

**DAC / District Accountability Committee
Meeting Minutes**

Date: May 12, 2015

Wilcox Building, Board of Education Room
6:30 PM – 8:30 PM

Call to Order and Roll Call:

- Chris Cingrani, Chair/Parent Member
- Barb Cousins, Vice-Chair/Parent Member
- Sandra Brownrigg, Recorder/ Parent Member
- Ron Booth, Voting Community Member
- Mark Harrell, Franktown Elementary school principal
- Michael Holmes, Parent Member
- Kim Kibort, Parent Member
- Brandy Nath, Voting Teacher Member
- Amy Pfister, Parent Member

DCSD Staff and Board Members

- Kathy Brown, Parent Liaison
- Bonnie Betz, Chief Financial Officer
- Steve Cook, DCSD Assistant Superintendent, Liaison
- Ted Knight, DCSD Assistant Superintendent, Elementary Education
- Judi Reynolds, DCSD Board of Education Representative
- Meghann Silverthorn, DCSD Board of Education Representative

Absent

- Deborah Lynch , Voting Teacher Member
- Jean Medberry, Parent Member
- Jerry Hargrave, Parent Member
- Brian Wetterling, Parent Member

1) DAC Committee Business

- a) **General:** Chris Cingrani suggested we put old business on the agenda to ensure we follow up on action items from previous meetings and subcommittee activities. He mentioned some of those activities would be seasonal, so the reports may vary. The DAC is looking for representation on the Fiscal Oversight Committee (FOC) and the Long Range Planning Committee (LRPC.) The FOC meets the first Thursday of the month and the LRPC meets on Wednesday. Barb Cousin stated that we need two members on each because of absenteeism. Email Chris if interested.
- b) **LRPC:** Their presentation is available on the DCSD site. The planning team is going to spend the summer looking at ways to spread the message about the capital needs.
- c) **CART:** Barb Cousins attended the CART meeting yesterday. She attended the actual interviews, which were Q&As with the applicants. The next step was to accumulate

the comments. McMillen synopsised the comments in Google Docs. There were three applicants. John Adams, Parker Performing Arts (both on their third try). Milestone on its first. Barb makes sure to ask questions from a parent perspective. She cannot divulge the results. They go to the Board June 1 or 2. It's a methodical step-by-step process as set forth by the state Board of Education here in Colorado.

2) April 2015 Meeting Follow Up

- a) DAC and SAC Bylaw Changes
 - i) Code of conduct has been tabled indefinitely.
 - ii) Election dates have been changed to June. This change will be retroactive so Chris will work with Rob Ross on the precise language.
 - iii) The DAC is gathering input from the SAC liaisons on the language in the description.
 - iv) Commentary included
 - (1) If the goal is for liaisons to engage with the DAC, the language does not address that goal.
 - (2) If the deadline were earlier, it might give the DAC more time to review the suggestions.
 - (3) Q. Will the liaison get all the correspondence? A. The liaison, the principal, and the SAC chair.
 - (4) How many people get the monthly newsletter? Over 400.
 - (5) The goal of the liaison position is to have an efficient and effective conduit between the groups. So, you don't want to have a constrictive description.
 - (6) Principals need to take this seriously. Parents want to get their voices heard. Principals have to be a key leader in SAC which leads to a quality DAC.
 - (7) Encourage the DAC liaison to engage more and care more. Considering having DAC members be a conduit to the SACs.
 - (8) Q. How do we get responses back and when do we expect a response? Who do we follow up with? A. Chris says he owns that.

3) InspirED

- a) Two part discussion
 - i) This month, Andrew Slaby and Chris Lawson will introduce the tool
 - ii) Next month we will bring in principals and assistant principals to talk about how they use the tool
- b) Hub approach to bring many tools under one user login to create a one stop view – a dashboard for teachers.
- c) SB-191 requires specific, actionable coaching feedback on educator effectiveness. InspirED provides a platform to capture that feedback.
- d) The software delivery process is done in two week increments. That is, every two weeks, a new version is rolled out.
- e) Feedback and questions
 - i) A lot of it seems impersonal. I don't know a lot of people who talk this way. One of the things I would encourage us to consider is having some of those master teachers mentor those first and second year teachers.
 - ii) Q. What is the long range plan? Will it eventually be for all? A. We will know more

- once we see the data from the pilot. Half of a teacher's evaluation comes from student performance (CITE 6.) Unique to Douglas County is that teachers can select assessments that they apply. This is the other half of the data.
- iii) Dr. Cook: In InspirEd, there are 13,000 pieces of content: 75-80% of those were administrator generated. Much of the burden of the evidence lives with the evaluator. Keep in mind that principals were once teachers and they have a good grasp of what good instruction looks like. We are giving feedback to teachers all day long.
 - iv) Q. I'm evaluated at my work every quarter and I choose what I'm evaluated on. What are the checks and balances so everyone does not choose the low bar? A. I believe that our teachers and our evaluators value that reflection. The thing I hear more often is that teachers grade themselves lower than the evaluators do.
 - v) Mark Harrell: The accountability of the goal process lives with the principal. The principal has those coaching conversations and makes sure they are appropriate for each teacher.
 - vi) Q. Have you considered how you're going to adjust the rubric for someone with multiple roles? The rubric does not reflect what I actually do. A. There are currently about 20 differentiated rubrics. With some of the adjusted rubrics, that discussion is always there. We can continue to take feedback on that.
 - vii) Q. Are we reviewing the rubric again like last year or is it not as intensive? A. This year we are revising nine, LEAD and the rest of the system standards. After that, we will revise 4 and 5 – culture, climate and professionalism.
 - viii) There needs to be a DCSD 101 brand new out of college language inductees.
 - ix) Private language is a challenge. There's a lot of jargon.
 - x) Really like the fact that everything is all there in one place.
 - xi) Tech support is great. When support is needed, Chris and Andrew respond at all hours of the weekend and all hours of the night. The software is as promised.
 - xii) Q. As a parent in the community and a SAC member, are there things that we can communicate to the parents so we can support the teachers? I see this as a full time job for our teachers. A. When you see the teacher provided a rubric that helped your child, you can email the principal and/or the teacher. The teacher and the principal can upload the evidence. **Celebrate the teacher, cc the principal. First conflict, don't cc the principal.**
 - xiii) Q. How does something like a teacher who answers questions at 2:00 in the morning get acknowledged? I've taken that for granted. A: You cannot take that for granted. Email and acknowledge teachers who go beyond to help your children.
 - xiv) Suggest we take the feedback back to the SACs and ask them to encourage parents to email teachers and principals with positive feedback to teachers and copy principals for good teachers. Maybe even include an invitation in the end of year newsletter.
 - xv) Q. (to PLS) Why were you not rated highly effective because the rubric does not match your job? A. Because my co-teacher is good at some parts and I am good at some parts. I had to rate myself as partially effective on some things. But I also

don't want to fill out three separate evaluations.

- xvi) Q. How can someone suggest an improvement? A. Suggestions on enhancements or changes to the system can be made via a tab on the System where you can send feedback to the architects and they can route it to the right people if it's a feature request, content development, bug etc.
- xvii) Q. How many average pieces of evidence is each teacher expected to upload for each component? A. It depends on the building. You have to be consistently effective. If you're an experienced learning specialist and you're aiming for Highly Effective, you may put up more evidence. A first year teacher aiming for partially effective, you may not upload as much evidence.
- xviii) Q. How many people does an average building official evaluate? A. 25-26.
- xix) Q. Are there quotas by building? A. No. If the rating matches the evidence, the rating stands. Teachers have said that if they are expected to meet a given bar, they expect every other teacher in the district to meet that same bar.
- xx) Q. How can our teachers even be considered ineffective while they are learning the system? How can we even fire teachers while we are developing the system? A. If teachers are ineffective, we have a fairly significant system to help them improve. If a teacher is rated ineffective in elements, the system forces teachers and administrator to work on a goal to improve. Principals have been evaluating teachers with or without this system for years. Our goal is to have a highly effective teacher in front of every student.

4) Other Business

- a) **Budget recommendations:** Chris summarized them by charter, elementary, middle and high school and highlighted the themes in each. He grouped it and summarized it. It is available on the DAC website.
- b) **Exit interviews:** Barb Cousins asks if, when a teacher quits, human resources does an exit survey. They do an exit interview. She states that the results need to be made available to the board so we understand why teachers choose to leave and figure out how to retain our great teachers.

The meeting was adjourned at 8:30.

Sandra Brownrigg Recorder.

Handouts at meeting (available online):

- ✓ Agenda
- ✓ Quick Facts: CITE 1-5 Evaluation Processes & InspirED Innovation
- ✓ InspirED Presentation (Powerpoint)