Reporting Back: From February 23rd Meeting

What is Teacher Evaluation: Three words

A:
Ability
Arbitrary
Assessment (5)

C:
Casual
Challenging
Check-in
Collaborative/Collaboration
Complex
Comprehensive
Consistent
Constructive (2)
Continuous progress

D:
Develop
Developmental

E:
Effective/Effectiveness (3)
Effective education
Elevate
Equitable,
Expectations

F:
Fair (2)
Fear
Feedback (4)

G:
Growth /Ongoing growth (6)

I:
Important
Improvement (3)
Irrelevant

L:
Learning

M:
Meaningful
Measurement (2)

O:
Objective
Observation (2)
Opportunity (2)
Organized

P:
Peer
Performance (3)
Process
Professional (2)
Professionalization
Professional Development
Purposeful

Q:
Quality
Question

R:
Reflection (4)

S:
Scary
Shared
Student Achievement (2)
Subjective
Support (2)
System

T:
Threatening
Time (2)
Tool (2)
Transparent/Transparency (2)

U:
Understandable

V:
Value-added
Variety

What is Professional Learning: Three words

A:
Alignment

B:
Based on Best Practice

C:
Challenging (2)
Collaboration (4)
Collaborative (6)
Colleagues/Peers
Collegial Dialogue
Connected
Constant (2)
Continuous
Continuous Improvement
Crucial

D:
Data
Development

E:
Educational
Embedded
Exciting
Expected
Experimental
Evidence-based

F:
Focused
Follow-thru

G:
Goal Setting
Goal-oriented
Growth/Growth-based (4)

H:
High-powered

I:
Impact (Student Learning)
Improving
Initiatives
Interactive (2)
Intimidating

J:
Job-Embedded
Joyful

L:
Life-long (2)

M:
Meaningful (2)
Money

N:
New
Non-evaluative
Non-linear

O:
Objective & Comprehensive
Ongoing (3)

P:
Practical
PLCs (Professional Learning Community)
Professional Standards

Q:
Quality

R:
Reflective (2)
Relevant (3)
Reliable
Research (2)
Respectful

S:
Self-reflection
Standards (2)
Student-centered
Support
Supported
Systemic

T:
Targeted
Teacher-led
T.E.A.M (Together Everyone, Achieves More)
Together

U:
Useable

V:
Viewpoints
Vital

Sub- Committees:

- Defining Terms
- The Other 65% (options)
- Core Competencies—Timing on Schedule for decision points
- Common Core State Standards Implications for the 35%
- Standards (Content Areas)
- Other Licensed Teachers
- VARC (Value-Added Research Center; University of Wisconsin)
- Feedback/Surveys—What will it look like? How implemented?
- Student Connectedness
- State by State Models
- Minnesota Models
- Alignment with Teacher Preparation
- Administration (tracking)
- Data
- ESEA Alignment

Decision Points:

- Definition of Terms
- Models Working in Minnesota
- What and How Much re: Formative/Summative
- Trained Evaluators
    - What & When no Trained Evaluator Exists
- All Student Achievement Data in general
- Shared Goals (Individual v. Site---35%)
- August Meetings-- Issues
    - Teacher Value Added Assessment
    - Non-tested Areas
    - Use of longitudinal date/Student engagement
- Non-MCA Tested (subject)Areas
- Value-added Meaning
- Peer Review
- Funding
- Equitable for all sizes/shapes (types) of districts
- Charter School—What's happening/How can use
- How do we create the assistance?