. 65 – <u>Follow an effective process for responding to questions, concerns, comments, or feedback from stakeholders</u> – Determine how to respond to contacts from stakeholder while respecting the Board Governance Model roles – The Board *governs*; The Superintendent *manages*. Be polite and gracious in thanking stakeholders for contacting you. Explain your role and share the "Chain of Command" used by the school. Forward requests to the Superintendent for a response. Doing so will ensure the Board Team is responding as **One Voice** and will eliminate confusion by stakeholders.

*Q. 66 – <u>Ensure public understands the Board's role and responsibility</u> – Prepare an "elevator speech" to help stakeholders understand and support unique roles and responsibilities of Board and Superintendent. Discuss other ways to explain roles and responsibilities. Agree upon a similar explanation. Be prepared to respond to questions with Distance Learning while respecting Chain of Command/Responsibility.

MSA Board
Individual Goals for 2020-2021

Nicole: To become an effective board chairperson

Jamers: Being new, I would like to learn more about both academies and the students, staff, and family's experience.

Jan: To learn more about distance learning at the academy but talking to directors and teachers if it is okay to do that.

Kristin: To assist with providing any PD that MDE may be able to provide MSA staff - if requested.

Marty:

Gbenga:

Katie: Familiarize myself with our duties

MSA Board Team Goal

All these books are available on Bookshare

Book Suggestions:

- Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education, by Robin Diangelo

  This practical handbook will introduce readers to social justice education, providing tools for developing "critical social justice literacy" and for taking action towards a more just society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy. Based on extensive experience in a range of settings in the United States and Canada, the authors address the most common stumbling blocks to understanding social justice. They provide recognizable examples, scenarios, and vignettes illustrating these concepts. This unique resource has many user-friendly features, including "definition boxes" for key terms, "stop boxes" to remind readers of previously explained ideas, "perspective check boxes" to draw attention to alternative standpoints, a glossary, and a chapter responding to the most common rebuttals encountered when leading discussions on concepts in critical social justice. There are discussion questions and extension activities at the end of each chapter, and an appendix designed to lend pedagogical support to those new to teaching social justice education.

- Case Studies on Diversity and Social Justice Education, by Paul C. Gorski

  Case Studies on Diversity and Social Justice Education offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. The accessibly written cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. This revised edition adds ten new cases to offer greater coverage of elementary education, as well as topics such as body-shaming, Black Lives Matter, and transgender oppression. Existing cases have been updated to reflect new societal contexts and streamlined for ease-of-use.

  The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other

equity and diversity concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersections of these issues are stressed throughout the cases, reflecting the complexities of real-life scenarios. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called 'Points for Consideration.' This unique feature provides valuable insight for understanding the complexities of each case.

- So You Want to Talk About Race, Ijeoma Oluo

  Widespread reporting on aspects of white supremacy -- from police brutality to the mass incarceration of Black Americans -- has put a media spotlight on racism in our society. Still, it is a difficult subject to talk about. How do you tell your roommate her jokes are racist? Why did your sister-in-law take umbrage when you asked to touch her hair -- and how do you make it right? How do you explain white privilege to your white, privileged friend?

  In So You Want to Talk About Race, Ijeoma Oluo guides readers of all races through subjects ranging from intersectionality and affirmative action to "model minorities" in an attempt to make the seemingly impossible possible: honest conversations about race and racism, and how they infect almost every aspect of American life.

- Between the World and Me, by Ta-Nahisi Coates

  In a profound work that pivots from the biggest questions about American history and ideals to the most intimate concerns of a father for his son, Ta-Nehisi Coates offers a powerful new framework for understanding our nation's history and current crisis. Americans have built an empire on the idea of "race," a falsehood that damages us all but falls most heavily on the bodies of black women and men— bodies exploited through slavery and segregation, and, today, threatened, locked up, and murdered out of all proportion. What is it like to inhabit a black body and find a way to live within it? And how can we all honestly reckon with this fraught history and free ourselves from its burden?

  Between the World and Me is Ta-Nehisi Coates's attempt to answer these questions in a letter to his adolescent son. Coates shares with his son—and readers—the story of his awakening to the truth about his place in the world through a series of revelatory experiences, from Howard University to Civil War battlefields, from the South Side of Chicago to Paris, from his childhood home to the living rooms of mothers whose children's lives were taken as American plunder. Beautifully woven from personal narrative, reimagined history, and fresh, emotionally charged reportage, Between the World and Me clearly illuminates the past, bracingly confronts our present, and offers a transcendent vision for a way forward.

- White Fragility: Why It's So Hard for White People to Talk About Racism, Robin DiAngelo

  In this "vital, necessary, and beautiful book" (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and "allows us to understand racism as a practice not restricted to 'bad people' (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

- (E-book) Tacit Racism by Anne Warfield Rawls and Waverly Duck

  We need to talk about racism before it destroys our democracy. And that conversation needs to start with an acknowledgement that racism is coded into even the most ordinary interactions.

  Every time we interact with another human being, we unconsciously draw on a set of expectations to guide us through the encounter. What many of us in the United States—especially white people—do not recognize is that centuries of institutional racism have inescapably molded those expectations. This leads us to act with implicit biases that can shape everything from how we greet our neighbors to whether we take a second look at a resume. This is tacit racism, and it is one of the most pernicious threats to our nation.

  In Tacit Racism, Anne Warfield Rawls and Waverly Duck illustrate the many ways in which racism is coded into the everyday social expectations of Americans, in what they call Interaction Orders of Race. They argue that these interactions can produce racial inequality, whether the people involved are aware of it or not, and that by overlooking tacit racism in favor of the fiction of a "color-blind" nation, we are harming not only our society's most disadvantaged—but endangering the society itself.

  Ultimately, by exposing this legacy of racism in ordinary social interactions, Rawls and Duck hope to stop us from merely pretending we are a democratic society and show us how we can truly become one.

- Dare to Lead. Brown, Brene.   Random House, 2018

  Brené Brown has taught us what it means to dare greatly, rise strong, and brave the wilderness. Now, based on new research conducted with leaders, change makers, and culture shifters, she's showing us how to put those ideas into practice so we can step up and lead.

Named one of the best books of the year by Bloomberg.

Leadership is not about titles, status, and wielding power. A leader is anyone who takes responsibility for recognizing the potential in people and ideas and has the courage to develop that potential.

When we dare to lead, we don't pretend to have the right answers; we stay curious and ask the right questions. We don't see power as finite and hoard it; we know that power becomes infinite when we share it with others. We don't avoid difficult conversations and situations; we lean into vulnerability when it's necessary to do good work.

But daring leadership in a culture that's defined by scarcity, fear, and uncertainty requires skill-building around traits that are deeply and uniquely human. The irony is that we're choosing not to invest in developing the hearts and minds of leaders at the exact same time as we're scrambling to figure out what we have to offer that machines and AI can't do better and faster. What can we do better? Empathy, connection, and courage, to start.

Brené Brown has spent the past two decades studying the emotions and experiences that give meaning to our lives, and the past seven years working with transformative leaders and teams spanning the globe. She found that leaders in organizations ranging from small entrepreneurial startups and family-owned businesses to nonprofits, civic organizations, and Fortune 50 companies all ask the same question:

How do you cultivate braver, more daring leaders, and how do you embed the value of courage in your culture?

In this new audiobook, Brown uses research, stories, and examples to answer these questions in the no-BS style that millions have come to expect and love. Brown writes, "One of the most important findings of my career is that daring leadership is a collection of four skill sets that are 100 percent teachable, observable, and measurable. It's learning and unlearning that requires brave work, tough conversations, and showing up with your whole heart. Easy? No. Because choosing courage over comfort is not always our default. Worth it? Always. We want to be brave with our lives and our work. It's why we're here."

Whether you've read Daring Greatly and Rising Strong or you're new to Brené Brown's work, this audiobook is for anyone who wants to step up and into brave leadership.

Other Ideas:

- Anything with racial issues, equity, etc.
- I would like to hear more from the communities tied to our academies on racism, bidding, audism and how we can improve
- Guest speakers