

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. ◇ Has minimal relationships with SPFE members ◇ Demonstrates limited understanding of co-governance ◇ Demonstrates limited understanding of the impact of the School Board on Public 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. ◇ Has some relationships with SPFE members ◇ Demonstrates adequate understanding of co-governance ◇ Demonstrates adequate understanding of the impact of the School Board on Public 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. ◇ Has multiple relationships with SPFE members ◇ Demonstrates substantial understanding of co-governance ◇ Demonstrates substantial understanding of the impact of the School Board on Public 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. ◇ Has extensive relationships with SPFE members ◇ Demonstrates deep understanding of co-governance ◇ Demonstrates comprehensive understanding of the role of impact of the School Board on Public Education ◇ Is a Public Education Champion ◇ Has completed all SPFE minimum requirements

SPFE Requirements are pass/fail sections. Candidates that meet the minimum criteria will receive an A.

Candidate **John Bjoraker**

Overall Grade: **A-**

Moratorium/Impact of Charter Schools B+	Relationship with SPFE A-	Support for Public Education. A-	Co-Governance B+	SPFE Requirements A
<p>Understands the negative impact of charter schools on public schools: Yes, unclear how deep the understanding is</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase SPPS enrollment & address charter growth: Not committed to advocating for a moratorium. Believes enrollment needs strong retention and recovery strategies, including inviting families that have left SPPS to come back. Somewhat focused on test scores</p>	<p>Relationship with SPFE Former teacher, AP and Principal in SPPS. Has retained relationships with members that are friends, no institutional relationship with SPFE.</p> <p>Understanding of SPFE priorities and issues: Clearly shares values around RP, LGBTQIA+ community, and the work that happens in classrooms and educator voice. Does not share our deep concern around charters, somewhat focused on test scores.</p>	<p>Definition of Public Education Champion: Supports SPPS gender inclusion policy, former educator and principal. Wants “safe, inclusive, high quality” education. Light on specifics.</p> <p>Value of Public Education: Schools anchor our communities, career in public education,</p> <p>Role of the Board: fairly traditional understanding, Is aware of B.I.G.G. Would likely support it.</p>	<p>Understanding of Co-Governance: Adequate, moving towards substantial.</p> <p>Takes guidance from: BOE, SPFE Leaders, listen to students</p> <p>Plan to make decisions with community: Show up in schools, develop communication methods</p> <p>Building relationships with existing Board/Healthy Board Governance: Take time to understand priorities, honor the Board’s collective governance role.</p>	<p>Has candidate completed:</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow an educator Yes – Capitol Hill</p>

Additional Notes: Mr. Bjoraker has a long career in public education, almost entirely in SPPS and clearly understands the logistics involved in large urban public school districts. His questionnaire makes it clear that there is a strong base of shared values with SPFE, and his screening made it clear that he is committed to a strong SPPS. It appears that he does not SPFE’s desire to take on the charter school issue head on, but would defer to the state. There is great concern that due to his high-level MPS district position that he would be unable to be in SPPS buildings during the day, that there will be conflicts between the need for him to be present at MPS board meetings – which are also held on Tuesdays, as well as Board preparation meetings.

Candidate **Omar Syed**

Overall Grade: **A-**

Moratorium/Impact of Charter Schools A-	Relationship with SPFE B+	Support for Public Education. A-	Co-Governance A	SPFE Requirements A
<p>Understands the negative impact of charter schools on public schools?: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase SPPS enrollment & address charter growth: Aware there is a study on impacts pending. Would lobby at a state level for a moratorium. Fund the enrollment committee. Engage directly with communities targeted by charter schools and work to bring them into SPPS</p>	<p>Relationship with SPFE/Public Education: Public school parent – involved at student’s schools. Includes educators in definition of community. Activated during Envision, part of saving Highwood Hills. No institutional relationship with SPFE, but wants one.</p> <p>Understanding of SPFE priorities and issues: Experienced Envision, and the need for transparency. Vocal about the need to support the SPPS Gender Policy and repair harms experienced in Metro Surge. In the past has supported SPFE calls for PILOT.</p>	<p>Definition of Public Education Champion: Advocate for resources, moratorium, Listen to educators, stay connected to families and make sure decisions reflect their concerns.</p> <p>Value of Public Education: Public Education changed my life as an immigrant. Most important investment.</p> <p>Role of the Board: Set priorities for the district, hold superintendent accountable, not be a rubber stamp, ask questions</p>	<p>Understanding of Co-Governance: Substantial,</p> <p>Takes guidance from: Ahmed Anshur, Uriah, Garrison McMurtrey (commissioner), students, educators, SPFE</p> <p>Plan to make decisions with community: Push for engagement at start of process, push Superintendent to show where/how community input is shaping decisions</p> <p>Building relationships with existing Board/Healthy Board Governance: Collaboration, respect, transparency, community involvement. Start with 1:1’s with board, already has some existing relationships</p>	<p>Has candidate completed:</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow an educator Yes – Capitol Hill</p>

Additional Notes: Mr. Syed is a well-respected member of the East African community. He has screened with SPFE 3 times (twice for School Board and once for City Council). His understanding of the work of the Board and SPFE priorities has substantially increased over time, he has taken and applied feedback given by SPFE COPE. He holds relationships with existing Board members, and has a substantial record in supporting educators and families in the district. His experience with Envision was fundamental in understanding how bad, top-down decision-making harms students and families. Operation Metro Surge expanded his working relationships with community leaders, both inside and outside immigrant communities. He would need strong support from SPFE in navigating district minutia and relationships.

Candidate **Stephanie Anderson**

Overall Grade: **A**

Moratorium/Impact of Charter Schools A	Relationship with SPFE A	Support for Public Education A	Co-Governance A-	SPFE Requirements A
<p>Understands the negative impact of charter schools on public schools?: Yes</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase SPPS enrollment & address charter growth: Aware an impact study is pending, will use that as lobbying tool. Support Enrollment Committee. Do substantive exit interviews. Find out what people will need to come back.</p>	<p>Relationship with SPFE/Public Education: SPPS parent, active during Envision, created non-profit to raise funds raised during SPFE response to Metro Surge, relationships with SPFE members and staff, and with SPPS students.</p> <p>Understanding of SPFE priorities and issues: Very deep. Supports PILOT. Supports moratorium, co-leader of SPPSPN</p>	<p>Definition of Public Education Champion: Full service community schools, site councils, build partnerships with other districts.</p> <p>Value of Public Education: "Schools teach kids how to read their world"</p> <p>Role of the Board: elected representative bringing voice of parents, staff and community to the district. Hold district accountable.</p>	<p>Understanding of Co-Governance: Substantial, moving towards deep.</p> <p>Takes guidance from: SPFE, AFSCME, existing relationships (PTAs, SPPSN)</p> <p>Plan to make decisions with community: Active engagement, present in schools</p> <p>Building relationships with existing Board/Healthy Board Governance: Build consensus & respect. Visible and engaged, especially with hard decisions. Already has relationships with existing board.</p>	<p>Has candidate completed:</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow an educator Yes – Nokomis North (Erica Schatzlein)</p>

Additional Notes: Ms. Anderson has been in relationship with SPFE since Envision, set up the non-profit that managed fund raising during Metro Surge, and has been a co-lead for the Parent/Community pod groups, as well as being active in patrolling. She is deeply aligned with SPFE values, and the overall values of public education. She ran SPFE Endorsed Board Member Carrillo’s campaign, was a community leader for the recent referendum, and has built strong relationships with Board Members. While her goals do list strong starting points and steps, more specifics would be desirable.

Candidate **Tamara Mattison**

Moratorium/Impact of Charter Schools D	Relationship with SPFE B+	Support for Public Education B	Co-Governance B	SPFE Requirements A
<p>Supports Moratorium and Understands the negative impact of charter schools on public schools?: No</p> <p>Understands the difference between charter schools and traditional public schools: Yes</p> <p>Plan to increase SPPS enrollment & address charter growth: Doesn't have one other than a hyper focus on improving test scores. Does not see a problem with charter school growth.</p>	<p>Relationship with SPFE/Public Education: SPPS Parent, RP at Wash 2017-18, cheerleading coach.</p> <p>Understanding of SPFE priorities and issues: Partial. Clear commitment to RP, prioritizing undervalued voices. Does not share SPFE assessment of school privatization. Doesn't see enrollment as a critical issue. Does not share our understanding on how SPFE can/should be a partner.</p>	<p>Definition of Public Education Champion: Past record of providing youth programming makes her a champion</p> <p>Value of Public Education: Stable communities, supported families</p> <p>Role of the Board: Provide governance, accountability and vision. Very traditional understanding.</p>	<p>Understanding of Co-Governance: Adequate.</p> <p>Takes guidance from: African American Leadership Council, small businesses, non-profits, community</p> <p>Plan to make decisions with community: No lobbyist meetings without constituents, come to SPFE e-board and member meetings</p> <p>Building relationships with existing Board/Healthy Board Governance: Clarity of roles. Vision. Policy. Has some existing relationships.</p>	<p>Has candidate completed:</p> <p>Questionnaire: Yes</p> <p>Screening: Yes</p> <p>Shadow an educator Yes - Maxfield</p>

Additional Notes: While Dr. Mattison does not meet the SPFE criteria around charter schools and privatization, and does not meet the criteria for endorsement, she has very deep ties to the Restorative Practices/Justice community and has been a tireless advocate for its use. Her commitment to strong public education standards and goals is clearly motivated by a desire for all students to receive the best education possible, and she clearly names the need for equity to be an action step, not just an acknowledged goal. Her dedication and work with St. Paul youth should be recognized as a powerful benefit to community.