

PERA Committee
Meeting Minutes
Monday, September 22, 2014
3:30pm-4:30pm

Present: Jim Spratt, Andrew Nelson, Jeff Donmeyer, Ranae Leamanczyk, Teri Schuster, Ann Tilton, Jennifer Youngren (observer), Pam Steele (Observer).

BEGIN: 3:30p.m.

1. Approved 9/8/14 minutes with one change to item #4 to move MAP testing up to Type I category.
2. Look over RCD Assessment Evaluation Tool
 - Discussed amount of time for administrators to look at teacher assessments and rubrics
 - Administrators cannot be content experts
 - Teachers can use this tool to create assessments and use as a guide
 - Teachers are professionals and should be able to show in preconference if assessments measure up to this tool
 - One member questioned if we are too “married” between PERA and RCD- Response: from other members: yes, we need to be to avoid getting off on the wrong path or further complications.
 - Needs to be an element of trust for teachers when grading assessments and collecting data.
3. Growth Evaluation Pilot
 - Need to change the second “proficient” to “Excellent.”
 - Can the Type I have a different weight or percentage than a type II or III?
 - We need to decide on three percentages:
 - % of student growth that is considered proficient for a teacher
 - % used for Type I, Type II and Type III (had not previously considered this) Will they weigh equally?
 - % of student growth that will be part of entire teacher evaluation
 - What about elementary teachers who teach multiple subjects? In which subject are you looking at growth? All of them? How? This will be a lot to look at for an administrator
 - At high school, for instance, if a Science teacher teaches Integrated Science and Physics, Nelson will only look at growth in one of those subjects.
 - A member suggested that perhaps for grade school, we look at Math growth one year, and reading the next?
 - One member questioned how this will work for 7th and 8th grade English, since they teach both Language Arts and Reading and are tested separately on both.
 - Every teacher will be building one of their own assessments.
 - If not Type I, do they build two?
 - Do we measure growth in that teacher’s area of expertise?

- Is any of this spelled out in the law? Shall we look at the state model due to the fact that this is becoming more complicated?
 - To get teachers to own this and still have control, we need to still use one of their assessments (Type III).
 - We also need to be cognizant of the amount of work we are putting on teachers and administrators.
4. Sharing out at faculty meetings
- We can share out the RCD Assessment Evaluation Tool so they can use it as a rubric against their own assessment building
 - We are working on coming up with above-mentioned percentages
 - We will ask one observer from DLR and one from OHS to join our team to get a different point of view before making these decisions.

Next Meeting: Monday, October 6, 2014

END: 4:35pm