



**SPECIAL MEETING  
OF THE NEW BEDFORD SCHOOL COMMITTEE  
~MINUTES~**

**PRESENT:** MAYOR MITCHELL, MR. BRUCE OLIVEIRA, MR. JOSHUA AMARAL, MS. COLLEEN DAWICKI,  
MR. JACK LIVRAMENTO, MR. JOHN OLIVEIRA (arr. 6:09 p.m.)

**ABSENT:** MR. CHRISTOPHER COTTER

**IN ATTENDANCE:** MR. ANDERSON, MS. TREADUP, MS. WALMSLEY, MS. FERREIRA (Recording Secretary)

The special meeting was called to receive constructive feedback from school committee regarding: District communication, Superintendent evaluation, and review academic goals.

Jack Livramento and Colleen Dawicki commented positively about the invitation that School Committee members received to visit several schools and that they would like opportunities like these to continue. Mr. Anderson stated that if a member is interested to visit a school, it can be set up through the Superintendent.

Bruce Oliveira stated that the format and transparency of the weekly notes, sent to the Committee, have been most helpful and informative.

Mayor Mitchell stated that as time goes on, the School Committee should receive heads up on relevant items coming from the Department of Elementary and Secondary Education. He also encouraged that the current administration should keep an eye out for any positive marketing opportunities for the district.

Mr. Anderson informed the Committee about plans to conduct a City Educators meeting involving other schools within the City of New Bedford. The purpose would be to collaborate and work with each other on common goals that will benefit all students.

He stated that supporting academics, with effective operations and school climate are equally important in building an environment where students receive what they need. In addition, he seeks to provide more professional development to staff as well as having clear roles and expectations to strengthen his team.

At this time, a video was presented to demonstrate that when people know their "why's" behind their day to day duties, they feel motivated to perform their best at what they are doing.

Mr. Anderson stated that it is important to build the capacity of staff with strategies that promote equity and student success. He pointed out that improving culture is an essential factor and adults need to balance how they feel in daily basis.

Collen Dawicki asked what the School Committee role is to support and build culture. Mr. Anderson said that they could take what they receive from the community to inform the superintendent (candid feedback); and spread the word of what they hear happening in the district to the community.

Excerpts from the book "Disruptive Poverty" were shared with the Committee; a hardcopy of the book had also been distributed to the Committee and district leaders. Mr. Anderson stated that educators understand where the students are coming from, but we need to incorporate classroom strategies that will mitigate the adverse effects of poverty on student's learning. High expectation and available resource should be the same for all the students.

Mr. Anderson said that ELL is the group that demonstrated more academic growth, and there is a need to review what kind of supports can be provided to the rest of the student population to show the same growth. Jack Livramento suggested bringing the initiatives that have been successful in a particular school to other buildings.

Central Office Administrators will be monitoring different data points throughout the school year to ensure the district is on track and students are successful.

Mr. Anderson stated that we need to encourage parent engagement. He is planning to hold a meeting with the "Parent- Teacher Organizations" (PTO) from all the schools so that they can get the information back to other parents.

Mayor Mitchell indicated that the district needs to conduct a public exercise to gather community expectations and apply uncovered insights to change the perception the city has towards public education. Mr. Anderson explained that there are plans to hold a visioning exercise to reach out the community.

Joshua Amaral suggested promoting a mission statement and take advantage of any opportunity to bring this to the public. Mr. Anderson added that we need to expose all the celebration items and mentioned that he has plans to record a community video to provide highlights about MCAS. It was suggested that promotional videos should include testimonials from parents, students and non-school individuals.

At this time the Committee reviewed the standards and indicators related to the Superintendent evaluation. The Committee agreed with the selection of indicators that were highlighted by Mr. Anderson.

A discussion ensued related to different ways to measure goals and a suggestion to include quantitative goals was made. It was decided that the Committee review the draft goals, place their comments, and send it back to Adlybeiry Ferreira, recording secretary, to collect their feedback.

Mr. Anderson stated that another workshop will be scheduled later in the year to discuss his evaluation and to go through the budget process. The Committee commented that they found the setting of the workshop very productive.

At 7:13 P.M., on a motion by Joshua Amaral and seconded by Jack Livramento, the Committee voted to adjourn the meeting.

The roll call vote was as follow:

John Oliveira – Yes  
Christopher Cotter – Absent  
Jack Livramento – Yes  
Bruce Oliveira – Yes

Joshua Amaral– Yes  
Colleen Dawicki – Yes  
Mayor Mitchell – Yes

6 – Yeas      0 – Nays      1– Absent

Respectfully Submitted by,

  
Adlybeiry Ferreira  
Recording Secretary

Reviewed by,

  
Thomas Anderson  
Superintendent, Secretary/School Committee



NEW BEDFORD PUBLIC SCHOOLS



# SCHOOL COMMITTEE WORKSHOP

OCTOBER 1, 2018

KNOWING VS. DOING: SIMPLIFY AND CLARIFY 3:0

New Bedford Public Schools

School Committee Workshop

NEW BEDFORD PUBLIC SCHOOLS



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# COLLABORATION AND EXPECTATIONS



THE FOUNDATION: NBPS OBJECTIVES

- Objective I: High Quality Instruction
- Objective II: Student Support Systems
- Objective III: Team Excellence
- Objective IV: Community Engagement



Community Engagement

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NEW BEDFORD PUBLIC SCHOOLS

# PARALLEL FOCUS



# TEACHING AND LEARNING

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# LEADING ALL ASPECTS

Academics



Operations



Climate



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“KNOWING vs. DOING”

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Characteristics of a Powerful Team



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KNOWING YOUR WHY



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KNOWING YOUR WHY



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Key strategies used to promote equity and student success

- Building the awareness / capacity of staff to . . .
  - Respond to student data
    - Analyze
    - Adjust programs
  - Communicate high expectations
    - Change conversation
  - Develop positive relationships with students
    - Know them
  - Involve and empower parents
    - Include voices

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5 Components of EQ

The five Components of Emotional Intelligence at Work

	Definition	Hallmarks
<b>Self-Awareness</b>	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humor
<b>Self-Regulation</b>	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment—to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
<b>Motivation</b>	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism even in the face of failure Organizational commitment
<b>Empathy</b>	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise on building and retaining talent Cross-cultural sensitivity Service to clients and customers
<b>Social Skill</b>	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise on building and leading teams

David Salovey, "What Makes A Leader? Harvard Business Review, November-December 1999"

Harvard Learning Innovations & Associates Ltd. 2016, slide 11-12

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## MOVING TO GREAT

What do great corporations or organizations do differently than good or average organizations?

- Seek and confront the brutal facts
- Get the right people on the bus and in the right seats
- Retaining talent (support and develop quality)  
(Collins, 2001)

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## IMPORTANCE OF CULTURE

“The health of an organization provides the context for strategy, finance, marketing, and everything else that happens within it, which is why it is the single greatest factor determining an organization’s success. More than talent. More than knowledge. More than innovation.”

—Lencioni, *The Advantage: Why Organizational Health Trumps Everything Else in Business* (2012), p. 2

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## HEALTHY ORGANIZATIONAL CULTURE

“School (Organizational) culture is the set of norms, values, and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school (organization).” – Peterson, “Is Your School Culture Toxic or Positive?”  
*Education World* (2002)

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## ENHANCE CAPACITY

- Identify
- Development
- Share
- Highlight
- Understand
- Appreciate
- Respect

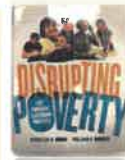
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## POVERTY: LEARNING, UNLEARNING AND RELEARNING

### Learning, Unlearning, and Relearning

Confronting and eliminating barriers to learning requires us to challenge our mental maps related to poverty, people who live in poverty, schooling, and what it means to be a teacher. Educators are more likely to change their conceptions if they are (1) allowed to articulate their prior conceptions, (2) provided with alternative ideas, and (3) supported to explicitly consider the status of competing ideas within their mental maps. Although competing ideas may cause cognitive dissonance—an uncomfortable sense of inconsistency or conflict with existing beliefs—that discomfort alone is not likely to change our minds and hearts. Alternative ideas “must be at least as intelligible, plausible, and/or fruitful” as the conceptions they are meant to modify or replace (Lapin, 2012, p. 26).



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## POVERTY DISRUPTING...

### What It Means to Be a Poverty-Disrupting Educator

According to the *Cambridge Dictionary*, to disrupt is “to prevent something, especially a system, process, or event, from continuing as usual or as expected.” This is what poverty-disrupting educators do—they create classroom cultures that mitigate the “usual or expected” adverse effects of poverty on students’ learning. They do this by being proactive. Our definition of *proactive* is much more than the opposite of reactive or being pre-emptive. It is consistent with the notion Steven Covey (1989) suggested in his book *The Seven Habits of Highly Effective People*. To be a proactive person, he wrote,

means more than merely taking initiative. It means that as human beings, we are responsible for our own lives... Look at the word responsibility: “re-” means “ability”—the ability to choose your response. They do not blame circumstances, conditions, or conditions for their behavior. Their behavior is a product of conscious choice, based on values. Proactive people are driven by values—carefully thought about, selected, and internalized values. (p. 29)

Teaching is values-based. There is no way around the fact that teaching is not a neutral act. This is, in part, why answering the who and why questions are a vital part of this work. One of the most difficult aspects of disrupting poverty is recognizing the barriers to learning in our classrooms and our schools, particularly those barriers that exist in our own minds—our beliefs, biases, and blind spots that form our mental map related to people who live in poverty.

### The Role Our Mental Maps Play

Our mental maps are the beliefs, assumptions, and personal perspectives we hold about people, institutions, and the way the world works in general. They are the foundation for the theories that guide our action (Argente & Schulz, 2012) and serve as a part of our mental maps. The term



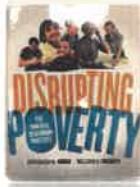
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# POVERTY: EXPECTATIONS

FIGURE 4.1 | Low Versus High Expectations. A Comparison of Teacher Behavior

Teachers Who Hold Low Expectations	Teachers Who Hold High Expectations
<ul style="list-style-type: none"> <li>• Call on student(s) less frequently</li> <li>• Provide less "wait time" for answers</li> <li>• Provide answers or call on another student without wait time</li> <li>• Reward low-quality or incorrect answers</li> <li>• Criticize more frequently for failure</li> <li>• Praise less for success</li> <li>• Provide less informative feedback on performance</li> <li>• Interact less frequently</li> <li>• Seat students far away from teacher</li> <li>• Provide less "benefit of the doubt" in borderline cases</li> <li>• Rely on tasks with low levels of cognitive demand</li> <li>• Overuse of independent/seat work</li> <li>• Use less friendly nonverbal behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate the belief that student can achieve at high levels</li> <li>• Create warm social-emotional relationships focused on strengths, funds of knowledge, cultural understandings, and interests/aspirations</li> <li>• Provide informative feedback on performance to scaffold learning</li> <li>• Teach content and use tasks with high cognitive demand</li> <li>• Ask frequent, high-level questions</li> <li>• Encourage a productive struggle (refraining from giving answers, allowing wait time, guiding to answer)</li> <li>• Maintain close physical proximity</li> <li>• Interact frequently</li> <li>• Use positive nonverbal communication</li> </ul>



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# WHAT IS POVERTY?



## What is Poverty?

Poverty is complex, beginning with how we define it. *Parents in* "Poverty in its most general sense is the lack of necessities. Basic food, shelter, medical care, and safety are generally thought necessary based on shared values of human dignity" (Bradshaw, 2006). However, poverty is also thought to be relative to the social context in which it is experienced. Valentine (1968) asserts, "the essence of poverty is inequality. In slightly different words, the basic meaning of poverty is relative deprivation" (as cited in Bradshaw, 2006, p. 4). The most common, and in the United States, perhaps the most "objective" definition for poverty is the statistical measure established by the federal government.

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## FOCUS (Connecting and Digging Deeper: Building Capacity -- Rigor and Relevance)

- Instructional Practice Guide (Look fors)
  - Equitable Classroom Practice (Cultural Competence)
- Cultural Competence (equitable classroom practices)
- Acceleration Opportunities
- Tiered Systems of Support
  - Social Emotional
- Instructional Engagement
  - Rigorous Discourse
- Data Systems
  - School-based

**consistency**  
**collaboration**  
**communication**

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## QUALITY TEACHING REFINER

### Task Predicts Performance

*"What predicts performance is what students are actually doing...the instructional task is the actual work that students are asked to do during the process of instruction-not what teachers think they are asking students to do or what the official curriculum says that students are asked to do..."*

-Dr. Richard Elmore-

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## MINDSHIFT

### Compliance to Inquiry and Accountability

*"Classrooms, schools, and districts are nested learning communities whose cultures are closely linked. Teachers who operate in a compliance mode with their principals are unlikely to create anything other than a compliance environment for their students. And as a former principal ... put it, 'Principals cannot lead collaborative learning if they have not experienced it.' Students are not likely to take risks, collaborate, learn together, and experience higher order tasks unless their teachers are. Recognizing these nested relationships helps leaders in a variety of roles take responsibility for leading learning."*

-Dr. Richard Elmore-

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## THE STRATEGIC MONITORING / INTERVENTION PROCESS

1. Identify Individual Students
2. Identify the Subgroups
3. Proactive Implementation of Supports
4. School-based Data Meetings
5. Central Office School STAT Presentations
6. Action Plan Progress

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# PREK-12 ACADEMIC TRAJECTORY

- > **PreK - 5**
  - > 100% Academic Proficiency by Grade 5
  - > Increase Advanced levels in all areas
  - > 100% Support for SEL Development
- > **Middle School**
  - > Algebra I (passing with a C or better)
  - > World Languages
  - > College and Career Readiness
  - > 100% Support for SEL Development
- > **High School**
  - > Algebra I with a C or better in 9th grade
  - > At least 1 honors level course by 10th grade and the PSAT
  - > SAT by spring of 11th grade
  - > At least 1 AP class (11<sup>th</sup> / 12<sup>th</sup>)
  - > Apply to post-secondary programs including 2/4 year colleges

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# DATA POINTS 2018

\* All data is filtered/filtered by each sub-group, number and percent of each row

Item	Level	Frequency
1. Attendance (students with chronic tardiness / absences)	All	M
2. NWEA Districtwide Reading and Math	All	Y
3. Suspension ALL (Y and N - review interventions - supports)	All	M
4. Classroom Observation (minimum of 50 per month - review quality of feedback)	All	M
5. A-CAD (Reading/riting - progress toward targets)	All	M
6. A-CAD (Math - progress toward targets)	All	M
7. A-CAD (ELA)	All	Y
8. Master Schedule (program needs, review class size/SPED/ELL)	All	Y
9. Year-end System of Support (assess strategic, monitoring)	All	B
10. ED - Leader presence (progress toward goals) - review course data rates)	All	M
11. Geometry (includes) progress - C or better	All	Y
12. Course Pass Rate (English / Math / Science - C or better)	All	Y
13. GPA: students above 3.0 (GPA)	All	Y
14. SAT / ACT scores, subject test scores	All	Y
15. Graduation Progress (enroll / course / community services)	All	M
16. MAP (state assessment - National Board / Department / Change)	All	Y
17. Honors (enroll) and AP (enroll) success - 3+ end of year)	All	Y
18. 90% Grade progression (enroll) progress toward 10th grade - C or better)	All	Y

Q: quarter M: monthly B: 2 times per year Y: 3 times per year Y: yearly S: semester

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## PARENT / FAMILY ENGAGEMENT: WHAT WE WANT IT TO BE

- > A well thought out process involving the entire school community, NOT a series of events
- > A set of day-to-day practices, attitudes, beliefs and interactions that support learning at home as well as at school, NOT a one-time program

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## IMPROVING RELATIONSHIPS

The single factor common to successful change is that relationships improve. If relationships remain the same or get worse, ground is lost.

*In complex times, emotional intelligence is a must. Emotionally intelligent leaders are able to build relationships because they are aware of their own emotional makeup and are sensitive and inspiring to others (Goleman, Boyatzis, & McKee, 2002).*

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## KNOWING YOUR WHY



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QUESTIONS???

COMMENTS . . .

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