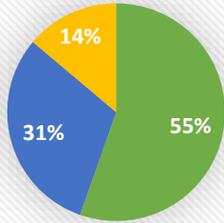


Dr. Victoria Greer

After watching the candidate forums, would you recommend this candidate move forward in the process?

Dr Greer's Total Survey Responses: 65

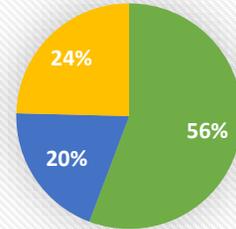


■ Yes: 36 ■ No: 20 ■ Not yet-I have more questions: 9

Dr. Brian Metcalf

After watching the candidate forums, would you recommend this candidate move forward in the process?

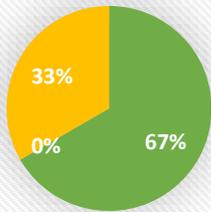
Dr. Metcalf's Total Survey Responses: 61



■ Yes: 34 ■ No: 12 ■ Not yet-I have more questions: 15

Survey Responses-Students:

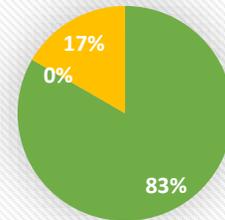
Dr Greer's Student Responses: 6



■ Yes: 4 ■ No: 0 ■ Not yet-I have more questions: 2

Survey Responses-Students:

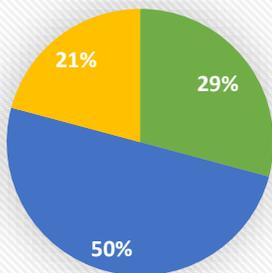
Dr. Metcalf's Total Student Responses: 6



■ Yes: 5 ■ No: 0 ■ Not yet-I have more questions: 1

Survey Responses-Employees:

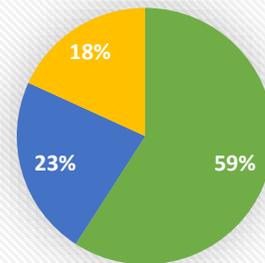
Dr. Greer's Employee Responses: 24



■ Yes: 7 ■ No: 12 ■ Not yet I have more questions: 5

Survey Responses-Employees:

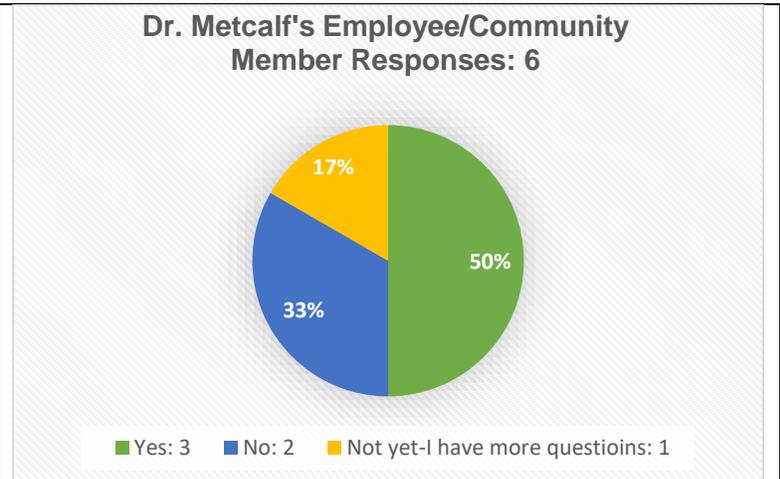
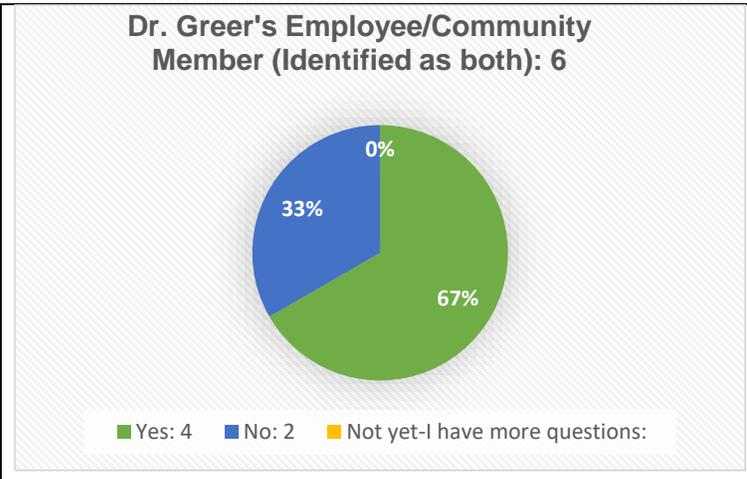
Dr. Metcalf's Employee Responses: 11



■ Yes: 13 ■ No: 5 ■ Not yet-I have more questions: 4

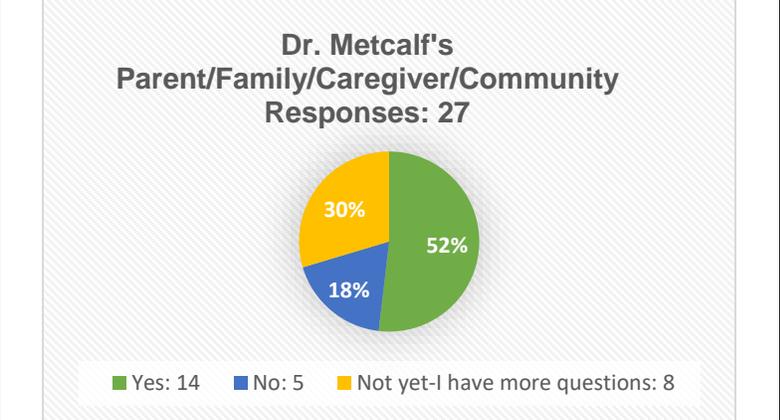
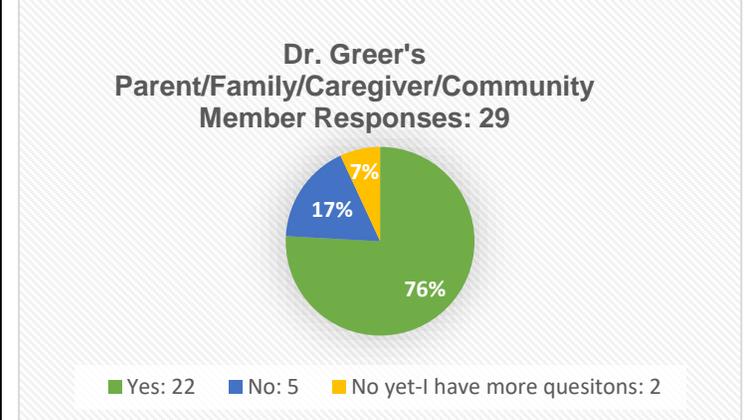
Survey Responses- Employee/Community Member Responses:

Survey Responses-Employees/Community Member Responses:



Dr. Greer's Parent/Family/Caregiver/Community Responses:

Dr. Metcalf's Parent/Family/Caregiver/Community Responses:



Key Strengths:

Key Strengths:

- Familiarity with Cambridge: lives in Cambridge
- Past experience as Assistant Superintendent in Cambridge Public Schools
- Desire to build relationships with all stakeholders, commitment to partnerships
- Strong ideas on how to increase communication/engagement with families
- Understands the diverse needs of the district
- Commitment to equity

- Connected well with students
- Their experience in Chicago
- Commitment to a data driven approach
- Their background: their perseverance with their own learning challenges
- Focused on high quality education for all students through tier one core instruction
- Commitment to equity

Key Concerns:

Key Concerns:

- Vague on some answers: reopening schools, shifting instructional core, how to hold teachers accountable
- What happened in Sharon: abrupt end, issues with the School Committee, issues with families
- Her kids do not attend Cambridge Public Schools
- Past experience in CPSD: no follow through, inaccessible, damaged relationships, moved staff without notifying them

- Lack of familiarity with Cambridge and the Northeast in General
- His experience at a Charter School, and his title "CEO"
- His intense focus on data
- Lack of experience

Follow up Questions for Dr. Greer:

Follow up Questions for Dr. Metcalf:

Questions about Sharon:

- 1) Tell us more about what happened with the school committee in Sharon?
- 2) Why is she continually misrepresenting her current employment status?
- 3) Why did she try to cut AP programs in Sharon?
- 4) I'd like her to talk a bit more about attitudes towards non-US-born families. It seemed like her attitudes in Sharon were toxic. Why would we expect something different in Cambridge? We have a lot of non-US families here.
- 5) How would she avoid the lack of transparency and family engagement she showed in Sharon when she came back to Cambridge? How would she avoid that hostility families felt from her?

Questions about her past experience with CPSD:

- 1) I have heard that during her tenure as Asst. Supt., staff and administration had their backs put up by some of her moves for change (which are good for family) but if there is too much pushback, it may be hard to get things done. Has she learned more about how to bring those who aren't onboard with what she wants to do? How does she convince those who don't agree with her to try her way or ideas?
- 2) How will you address this tension in OSS? Do you have any retrospective feedback on your time as the OSS director?
- 3) How will you repair the relationships that were hurt when you left after four years when you had said you were in Cambridge for the "long term"?
- 4) What is your assessment of your work in CPSD?
- 5) How will she rebuild relationships with educators?
I have heard that during her tenure as Asst. Supt., staff and administration had their backs put up by some of her moves for change (which are good for family) but if there is too much pushback, it may be hard to get things done. Has she learned more about how to bring those who aren't onboard with what she wants to do? How does she convince those who don't agree with her to try her way or ideas?
- 6) Why do you want to come back to Cambridge? Do you have a set agenda for while you are here? In the past you completely changed things regarding the oss structure and things have never quite been the same and not in a good way.
- 7) How would you describe your leadership of OSS? Would this be a similar style to how you would lead the district?

Questions about why her kids are in charter schools

- 1) I'd like to better understand what she would do to prevent other families whose children struggled in CPSD and left for charter schools or out-of-district placements. In other words, where does she see CPSD needs to change and improve to serve all kids?
- 2) Why did she pull her own children out of CPSD? How would she build relationships between central administration, school administration and teachers? How would she create a trusting and transparent environment? How will she work with the CEA? How will she interact with OSS?
- 3) Why does she want to lead a district she doesn't trust enough to send her own child to?
- 4) If selected as interim superintendent of schools will you enroll your child in the Cambridge Public Schools?

Questions on his experience:

- 1) How do you think Cambridge compares Chicago? What are the responsibilities of a Chief of Network 6?
- 2) I would be interested in learning more about how he accomplished this: Decreased discipline infractions by 35%—Increased graduation rate 69% to 95%. I also want to understand how he will work on behalf of public schools as I feel that charter schools siphon off critical resources that public schools need.
- 3) How are you, a young person, going to call for demand as a interim superintendent?

School Based/Curriculum Questions:

- 1) How you made clear at the school level that we are going to embrace anti-racism? At the first level, we feel it, but not in the elementary schools.
- 2) What is your educational philosophy? What is your position on project based learning? What is your position on collecting metrics and participation in testing and standards used to measure progress in schools? Do you believe the MCAS is a good tool for educators?
- 3) While data is important, it doesn't always tell the full story. Data can sometimes be used to tell a story that isn't necessarily true on the ground. What other forms of evaluation do you utilize beyond quantitative data to better understand what is actually happening in the lives of individual students?
- 4) I'd be interested to know about how he was planning to close the opportunity gap. At MLK, zero African American, Hispanic, or students with disabilities exceeded expectations on the math MCAS. Immigrants succeed at higher levels, but only by expanding massive out-of-school resources. Cambridge has the resources to have kids from all groups excel. It focuses equity work on pursuing mediocrity for everyone (and missing). How do we refocus on excellence? How do we allow students from all groups to pull ahead and stay ahead? And how do we meet the academic diversity in the city, where kids are far ahead, behind, or simply not aligned to standards, especially post-COVID?
- 5) Can you talk about how vocational education fits together with your vision?
- 6) There are many children who attend CPS for elementary and for HS, but get sent to private middle schools. How would you combat this issue, and how would you keep the students in our schools for their entire academic career?
- 7) How would you work strategically and collaboratively with out of school time providers to ensure that students' learning is being supported from 8am to 6pm? and on during the summer months? How would you ensure that data about children's learning is being shared with parents more consistently and that we are making investments and aligning resources to ensuring that we are closing opportunity gaps and that all students are learning? How would you ensure that the commitments to equity are embodied in CPSD practices and policies? and that we are tracking, celebrating and building upon success and improvements and progress over time? How would you ensure that CPSD graduates have the skills, competencies, and confidence to pursue and achieve their post secondary goals successfully?
- 8) When asked about dismantling white privilege and inequities within CPS, they said they would first identify the privilege—I

Questions on engagement:

- 1) What would you do to engage families at the school community level to connect more with their school communities - to ensure all families have equal and equitable opportunities?
- 2) How would you balance the concerns of families so that more families are represented at key points in district wide decision making?
- 3) Our community is coming off of a very difficult and challenging year, and it feels very divided along the lines of race and class? How might you address the divisions and help the community begin to come together?
- 4) How she plans to engage with teachers in Cambridge and create buy-in, especially around programmatic changes and potential partnerships with charter schools.
- 5) She talked about a superintendent student advisory panel—how much of a say would this panel actually have on her leadership, and how would its wants actually translate to tangible change?
- 6) I would like to hear more about her views on decision-making—students should obviously be at the forefront of this, but how will she actually weigh students' needs against staff needs (and even caregiver needs)?

Curriculum/School Based Questions:

- 1) What is your educational philosophy? What is your position on project based learning? How do you engage with a wide spectrum of kids ranging from those that need extra help vs those that may be ahead of the curve but need help to stay engaged and challenged?
- 2) We have learned a lot during this year of remote learning—about what doesn't work as well as finding some things that truly have worked. How would she envision incorporating the parts that work into the new normal?
- 3) How do you set the tone at the school level that we are going to be Anti-Racist and if you aren't interested in growing, please feel free to move on?
- 4) What would you do to improve methods of recruiting and hiring in the district?
- 5) How do you plan to hold yourself accountable and get our demands done in your year as interim superintendent?
- 6) How would you shift tier one instruction? How will you hold staff accountable? How you engage stake holders?
- 7) In your experience, what distinguishes Cambridge Public Schools from other districts that you have worked in?
- 8) Will you get critical race theory out of the classroom, since it's toxic and doesn't belong in public schools?
- 9) Citing the research about the % of Black and Brown students and their learning loss - was that national research? Or MA research? What data would she use to determine learning GAINS? What if we learn the opposite is true for some of our Black and Brown students? What if we learn they learned more remotely and at some grade levels outperformed their white peers? What would we learn from that? How will we measure what matters in interrogating that? I'd also like to know what qualities she's like to see in our next ELA coordinator. I'd like to know how she'd come to learn more about what's working in CPS and where we continue to need growth? We've grown a lot since she was here, and of course, we still have a ton of work to do...

think much of the privilege and inequity is already identified, and is being called out, but not much is changing. As Superintendent, how would they work to dismantle the existing and identified privileges/inequities (in addition to identifying other ones)?

Questions on staffing:

- 1) How would you develop your principals? How would you develop teacher leaders?
- 2) How will you lead building principals and leaders in a way that has impact in school buildings?

Questions on engagement:

- 1) How will you engage and make sure low income and minority students and families have a seat at the table and feel heard.
- 2) How will you support Latino and Black families that have not been heard under prior leaders in this position.
- 3) How would you improve the overall communication processes within the district?
How will you convince those who have caused racial harm (for example, teachers who the high school Black Student Union exposed as committing racist acts in the Minority Report videos 2-3 years ago.) to come to the table for these courageous conversations that you mentioned so that the impacts of racism can be "addressed head-on"?
- 4) They also mentioned a superintendent student advisory panel/council (so same question)—how much of a say would this panel actually have on their leadership, and how would its wants actually translate to tangible change?
- 5) Our community is coming off of a very difficult and challenging year, and it feels very divided along the lines of race and class? How might you address the divisions and help the community begin to come together?

Questions on getting acclimated to Cambridge:

- 1) How would you acclimate yourself to a new community and state in such an important role?
- 2) If selected as interim, what support would you need to get up to speed in Cambridge? How would you approach systems level change work in Cambridge?

Accountability:

How would you hold yourself accountable to your staff and to caregivers?

10) There are many children who attend CPS for elementary and for HS, but get sent to private middle schools. How would you combat this issue, and how would you keep the students in our schools for their entire academic career?

11) How will you insure students in sub-separate classrooms are afforded and equal education to students in typical classrooms?

12) Expand on specific plans when it comes to district-wide implementation of a more comprehensive curriculum (which as was discussed in the panel, would include anti-misogyny/sexism education, more education around mental health, etc)

13) How would you work strategically and collaboratively with out of school time providers to ensure that students' learning is being supported from 8am to 6pm? and on during the summer months? How would you ensure that data about children's learning is being shared with parents more consistently and that we are making investments and aligning resources to ensuring that we are closing opportunity gaps and that all students are learning? How would you ensure that the commitments to equity are embodied in CPSD practices and policies? and that we are tracking, celebrating and building upon success and improvements and progress over time? How would you ensure that CPSD graduates have the skills, competencies, and confidence to pursue and achieve their post-secondary goals successfully?

Misc.

1) Dr. Greer spoke a lot about getting feedback but did not talk about how she disaggregates or acts on the feedback, especially when its not positive.

2) How would Dr. Greer make sure to keep her plans a reality rather than just talking about them?