

# Prairie Central PERA Committee

November 14, 2018

8-3:30 in **Junior** High School Media Center

- Minutes from September Meeting ([notes](#))
  - Motion to accept: Sarah Morris
  - Second: Erica Dehm
  - Motion carries
- Minutes from October Meeting ([notes](#))
  - Motion to accept: Sarah Morris
  - Second: Caren Appel
  - Motion carries
- New Business
  - SLO/Assessment modifications-when are minor changes okay?
    - Final Decision: We trust our teachers to know what assessments are good to use. Admins still have to meet with teachers for that pre meeting for SLOs so they'll see the assessment then and can flag something if it looks off. A new assessment needs to be submitted, but tweaks don't need to be approved. At PLC meetings, have someone make a note if assessments are changed and share with your administrator.***
  - K-6 Teachers in a departmental instructional setup
    - K6 requirement of one reading and one math SLO is still in place *if you're departmentalized.*
    - Someone who is teaching math can do two math SLOs with different assessments rather than one math and one reading.
- Old Business
  - [Special Education Evaluation Tool](#)
    - Motion: Sarah Morris
    - Second Kate Walter
    - Motion carries

## **Special Ed Tool:**

-bulleted v. paragraph format

-disconnect between elementary and JH/HS

-HS teachers are frustrated....they feel they are being held to higher standards than regular ed teachers

-a lot of the things in the tool are mandates and are in the regular ed tool

- [Reading Interventionist Tool](#) - Save till we adjust the teacher evaluation tool
- Schedule/Goals for the year
- Admin will cover at calibration:
  - [Subjective Language Notes](#)
  - [Slideshow](#)
- Setting Growth Targets
  - [Re-Fresh](#)--wait to see what the state does
  - Motion to keep it Simple Growth through next year: Lisa Lange

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- Second: Lisa Bounds
- Motion carries
- SLO Reviews and Approvals
  - JAVA naming conventions & Syntax - skipped/put on hold
  - 1st Grade Ch. 1 Math Assessment - ignoring want to change assessment
  - 1st Grade Ch. 2 Math Assessment - approve
  - 1st Grade Ch. 3 Math Assessment - approve
  - 1st Grade Ch. 4 Math Assessment - approve
  - Advanced Comp Power of Play - approved last month
  - 1st Grade Media Internet Safety - add open ended ?- see Caren Appel
  - Accounting II Inventory - approved last month
  - Accounting II Depreciation - pages missing resubmit
  - AP Computer Science Principles Unit 2 - approved
  - Advanced Drawing - approved
  - CC Math/Pre-Algebra - approved
  - 5th/6th Musical Elements - approved
  - 6h Grade Musical Performance - approved
  - 7th/8th Exert - approved
  - HS Ensemble Playing Full Band - approved
  - HS Choir Listening Recognition - add explanation for choices
  - HS Choir Vocal Assessment - approved
  - Jr. High Choir Vocal Assessment - approved
  - Jr. High Chromatic Scale - approved
  - Modern World History SS.H.11.9-12 - approved
  - HS Pottery Handbuilding Technique - approved
  - HS Band Scale - approved
  - \*HS US History A SS.H. 11 - 9-12 - add accommodations
  - HS US History C SS.H 7 9-12 - approved
- Questions from staff
- Adjourn
  - Motion: Lisa Lange
  - Second: Megan Lackaff
  - Motion carries

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|   |                        |   |                      |   |                     |
|---|------------------------|---|----------------------|---|---------------------|
| X | Caren Appel            | X | Sarah Morris         | X | Megan Lackaff       |
| X | Lisa Bounds            | X | Erica Dehm           | X | Kate Walter         |
| X | Deana Wright           | X | Lisa Lange           | X | Stephanie McCormick |
| X | Paula Crane            | X | Brad Allen           | X | Tonya Dieken        |
| X | Keri Jancek            | X | Jim DeMay            | X | Codi Conway         |
|   | Dan Groce              | X | Shannon McGuckin     |   | Rose Smith          |
| X | Kristal Deming (guest) | X | Joshua Krone (guest) |   | Chris Harper(guest) |
|   |                        |   |                      |   |                     |

**Changes to SLOs:**

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## Discussion:

-in math, you can change a number

You can change words if it doesn't change the meaning of the sentence (noun), but if the verb changes, it needs to be resubmitted

-it is too much micromanaging to make teachers resubmit for every little change

-Shannon: at the end of every year, perhaps we have people resubmit assessments that have been tweaked so that three years from now things are out of date

-changes can be made across the team, but not as an individual

-Shannon: each team meets with their admin to make sure that everyone is doing the same assessment (some teams are already doing this – PCE 3<sup>rd</sup> grade team)

-Megan: can we delegate these admin check ins to PLC meeting time?

-Example of 4<sup>th</sup> grade team wanting to supply the chart to fill in...as long as the standard isn't about making a chart, it's fine

-if a special ed teacher modifies a regular ed test that has been approved, does it need to be resubmitted?

-consensus is the **not** they do not need to resubmitted

-it's not realistic for PERA to be able to approve all of these changes

***-Final Decision: put trust in our teachers to know what assessments are good to use. Admins still have to meet with teachers for that pre meeting for SLOs so they'll see the assessment then and can flag something if it looks off.***

***-a new assessment needs to be resubmitted, but tweaks don't need to be approved***

***-at PLC meetings, have someone make a note if assessments are changed***

## Notes for PLC Leaders:

-PLC leaders need to be sharing out agendas with admins

-for PLC leaders - SLOs need to be submitted to Lisa AS PDFs and not word documents or google documents!

-it is easier for Lisa (and PERA) if all pertinent documents are combined into one PDF

## Departmentalizing with K6 teachers

-K6 requirement of one reading and one math SLO is still in place *if you're departmentalized*

-someone who is teaching math can do two math SLOs (must be two separate assessments/standards) rather than one math and one reading

## Special Ed Tool:

-bulleted v. paragraph format

-disconnect between elementary and JH/HS

-HS teachers are frustrated....they feel they are being held to higher standards than regular ed teachers

-a lot of the things in the tool are mandates and are in the regular ed tool

-Shannon: can we perhaps make the teacher tool more specific, like the special ed one, to hold them to higher standards as well?

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-Lisa: is there any more push back and fear than what regular ed teachers felt 5 years ago when this rolled out?

-Codi: some of the things we didn't change were because they were that way in the regular ed tool, others were because they are actual mandates that they have to do

-in a sense they are being held to a higher standard because there can be legal trouble if these things aren't being done.

-Last meeting we decided that we aren't going to have another meeting with them....too much back and forth.....

-at the HS level, most of the accommodations are done by the classroom teacher, not the special ed teacher

-it doesn't say "the special ed teacher adapts" it says "the lesson is adapted"

-some of the HS special ed teachers only see the kids on their caseload during AP, so they don't really have a time to go to each of these students teachers to go through and meet with the teachers..... Response: they have a 90 minute prep. They should be checking in with the regular ed teachers to see the assessments that are being modified.

-there needs to be evidence of the communication between the sped and gen ed teacher communicating about students on the sped teacher's caseload. Communication Log?

-they can write about their communication (and include one example as an artifact) in their pre/post write up to cover those bases.

*-let's give them the tool, but let them know that there may be some changes (if we make language changes in the gen ed tool, we will change the language in the sped tool, as well)*

-discussion on merits of bulleted v. paragraph for the regular ed tool

-yes, it's not necessarily a checklist, but bulleted v. paragraph is more concise and easier to read

**-Consensus: both tools will be bulleted**

**SPECIAL ED TOOL APPROVED has been rearranged to align with the Danielson categories**

-Discussion: we will be creating a tool for interventionists (not subject specific)

-Brad is heading up the effort to get a separate tool for counselors. Very little on the teacher rubric is applicable to the counselors.

## **Gen. Ed. Tool:**

-issues with subjective phrases..

- "cognitively vibrant", "teacher's knowledge of the content and pedagogy is extensive"

***-subjective language is going to be delegated to the admins to look at for now***

-it has been valuable to have Principals go to different buildings to see how the tool works in different classrooms.

-Codi has pre/post questions from her previous district that we potentially like better

-Codi: can we add to the pre conference - "on what areas your teaching would you like specific feedback" (this question is in the post in the form of reflecting on the lessons, but Codi would like to see this version in the pre conference, as well)

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## **Growth Component:**

-we should use whatever the state is using

-Tonya: we don't want to put a lot of time into this now until we know what direction the state is going to to with this

- Shannon: it would be easier to keep simple

**-UNTIL FURTHER NOTICE (DEFINITELY THROUGH NEXT YEAR) WE WILL BE ON SIMPLE GROWTH**

## **Pre Conference Form:**

-Domain 1c: Change "Common Core Standards" to "standards"

-Student Learning: change from "real world"?

-we would be changing our pre conference form to Codi's form, but leaving our post conference form as is with a few minor tweaks.

-Designing Coherent Instruction: change wording "How do you integrate other curricular areas into your lesson". The collaboration component belongs in domain 4

Domain 4 discussion

-How do we show contributions to PLC? How do we show evidence/artifacts for this?

Codi: Could take out some questions to clean it up.

Changed Domain 2 and 3  
added

-(Optional) Describe any particular teaching behavior(s) or classroom management techniques you would like specific feedback on during this observation.

Domain 4 - In what way s do you take an active role in your PLC? (4e)

Add Optional to What is at least one area in your instruction you are working on to improve and one you feel the most confident?

Deanna Wright Suggestion: Admin comes to teacher for the preconference so they can see the room.

Codi - Look at teacher evaluation tool then take teacher evaluation tool to PLC to look through

## **Teacher Evaluation Tool**

- Use the bulleted list

Keri Jancek - The domains are not listed in the same group as Danielson will change the order to match the Danielson

We will have a general draft, look at and give feedback, group goes through and will reflect on suggestions to determine changes.

- Selecting Instructional Outcomes - no changes
- Designing Coherent Instruction - no changes
- Demonstrating Knowledge of Content and Pedagogy - no changes
- Demonstrating Knowledge of Students -

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- Terms thorough knowledge of students in first two, but needs improvement is partial
- It is to show how you use the knowledge to plan the lesson
  - Lisa Plan for an individual in a group lesson, but can't see that
  - Give alternate lesson to students who already have shown mastery
- Take out the word thorough and partial now says
  - Teacher demonstrates knowledge of students:
  - Remove attempts to use on Needs Improvement

Deanna: Need a refresher on the examples,

Shannon: Shared an example document with PERA

Lisa: Is it Academic or Personal which Admin looking for

Shannon: Lot of teacher do great at group work, but what are they doing to take to the next level

Megan: There is a different level of knowledge of kids between grade school teachers and high school teachers.

Paula: Share a date that shows something the Admin may not see in evaluation stop by on this day to see

- Talk with district as a whole and have them look at this
- Add (i.e. IEP/Tier/Enrichment/ELL/504 plan modifications/accommodations - if applicable to section)

Designing Student Assessments - looks good but need more training

Should remove the word standard from the assessment part

Demonstrating Knowledge of Resources

Section is reworded for better understanding