

Standard IV: Professional Culture:

E. Shared Vision Indicator

1. Shared Vision Development

F. Managing Conflict Indicator

1. Response to Disagreement

Evidence / Benchmarks: The following evidence will be used to evaluate the superintendent's progress

A. Entry Plan (September 2016)

B. Report of Entry Findings (February 2017)

C. NSIP Program Completion (May 2017)

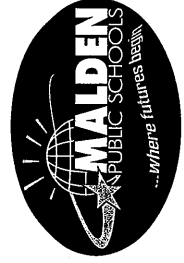
D. Leadership On the Line – Administrator Book Study – Modeling



Superintendent Entry Plan

Charles A. Grandson IV, Ed.D.
September 2016

A globally competitive educational
opportunity for every child!





Strategy Implementation (September/October/November)

At the culmination of the entry planning process, I will publish what I learned in a transition report. The report will outline key findings, as well as district strength areas, growth areas, and recommendations for next steps. This process will assist in accomplishing the following:

- Be used to share findings and next steps gathered from entry planning meetings with the School Committee
- Setting the stage for a comprehensive district engagement strategy for all stakeholders to participate in the conversation about how to move Malden Public Schools forward
- Developing a process for reviewing and improving the district's 3-year strategic plan
- Review processes and structures to devise a plan for supporting schools to reach their goals
- Transition Team begins work with a focus on five areas:
 1. Global Competitiveness in Teaching and Learning
 2. Fiscal Health and Equity
 3. Organizational Culture and Leadership
 4. Efficiency of District Operations
 5. Family and Community Engagement



Introduction

My entry work is designed to: build relationships of trust, deeply understand Malden Public Schools, and collaboratively plan for systemic improvement. The planning process has three components:

1. **Listen** – I will meet with stakeholders across the city including parents/guardians, students, teachers, elected officials, and community leaders to develop a strong understanding of the fabric of the Malden Public Schools community and to build partnerships to help meet the needs of our students.
2. **Learn** – We will convene a Transition Team comprised of national, state, and local experts to implement a comprehensive district review of school and district plans, data, and teaching and learning. What we learn about the strengths and growth areas of Malden Public Schools will be synthesized into a report for dissemination.
3. **Lead** – The entry process findings will be shared so that we can work together to create a plan for moving our district forward together.

PPLC

(Agenda)

Date: Wednesday, September 29,
2016
Time: 9:00 a.m. – 10:00 a.m.
Location: Superintendent's Office



Meeting Objectives:

- Leaders will come review Mastery Connect as a tool for improving and monitoring student achievement.
- Leaders will review school and district accountability 2016 accountability to outline next steps for improving student achievement in their respective schools.

Type of meeting: Principal's Professional Learning
Community

Note taker:

Dr. Grandson

Other

Timekeeper: Principal Gordon

Attendees: Principals

Absent:

Agenda

Topic	Lead	Time	Expected Outcome
Introductions/ Overview	Grandson	5 mins	Understanding of meeting purpose
Mastery Connect and MPS	Keenan	5 mins	Alignment of MC to district priorities
Mastery Connect	Terry Gilligan	30 mins	Overview of Program
2016 Accountability Data	Grandson/Team	10 mins	Update/ Action steps
PTO and Student Accounts Audit	Grandson	10 mins	Update/ Action steps

Additional Information

Special notes:

- Next steps for Accountability Data: By 11/4 – have met with all teachers to review your accountability and assessment data results to develop student learning goals for the year.
- Ensure that all goals are logged in Teach Point.

Teacher Meet and Greet:

1. Thursday, October 6th @ Beebe School 2:30 – 5:00 PM
2. Tuesday, October 11th @ ELC 2:30 – 5:00 PM
3. Wednesday, October 12th @ Forestdale School 2:30 – 5:00 PM
4. Tuesday, October 18th @ Salemwood School 2:30 – 5:00 PM

Family Meet and Greet:

1. Monday, October 3rd @MHS DiSano Cafeteria 6:00 – 7:30 PM
2. Friday, October 14th @ Linden STEAM 8:30 – 9:30 AM
3. Tuesday, October 18th @ Beebe School 6:00 – 7:30 PM

“A Globally Competitive
Educational Opportunity for All”

Superintendent’s Entry Plan:
Report of Findings

Dr. Charles Grandson
Superintendent

Malden Public Schools

February 6, 2017



“A globally competitive educational opportunity for every child, everyday, in every classroom.”

Overview

- Introduction
- Essential Question
- Methodology
- Emerging Themes
- Next Steps



Introduction

The Malden Public Schools is currently at an important crossroads in terms of assessing our ability to provide a globally competitive educational opportunity for every child. The following emerging themes and findings are the result of an analysis of data collected from:

- school visits
- classroom observations
- document review
- meetings with principals
- directors, teachers
- city councilors
- school committee members
- Teachers
- Parents
- Students



Overall Observations and Findings

Diverse student body with endless potential

Dedicated faculty and staff committed to educating children

Strong instructional practices to provide a high quality education

Clear evidence that we do some things exceptionally well

Working together, the work ahead is about defining what we aspire to become as a school district

Essential Questions and Categories

- Given the diversity of our students and the strengths of our teachers, what kind of graduates are we preparing for citizenship? What impact will we have on their life chances?

Categories:

- Global Competitiveness in Teaching and Learning
- Fiscal Health, Equity, and Operational Efficiency
- Organizational Culture, Leadership, and Family/Community Engagement

Methods

Data collected via (1) observations, (2) document/
data review, and (3) meetings/ focus groups

Stakeholders were asked the following questions:

- What are MPS's strengths as a system?
- What are MPS's growth areas as a system?
- What must be maintained at all costs?
- What do you value in a superintendent?
- Any additional advice for the new superintendent.

Emerging Themes: Global Competitiveness in Teaching and Learning

- A. Quality Instruction: Supporting diverse learners
- B. Diversity and Equity:
 - 1. Greater diversity amongst MPS teachers and staff
 - 2. Equity across K-8 schools in-terms of academic offerings to students
- C. Curriculum Development: K-12 curriculum update to continue our tradition of providing a high-quality education
- D. Professional Development (PD): comprehensive PD system needed to prepare teachers for success with diverse learners
- E. Class Size: smaller class size and/or additional classroom support

Emerging Themes: Global Competitiveness in Teaching and Learning (cont.)

- F. 1:1 Device Initiative: Expanding access to technology to all MPS students K-12.
- G. Libraries: Given staffing challenges, how do we continue to provide students with access to libraries
- H. Foreign Language: providing all students with the opportunity to learn an additional language in middle school to prepare them for a globalized economy

Emerging Themes: Fiscal Health, Equity, and Operational Efficiency

- A. Financial Resources/ Budget: Establish a systematic process for seeking alternative funding sources (grants, donations)
- B. Technology Infrastructure: Invest in technology infrastructure upgrades to support the classroom
- C. Resource Allocation: Develop and adopt an equitable system (weighted student formula) for allocating staff and financial resources to schools
- D. Operational Excellence: Ensure that the district is resourced and organized in a manner that is supportive of schools

Emerging Themes: Organizational Culture, Leadership, and Family/Community Engagement

- A. Social Emotional Learning (SEL): Adopt SEL curriculum and
provide teachers and leaders with training
- B. District and School Leadership: Provide leaders with strategic
and targeted professional development and coaching
- C. Family & Community Engagement: Engage families and the
greater Malden community in a customer oriented/ learner-
focused experience from PLC to Graduation.

Next Steps

- A. Publication of Report of Findings – Final Document
- B. Identifying resources in the FY18 budget for immediate priorities areas
- C. Development of Malden Public Schools 3-year Strategic Plan



CITY OF MALDEN, MASSACHUSETTS

THE PUBLIC SCHOOLS

Charles A. Grandson IV, Ed.D.
Superintendent of Schools

77 Salem St., Room H104, Malden, MA 02148 Tel. 781-397-6100 Fax: 781-397-7276 www.maldenps.org

DILT Meeting
March 1, 2017
4:00 PM – 6:00 PM

Attendees:

Superintendent, Assistant Superintendents, Principals, Assistant Principals, House Principals, Directors/Managers, and Program Managers.

Facilitators and Notetakers = MHS Admin. Team

Agenda:

No.	Items	Presenter	Status/Follow-Up	Time (Mins)
1.	Next Generation ESL Project: Curriculum Resource Guide	PT	Purpose, Rationale, Friday's ELL Equity Meeting	30
2.	MPS "Placement"	CG/CK	District-Wide Goals, Common Teaching/Learning Best Practices, Instructional Core, DESE Teacher Rubric-At-A-Glance, IFWTs	15
3.	<u>Leadership on the Line</u>	CG	Choose one concept/chapter from the book that resonates with your leadership work.	30
4.	Superintendent's Updates	CG	TBA	30
5.	Next DILT = March 20, not April 5	CK	Findings of our "Comprehensive District Review"	5
6.	Wrap-Up	CG	TBA	5
7.				



Leadership ON THE Line

Staying Alive through the
Dangers of Leading

Ronald A. Heifetz
Marty Linsky

HARVARD BUSINESS SCHOOL PRESS

and deal with the real threats and challenges facing them. Without some distress, there is no incentive for them to change anything. The second is to lower the temperature when necessary to reduce a counterproductive level of tension. Any community can take only so much pressure before it becomes either immobilized or spins out of control. The heat must stay within a tolerable range—not so high that people demand it be turned off completely, and not so low that they are lulled into inaction. We call this span the productive range of distress. (See the figure, “Technical Problem or Adaptive Challenge?”)

Of course, you can’t expect the group to tolerate more distress than you can stand yourself. When you develop your own capacity for taking heat, you raise the tolerance level of the organization or community. But if you lose your poise and turn down the flame, people will take that as a cue that the passions generated cannot be contained. The distress will appear intolerable. In political campaigns, people often look to the candidate to set the standard for

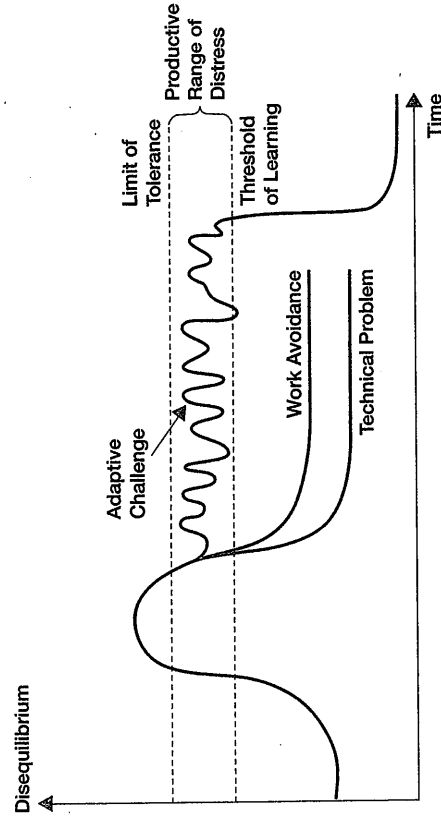
the tolerance of stress. If the candidate blows, it’s unlikely that anyone else on the staff will be able to focus on the campaign. The same is true when you are in an authority role in any realm: as project manager, coach or captain of a team, or lead investor in a high-risk venture. There is tremendous pressure on you to control your own natural emotional responses, which may be entirely appropriate and normal to express, except within the role you are trying to play.

People expect the boss to control the temperature, but those without formal authority can do some of this work as well. If you are leading without or beyond your authority, you must assess how far ahead of people you are and then adjust how hard and fast to push for change. As we suggested in chapter 3, one way you make that assessment is to carefully monitor the response of the authority figure to your actions. If the authority figure starts to act precipitously to calm things down—for example, by firing “the troublemakers” or taking action to squelch deviant voices—it probably indicates that you have pushed too hard. The level of social disequilibrium is too high.

You can constructively raise the temperature and the tension in two ways. First, bring attention to the hard issues, and keep it focused there. Second, let people feel the weight of responsibility for tackling those issues. Conflicts will surface within the relevant group as contrary points of view are heard.

By contrast, there are many ways to reduce the heat, since organizations are more practiced at cooling things down than intentionally heating them up. Any method for reducing the heat may also be used as an indirect way of increasing the upper limits of tolerance for it within the organization. To reduce heat you can start on the technical problems, deferring adaptive challenges until people are “warmed up.” A little progress on a partial, relatively easy problem may reduce anxiety enough that the tougher issues can then be tackled. Negotiators commonly use this tactic: Strengthen the relationships—the holding environment—by creating shared successes. You can provide structure to the problem-solving process,

Technical Problem or Adaptive Challenge?



Source: Ronald A. Heifetz and Donald C. Laurie, “Mobilizing Adaptive Work: Beyond Visionary Leadership,” in Jay A. Conger, Gretchen M. Spreitzer, and Edward E. Lawler III, eds., *The Leader’s Change Handbook: An Essential Guide to Setting Direction and Taking Action* (New York: John Wiley & Sons, 1998).

a difference in public life ought to read this book before taking another step."

—Doris Kearns Goodwin, historian and author of *No Ordinary Time: Franklin and Eleanor Roosevelt—The Home Front in World War II*

TO LEAD IS TO LIVE DANGEROUSLY

Every day, in every facet of our lives, opportunities to lead call out to us. At work and at home, in our local communities and in the global village, the chance to make a difference beckons. Yet often, we hesitate. For all its passion and promise, for all its excitement and rewards, leading is risky, dangerous work.

Why? Because real leadership—the kind that surfaces conflict, challenges long-held beliefs, and demands new ways of doing things—causes pain. And when people feel threatened, they take aim at the person pushing for change. As a result, leaders often get hurt both personally and professionally.

In *Leadership on the Line*, renowned leadership authorities Ronald A. Heifetz and Marty Linsky marshal a half century of combined teaching and consulting experience to show that it is possible to put ourselves on the line, respond effectively to the risks, and live to celebrate our efforts. With compelling examples including the presidents of countries and the presidents of organizations, everyday managers and prominent activists, politicians and parents, the authors illustrate proven strategies for surviving and thriving amidst the dangers of leading:

Continued on back flap

- "Thinking politically": keeping the opposition close, but watching your allies, too
- "Orchestrating the conflict": using stress productively to work the issues

- "Giving the work back": putting the responsibility on those who need to make the change
- "Holding steady": maintaining your focus while taking the heat

The authors also address often-neglected aspects of leadership, such as how to manage your personal vulnerabilities, and how to anchor yourself and sustain your spirit through tough times.

Both uplifting and practical, this essential book enables each of us to lead courageously and confidently—without losing ourselves.



Ronald A. Heifetz and Marty Linsky serve on the faculty of the John F. Kennedy School of Government at Harvard University. In addition, they are principals of Cambridge Leadership Associates (www.cambridge-leadership.com). Heifetz is the author of *Leadership Without Easy Answers* and Cofounder of the school's Center for Public Leadership. Linsky is Faculty Chair of many of the school's executive programs.

Jacket design by: Mike Fender

Harvard Business School Press
60 Harvard Way
Boston, MA 02163
www.HBSPress.org



Grandson, Dr. Charles <cgrandson@maldenps.org>

Meeting Notes: Meeting with Dr. Grandson, Interim Superintendent, 8/23/2016

5 messages

Fern Remedi-Brown <fremedib@gmail.com>

Tue, Aug 23, 2016 at 9:05 PM

To: cgrandson@maldenps.org, romalley@cityofmalden.org

Cc: Ginny Remedi-Brown <gremedi@aol.com>, Jen Hendrey <Jenhendrey@gmail.com>

Dear Dr. Grandson and Councillor O'Malley,

Thank you for holding the meeting this afternoon, despite your busy schedules, to listen to the concerns of parents regarding suspension of school bus service starting this academic year.

As promised, attached is a summary of the notes I took at today's meeting. This is the version that I posted on Facebook.

Please let me know if you have any questions or concerns. I can make changes to my FB post if there are inaccuracies.

With best regards,
Fern

Fern Remedi-Brown, M.Ed., MBA

email: fremedib@gmail.com

cell: 617-791-3915

LinkedIn: <http://www.linkedin.com/in/fernremedibrown>

 **Meeting notes, abbreviated, re school buses w Dr. Grandson, Interim Superintendent, Malden, 8.23.2016.docx**
17K

Dr. Charles Grandson <cgrandson@maldenps.org>

Wed, Aug 24, 2016 at 8:18 AM

To: Fern Remedi-Brown <fremedib@gmail.com>

Cc: Ryan O'Malley <romalley@cityofmalden.org>, Ginny Remedi-Brown <gremedi@aol.com>, Jen Hendrey <Jenhendrey@gmail.com>

Good Morning Ms. Remedi-Brown,

Thank you and other parents for sharing your concerns and for coming to the meeting with a solution oriented approach to ensuring that MPS students have safe and convenient routes to and from school. We will review the notes, which we also appreciate, as this will be in our research of the alternative solutions presented at yesterday's meeting.

Again, please feel free to reach out to be me directly should you have any additional ideas or further concerns.

We will be in touch soon.

Best,
CG
[Quoted text hidden]



Dr. Charles Grandson
Superintendent of Schools

77 Salem Street, Malden, MA 02148

Phone: 781-397-7204 |
Email: cgrandson@maldenps.org |
maldenps.org

Malden Public Schools
...where futures begin...

Dr. Charles Grandson <cgrandson@maldenps.org>

Wed, Aug 24, 2016 at 9:07 AM

To: Maura Johnson <mjohnson@maldenps.org>, Carol Keenan <ckeenan@maldenps.org>, Toni Mertz <tmertz@maldenps.org>

Good Morning Cabinet,

Thanks again for your attendance at yesterday's parent meeting. I understand the impact of the time sacrifice. Please review the attached notes taken by one of the parents for accuracy.

Thanks,
CG
[Quoted text hidden]



Dr. Charles Grandson
Interim Superintendent of Schools

77 Salem Street, Malden, MA 02148

Phone: 781-397-7204 |
Email: cgrandson@maldenps.org |
maldenps.org

Malden Public Schools
...where futures begin...

Meeting notes, abbreviated, re school buses w Dr. Grandson, Interim Superintendent, Malden,
8.23.2016.docx
17K

Fern Remedi-Brown <fremedib@gmail.com>
To: "Dr. Charles Grandson" <cgrandson@maldenps.org>

Wed, Aug 24, 2016 at 9:29 AM



Grandson, Dr. Charles <cgrandson@maldenps.org>

Students with Aggressive/ Challenging Behaviors

5 messages

Grandson, Dr. Charles <cgrandson@maldenps.org>

Fri, Dec 9, 2016 at 2:50 PM

To: Cathy B <attorneybordo@gmail.com>, "Gary J. Christenson" <gchristenson@cityofmalden.org>, Leonard Iovino <lvi_mps@yahoo.com>, Lawrence Silverman <lsilverman@maldenps.org>, Tara Beardsley <tbeardsley@maldenps.org>, Emmanuel Marsh <emarsh@maldenps.org>, Leonard Iovino <liovino@maldenps.org>, Jerry Leone <jerryleone@netzero.com>, Catherine Bordonaro <cbordonaro@maldenps.org>, Jerry Leone <jleone@maldenps.org>, John Froio <jfroio38@verizon.net>, Larry Silverman <lsilverman@gmail.com>, Michael Drummey <mikedrummey@maldenps.org>

Good Afternoon Honorable School Committee Members,

Since the beginning of the academic year we have witnessed an increase in very young students (grades PK-2) with major behavioral challenges (aggressive behaviors and/or assault). Each student is different and has a complex profile and may have suffered from traumatic life experiences.

- **Our job is to educate these students.** As we're all aware there is a reason why laws are in place to prevent school systems from simply labeling and removing a child from a general education setting too quickly and without due diligence and documentation. We commend our educators who are committed to providing these students with an education in spite of their behavioral challenges. They are on the front lines daily and having been in their shoes I want to **protect teachers from harm**. We also want to follow the law to protect the rights of children. Further, to protect the students, teachers, and school committee members, we cannot discuss the details of the students' backgrounds and challenges as it would be a violation of FERPA.
- **There are currently 6 students district-wide** that fall into this category. Four (4) of them are brand new to MPS this year. The principals, special education team, and I are have had an on-going dialogue about how best to meet student's needs. With all students, we are following the protocols as required by law and have been documenting their progress through the Response-To-Intervention (RTI) process.
- **What we're doing:** We are doing our due diligence to swiftly and thoughtfully develop an in-district solution for an alternative placement for the students with the greatest need. We are posting a position today to hire a teacher who is trained to educate students who exhibit these behaviors.

- **Timeline:** Legally, any changes in placement have to be made with the permission of parents, followed by the recommendation of IEP team. Therefore please trust that we are moving expeditiously to find a better way to service these students.

Updates:

- Just today there have been two additional incidents...
- Ferryway: A different 2nd grade student charged at his teacher. Teacher seen by nurse and is fine.
- Forestdale: A 1st grade student threw a walkie-talkie. It hit the teachers hand. She is seeking medical attention for her hand.

Please call at any time with any questions.

Best,
CG

Dr. Charles Grandson
Interim Superintendent of Schools
 **77 Salem Street, Malden, MA
02148**
Phone: 781-397-7204 |
Email: cgrandson@malDENPS.org |
malDENPS.org

Malden Public Schools
...where futures begin...

jerryleone <jerryleone@netzero.com> Fri, Dec 9, 2016 at 4:32 PM
To: "Grandson, Dr. Charles" <cgrandson@malDENPS.org>, Cathy B <attorneybordo@gmail.com>, "Gary J. Christenson" <gchristenson@cityofmalDENPS.org>, Leonard Iovino <li_mps@yahoo.com>, Lawrence Silverman <lsilverman@malDENPS.org>, Tara Beardsley <tbeardsley@malDENPS.org>, Emmanuel Marsh <emarsh@malDENPS.org>, Leonard Iovino <liovino@malDENPS.org>, Catherine Bordonaro <cbordonaro@malDENPS.org>, Jerry Leone <jleone@malDENPS.org>, John Froio <jfroio38@verizon.net>, Larry Silverman <lsilverman@gmail.com>, Michael Drummey <mikedrummey@malDENPS.org>

Thank you
J.

Sent via the Samsung Galaxy S7, an AT&T 4G LTE smartphone
[Quoted text hidden]