

DAC Meeting Minutes

PSD Boardroom

Wednesday January 25, 2023

6:30 p.m. – 8:30 p.m.

Present

Jessica Zamora

Scott Schoenbauer

Dwayne Schmitz

Susan Sasson

Angela Lidquist

Michael Werner

Nikki Arensmeier

Erica Daniell

Minutes

Welcome and Introduction

on teams are in the process of refining the plan.

district is determining strategy phasing and will create the Phase 1 Action Plan

plan should be finalized in March.

Strategic Plan, UIP, monitoring report, and budget will be in alignment.

get conversations are centered around the Strategic Plan.

o Professional development, restorative practice training, mental health/wellness, literacy, Integrated Services, reducing or eliminating student fees for classes and experiences are some of the

being proposed is that teachers that rank effective or highly effective in the prior three years with no performance concerns from the evaluator, may opt to replace their formal observation with the opportunity to observe another classroom teacher that is agreed upon with the principal. The teacher would write out what they learned while observing another teacher. The teacher and their evaluator would then discuss what they learned. If the teacher chooses this option, they would be allowed to do this for two years and have a formal evaluation the third year. If at any time during this process there is a concern by the evaluator, the evaluator may do a formal observation.

Discussion

- x Traditional evaluations are great for accountability. Learning from another teacher is great as well. I would say that teachers that strive and receive highly effective get this opportunity, but only every other year, not two years in a row.
- x Formal evaluations establish a baseline
 - o There is a potential benefit to systematize a rubric driven observation for schools or grade level teams. If HR or a principal wanted to look across multiple teachers to identify strengths and weaknesses, they could follow it up with targeted professional development.
- x Observing other teachers is a great way to gain personal development. Teachers learn what to do and what not to do. This was voiced by several committee members.
- x The principal and the staff member must agree on who they will be observing
- x Teachers would be allowed to observe teachers from other schools.
 - o Would they be allowed to observe teachers from other districts?
 - o How long are observations? a class period, a day?
- x Should teachers have a rubric for observing another teacher?
- x This could be written as a pilot program.
- x We should trust the principals and the teachers' decisions but verify the outcomes.
- x There will be budget implications because subs will be needed.
- x There is potential for positive benefits. This might be more important for the "effective" teachers because if a teacher is good, but not great it might be better for the good teacher to observe the great teacher. I also see the merit in a structured review as well. I would lean toward every other year.
- x If a teacher is rated highly effective, maybe there could be some component of mentorship or means of conveying information to effective teachers
- x Principals should be in classrooms observing teachers whether it's a formal observation or not. This goes back to the trust but verify comment. There should be some built in language that guarantees these processes formal

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