

PERA Committee  
Meeting Minutes  
Monday, May 5, 2014  
3:30pm-4:30pm

Present: Adam Larsen, Kip Crandall, Ranae Leamanczyk, Andrew Nelson, Teri Schuster, Ann Tilton, Pam Steele (Observer), Jennifer Youngren (Observer)

BEGIN: 3:30pm

1. Review of 4/28/14 Minutes and Minutes accepted.
2. Which Teachers Pilot?
  - RCD Trained Teachers- However that leaves a lot of teachers out of the loop as only Nate is trained at grade 6 and no one is trained at grade 5
  - Grades 5-6 we will ask for volunteers
  - This idea will be discussed with RCD trained teachers at RCD update meeting on Wednesday, 5/7 at 3:20pm in OHS library
  - Offer to all RCD trained teachers and then still offer piloting to all teachers who want to pilot. Self-contained full teams could be part of the pilot even though not all wrote the actual unit.
  - The hope is that volunteers will be more comfortable knowing that they will be going through RCD training and assessment professional development in the fall.
3. Define No Stakes
  - Not attached to evaluation
  - Separate conversation aside from evaluation
  - Could be in same meeting as post conference, but, preface with, *Now we are done with your evaluation, but here is the data for the student growth and this is where you would be sitting if we were including student growth into the evaluation.*
4. Timeliness of Data
  - Would take the previous year's test scores and also this year's fall through winter on the evaluation year.
  - The question arose of what to do with a first year teacher who was not here last year. Just use Fall-Winter?
  - Principals have to have evaluations done by February 28<sup>th</sup>, so how could they get all of these in on time? It may be a challenge.
  - OHS would cross reference previous year's EPAS, but not sure if that would fit into timeline as needed.
5. Percentages of student growth being part of evaluation was questioned.
  - Ex: (Hypothetical) 60% Professional Practice= 4 + 40% Student Growth = 3 total for that teacher would be 3.6.
  - It was asked, what if the previous year's free and reduced is at 25%, but this year is at 60%? Would that teacher still have to have the same fixed percentage

for student growth for both of those groups of students? The idea being that there may be less growth in the lower socioeconomic group. Perhaps take an average of the two groups?

- For the pilot, we will figure 2-3 different percentages in order to decide what is best for students and teachers.

6. What's Next

- Principals are meeting Wed to put together a "cheat sheet" explain Type I, II, III Assessment descriptors.
- RCD Team is meeting at 3:20pm Wednesday and information will be shared out positively encouraging them to pilot next year.

**Next Meeting Dates Set:**

**Wednesday, May 7<sup>th</sup> at 4pm**

**Monday May 19 at 3:30pm**

END 4:35pm