

SPFE COPE RUBRIC

F	Candidate does not meet minimum criteria/Has not met SPFE minimum requirements
D	<p>Candidate:</p> <ul style="list-style-type: none"> ◇ Demonstrates limited understanding of SPFE priorities and values. ◇ Demonstrates limited understanding of bargaining units ◇ Has minimal relationships with SPFE members ◇ Demonstrates limited understanding of co-governance ◇ Demonstrates limited understanding of the role of the Board of Education ◇ Is not currently a Public Education Champion ◇ Has completed all SPFE minimum requirements
C	<p>Candidate:</p> <ul style="list-style-type: none"> ◇ Demonstrates adequate understanding of SPFE priorities and values. ◇ Demonstrates adequate understanding of bargaining units ◇ Has some relationships with SPFE members ◇ Demonstrates adequate understanding of co-governance ◇ Demonstrates adequate understanding of the role of the Board of Education ◇ Demonstrates potential to become a Public Education Champion ◇ Has completed all SPFE minimum requirements
B	<p>Candidate:</p> <ul style="list-style-type: none"> ◇ Demonstrates substantial understanding of SPFE priorities and values. ◇ Demonstrates substantial understanding of bargaining units ◇ Has multiple relationships with SPFE members ◇ Demonstrates substantial understanding of co-governance ◇ Demonstrates substantial understanding of the role of the Board of Education ◇ Is a Public Education Champion ◇ Has completed all SPFE minimum requirements
A	<p>Candidate:</p> <ul style="list-style-type: none"> ◇ Demonstrates excellent understanding of SPFE priorities and values. ◇ Demonstrates excellent understanding of bargaining units ◇ Has extensive relationships with SPFE members ◇ Demonstrates deep understanding of co-governance ◇ Demonstrates comprehensive understanding of the role of the Board of Education ◇ Is a Public Education Champion ◇ Has completed all SPFE minimum requirements

SPFE Support for Public Education and Requirements are pass/fail sections. Candidates that meet the minimum criteria will receive an A. For safety reasons, it is not possible for a candidate to complete an in-person educator shadow. Only candidates that receive an A or B grade qualify for recommendation for endorsement

Candidate: **James Farnsworth**

Overall Grade **A-**

Support for Public Education	Relationship with SPFE	Transparency and Consistency	Co-Governance	SPFE Requirements
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<p>Supports Moratorium and study: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase funding: Lobby the legislature, direct Supt. to form PILOT working group</p> <p>Grade: A</p>	<p>Source for information on SPFE: SPFE members, parents, community members</p> <p>Role of the board in negotiations: Observe/Participate as appropriate, direct Supt. on strategy. Needs more relationships with bargaining units.</p> <p>Understanding of SPFE priorities and issues: Reviewed contract, understood strike. Shares concern in lack of support for paraprofessionals, and the need for increased trauma support</p> <p>Grade: A</p>	<p>Implementation & Accountability for fully supporting Restorative Justice: Clear and deep understanding of need for fully funding/supporting RP</p> <p>Steps to address poor communication policy: Relationship building, direct accountability for SPPS communications</p> <p>Will release negotiations tapes: Yes, pending advice of SPPS General Counsel</p> <p>Grade: A-</p>	<p>Understanding of Co-Governance: Substantial and academic. Will need guidance.</p> <p>Plan to engage with SPFE in decision-making: Has increased relationships with SPFE members, will continue to grow relationships and to seek input before decisions are made.</p> <p>Plan to engage students/families in decision-making: Rebuilding trust, honoring commitments</p> <p>Grade: A-</p>	<p>Has candidate completed:</p> <p>COPE 1:1: Yes</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow Google meet and follow up with educator: Yes</p> <p>Grade: A</p>
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Additional Notes:

James Farnsworth has extensive knowledge of board governance which will be helpful in navigating board duties, and has a comprehensive understanding of the role of the BOE. He is currently serving on ethnic studies group, and has deep relationships with SPFE members. James has taken and applied feedback from the SPFE 2020 screening. He has a deep belief in the value of public service. James has a solid grounding in what co-governance is, and we would encourage him to deepen his understanding of how co-governance can be used in the role of SPPS Board of Education director, and to deepen his personal relationships with bargaining units.

Candidate: **Halla Henderson**

Overall Grade **A-**

Support for Public Education	Relationship with SPFE	Transparency and Consistency	Co-Governance	SPFE Requirements
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<p>Supports Moratorium and study: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase funding: Relationship w/SPFE builds power to advocate. PILOT. Leverage relationships with elected officials.</p> <p>Grade: A</p>	<p>Source for information on SPFE: Students & student advocacy groups, families, educators, labor organizations</p> <p>Role of the board in negotiations: Advise when appropriate, be proactive and collaborative where possible</p> <p>Understanding of SPFE priorities and issues: Understood strike. Need to reimagine public education, shares concern for lack of support for paraprofessionals and the need to increase trauma support</p> <p>Grade: A-</p>	<p>Implementation & Accountability for fully supporting Restorative Justice: Fight for funding, deeper dive on suspensions data, center RP as a district priority</p> <p>Steps to address poor communication policy: Acknowledge broken trust, proactive availability. Increase forums, multilingual options for community.</p> <p>Will release negotiations tapes: Yes</p> <p>Grade: A</p>	<p>Understanding of Co-Governance: Deep. Seeks joint decision-making and accountability.</p> <p>Plan to engage with SPFE in decision-making: Identified the need to create a transparent working relationship between SPFE and SPPS.</p> <p>Plan to engage students/families in decision-making: Center voices of BIPOC students and families, seek data on why students are leaving SPPS</p> <p>Grade: A-</p>	<p>Has candidate completed:</p> <p>COPE 1:1: Yes</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow Google meet and follow up with educator: Yes</p> <p>Grade: A</p>
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Additional Notes

Halla Henderson comes out of TakeAction, has a deep understanding of co-governance and shared power. Strong relationships with youth, understands the interconnected roles of elected officials and the need to bring an activist voice to the role of BOE. Experience with coalition building. Halla’s relationship with SPFE is primarily via TakeAction, and will need to build an institutional relationship with SPFE. Halla has a strong academic understanding of the labor movement, and the need to support workers. We would also encourage her to build deeper relationships with individual bargaining units.

Candidate: Clayton Howatt

Overall Grade B+

Support for Public Education	Relationship with SPFE	Transparency and Consistency	Co-Governance	SPFE Requirements
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<p>Supports Moratorium and study: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase funding: Address structure problems w/in SPPS. PILOT, coalition w/lawmakers.</p> <p>Grade: A</p>	<p>Source for information on SPFE: Individual trusted SPPS administration members, academic resources, educator friends, families</p> <p>Role of the board in negotiations: Learn by observing. No direct experience with unions.</p> <p>Understanding of SPFE priorities and issues: Understood strike. Participated in TIGER. Galtier PTO. Shares concern for lack of support for paraprofessionals. Students need space and resources for joy, coming out of the pandemic.</p> <p>Grade: B+</p>	<p>Implementation & Accountability for fully supporting Restorative Justice: Wants to hear from families & educators about RP. Wants additional data on RP success to be used to advocate. State needs to support SPPS with funding.</p> <p>Steps to address poor communication policy: Only commit when timelines & expectations are clear. No clear policy in place for parent communication.</p> <p>Will release negotiations tapes: Doesn't understand hold, won't commit until more info</p> <p>Grade: B-</p>	<p>Understanding of Co-Governance: More than adequate level of understanding. Sees it as grounded in coalition building.</p> <p>Plan to engage with SPFE in decision-making: Has created an event to seek input from educators, and stated intention that this be a regular event.</p> <p>Plan to engage students/families in decision-making: Create pathways for parent engagement, exit surveys for families leaving SPPS or transferring internally</p> <p>Grade: B</p>	<p>Has candidate completed:</p> <p>COPE 1:1 Yes</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow Google meet and follow up with educator: Yes</p> <p>Grade: A</p>
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Additional Notes

Clayton Howatt has deep relationships with SPFE, a deep understanding of the BOE. He has served on PTOs, worked to prevent the closure Galtier. Formed Parents for Saint Paul Schools to focus on charter schools, and has partnered with the Saint Paul NAACP in this work. Clayton has a deep understanding of enrollment and budget concerns. Clayton's relationships with SPFE are primarily with individual educators, we would encourage him to begin building an institutional relationship with SPFE. With no experience with unions, we would encourage Clayton to begin to grow relationships with all SPFE bargaining units. Asking for data to show a program's success can be helpful, however we are also mindful that the use of data has been used to bring harm to BIPOC and immigrant communities. We would encourage Clayton to continue to seek out and prioritize BIPOC and immigrant voice.

Candidate: **Jennifer McPherson**

Overall Grade *Due to technological issues, Jennifer*

McPherson's was unable to fully participate in the screening, and will not receive an overall grade. Information below reflects her responses in the SPFE candidate questionnaire, and her website.

Support for Public Education	Relationship with SPFE	Transparency and Consistency	Co-Governance	SPFE Requirements
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<p>Supports Moratorium and study: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase funding: Unclear – committed to learning more about funding challenges and. resources</p> <p>Grade: N/A</p>	<p>Source for information on SPFE: SPPS policies book, MDE, USDE</p> <p>Role of the board in negotiations: Make sure it's fair</p> <p>Understanding of SPFE priorities and issues: Understood strike. Would use performance-based raises to increase retention for paraprofessionals.</p> <p>Grade: N/A</p>	<p>Implementation & Accountability for fully supporting Restorative Justice: Include natural healers and yoga instructors. Increase cultural competency.</p> <p>Steps to address poor communication policy: Stay true to self, community will trust</p> <p>Will release negotiations tapes: Yes</p> <p>Grade: N/A</p>	<p>Understanding of Co-Governance: Limited understanding of co-governance.</p> <p>Plan to engage with SPFE in decision-making: <i>Not addressed in questionnaire or website</i></p> <p>Plan to engage students/families in decision-making: Exit surveys for families leaving SPPS, create parent-teacher committees to ensure fair funding for each school site.</p> <p>Grade: N/A</p>	<p>Has candidate completed:</p> <p>COPE 1:1 Yes</p> <p>Questionnaire: Yes</p> <p>Screening: Attempted – technical difficulties resulted in answers being read to attendees.</p> <p>Shadow Google meet and follow up with educator: Yes</p> <p>Grade: N/A</p>
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Jennifer McPherson brings a powerful perspective to education policy and the role of the SPPS BOE. As a Black woman, and parent advocate for her children, and other students within SPPS she brings a perspective that is often not centered in decision-making . As a union, SPFE has concerns about the use of performance-based raises as a policy for retention, prioritizing “hardening” our schools (metal detectors, bullet proof windows, etc) and the lack of a plan on how to build engagement with SPFE institutionally.

Candidate: **Zoe Sblendorigiebel**

Overall Grade **C**

Support for Public Education	Relationship with SPFE	Transparency and Consistency	Co-Governance	SPFE Requirements
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<p>Supports Moratorium and study: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase funding: Leverage relationships, advocate for funding increase.</p> <p>Grade: A</p>	<p>Source for information on SPFE: Former teachers and mentors. Educators. BIPOC communities for a different perspective than mine.</p> <p>Role of the board in negotiations: I support unions and fair pay. I will amplify worker perspective</p> <p>Understanding of SPFE priorities and issues: Understood strike. Shares concern for lack of support for paraprofessionals and the need to increase trauma support.</p> <p>Grade: C</p>	<p>Implementation & Accountability for fully supporting Restorative Justice: Learned from teachers at Como during implementation. Schools should not have to fight for RP funding.</p> <p>Steps to address poor communication policy: Show up authentically. Build trust. Be a bridge between community and the board.</p> <p>Will release negotiations tapes: Yes</p> <p>Grade: C+</p>	<p>Understanding of Co-Governance: Adequate. Power with, not power over. We are here to serve. Needs grounding to bring depth to understanding co-governance.</p> <p>Plan to engage with SPFE in decision-making: Draw on experience in SEAB and relationships with former educators to build relationships with SPFE</p> <p>Plan to engage students/families in decision-making: Create accountable pathways for families to share concerns, needs. Center BIPOC voices.</p> <p>Grade: C</p>	<p>Has candidate completed:</p> <p>COPE 1:1 Yes</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow Google meet and follow up with educator: Yes</p> <p>Grade: A</p>
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Zoe Sblendorigiebel has a strong background through their work with SEAB, and direct relationships with current BOE members and former educators. Zoe has a deep understanding of the need to bring an activist voice to SPPS in order to effect change, and strong grasp of the challenges posed to public education by “education disrupters”. We would encourage Zoe to continue to grow institutional relationships with all bargaining units in SPPS, and to use their activist lens to articulate specific plans and policy changes to move the SPPS Board of Education in the appropriate direction.

Candidate: **Uriah Ward**

Overall Grade **A-**

Support for Public Education	Relationship with SPFE	Transparency and Consistency	Co-Governance	SPFE Requirements
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<p>Supports Moratorium and study: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase funding: PILOT. Leverage relationships, full service community schools</p> <p>Grade: A</p>	<p>Source for information on SPFE: Former teacher (North Carolina), partner is an SPPS educator, SPFE members</p> <p>Role of the board in negotiations: Active engagement. Attend sessions. Provide guidance/feedback</p> <p>Understanding of SPFE priorities and issues: Understood strike. PILOT part of campaign. Shares concern for lack of support for paraprofessionals, and the need to increase trauma support.</p> <p>Grade: A-</p>	<p>Implementation & Accountability for fully supporting Restorative Justice: Data is clear, need more restorative policies. SPPS should stop redirecting RP funds</p> <p>Steps to address poor communication policy: Recognize failure, set expectations, transparent dialogue</p> <p>Will release negotiations tapes: Yes</p> <p>Grade: A-</p>	<p>Understanding of Co-Governance: Deep, lacks some nuance on joint accountability.</p> <p>Plan to engage with SPFE in decision-making: Create process for regular check-ins, educators to play a role in decision-making.</p> <p>Plan to engage students/families in decision-making: Surveys from families leaving the district. Sees how poor communication is damaging.</p> <p>Grade: A-</p>	<p>Has candidate completed:</p> <p>COPE 1:1 Yes</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow Google meet and follow up with educator: Yes</p> <p>Grade: A</p>
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Uriah Ward has deep relationships with SPFE and Shares SPFE theory of change and understanding of how to build power through organizing, and was instrumental in forming a bargaining unit at Augsburg. Uriah has a deep understanding of the challenges educators face – in the classroom and at a funding level. We would encourage Uriah to develop a more nuanced understanding of co-governance around joint accountability, and to clearly articulate a plan for improving district communications and student/family engagement.

Candidate: **Jim Vue**

Overall Grade **F**

Support for Public Education	Relationship with SPFE	Transparency and Consistency	Co-Governance	SPFE Requirements
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<p>Supports Moratorium and study:</p> <p>Understands the difference between charter schools and traditional public schools:</p> <p>Plan to increase funding:</p> <p>Grade:</p>	<p>Source for information on SPFE:</p> <p>Role of the board in negotiations:</p> <p>Understanding of SPFE priorities and issues:</p> <p>Grade:</p>	<p>Implementation & Accountability for fully supporting Restorative Justice:</p> <p>Steps to address poor communication policy:</p> <p>Will release negotiations tapes:</p> <p>Grade:</p>	<p>Understanding of Co-Governance:</p> <p>Plan to engage with SPFE in decision-making:</p> <p>Plan to engage students/families in decision-making:</p> <p>Grade:</p>	<p>Has candidate completed:</p> <p>COPE 1:1:</p> <p>Questionnaire:</p> <p>Screening:</p> <p>Shadow Google meet and follow up with educator:</p> <p>Grade:</p>
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Director Vue declined to participate in the SPFE Endorsement process, and as such does not qualify to be screened or considered for endorsement.

