



Teacher Evaluation Instrument Committee

Minutes

Thursday, May 2, 2024; 4:00 p.m.

Professional Learning Lab

Present: Superintendent Dr. Marcus Lewton, Director of Instruction Melanie Kathrein, Jefferson Elementary Principal Sara Streeter, Dickinson High School Construction Technology Instructor Scott Schmidt, Heart River Elementary Grade Three Instructor Dessa Russell, Lincoln Elementary Title I Look-Alike Instructor Trina Kudrna, Jefferson Elementary Grade Four Instructor Dinah Eslinger, Prairie Rose Elementary Grade Two Instructor Carmen Wiege, Dickinson High School Vocational Agriculture Instructor Kay Poland, Dickinson Middle School Principal Cassie Francis, DEA President Shawna Knipp, and School Board President Michelle Orton.

Call to Order – Superintendent Dr. Lewton called the meeting to order at 4:00 p.m.

Meeting Norms – The meeting norms were available on the agenda.

Additions/Deletions to Agenda Items – There were no additions or deletions to the agenda.

Business Topics

Danielson Framework for Teaching – Superintendent Dr. Lewton explained the administrative Cabinet requested the Teacher Evaluation Instrument Committee meet and discuss the evaluation instrument. The last time this committee met was in 2018. The Cabinet requested the committee review the instrument and make decisions on what should remain the same and if there were any recommended changes.

As per the Professional Negotiated Agreement, “Forms and methods of formal, written evaluations will be changed as recommendations are made by the DEA and the administration.” This was essentially why this committee was formed.

Dr. Lewton summarized the evaluation tool. There were six elements identified in 2018. Originally there were many more elements, but they were reduced to six. There are two additional elements selected by the building School Improvement Leadership Team or the School Improvement Camp. There are also two more elements for individual teachers.

The purpose of the evaluation was for professional growth. It was not a method to find fault during the evaluation.

Superintendent Dr. Lewton referenced the evaluation handbook under the topic of Documenting Teacher Performance. He noted North Dakota Century Code requires instructors new to a District to be evaluated twice a year for their first three years. The Evaluation Handbook states one classroom evaluation would be scheduled and one classroom evaluation would be non-scheduled.

He explained on page five (5) of the handbook, the roles and responsibilities of the teacher and administrator during the pre-observation and post-observation were described. Beginning in year four (4) and thereafter, the teacher would have one announced classroom evaluation.

At one time, there were four (4) classroom walk-through observations in the evaluation. This was later reduced to two (2) classroom walk-through observations. These observations are brief, at a minimum of five minutes. Dr. Lewton noted there might be variations to the pre-conference as a result of unexpected things happening in the schedules. The pre-conference may need to have some limitations.

Dr. Lewton inquired if the committee members had any parts of the evaluation tool that they felt should be reviewed.

Teacher Assessment Form – Dr. Lewton provided a handout with the Teacher Self-Assessment Form. The self-assessment has 22 components within the domains. In 2018, there were six components required for classroom observation across the District.

There are four Domains in the Danielson Framework. Domain 1 pertains to planning and preparation. Within Domain 1, component 1b was identified as a priority for the District. Domain 2 represents the classroom environment. There were three components (2a, 2c, and 2d) identified as priorities for the District. Domain 3 addresses instruction. There were two components (3a and 3c) identified as priorities for the District. Domain 4 refers to professional responsibilities. No components were identified as a priority for the District within Domain 4.

As the committee reviewed the components of the Domains, Superintendent Dr. Lewton suggested they consider some areas that could drive what the District was doing in the schools or influencing the instruction. Some examples of those areas noted were:

- High Reliability Schools,
- Professional Learning Communities,
- Response to Intervention,
- Schoolwide Positive Behavioral Intervention,
- Inward and Outward Migration,
 - Getting to know the students,
 - Support for educators and principals,
- Tier II Intervention,
- Using data to drive instruction,
- School Board Goals,
- Instructors teaching outside their content area,
- Instructors with no formal education program, and
- Teacher/Staff Inward and Outward.

The committee members were divided into four groups. Each group reviewed one of the four domains. The members were requested to review the components within each domain. They were requested to identify the top three components (elements) based on the needs of the District. Those identified were to be listed and why they were considered a priority.

The group for Domain 1 selected components 1a, 1b, and 1c. These three components were selected as they reflect the understanding of the Science of Reading, align instruction, and answer the questions of who and what in the larger concept. These three components will help build on the High Reliability Schools Level 3 and Level 4. Additionally, the work in the Professional Learning Communities will assist the new teachers.

The group for Domain 2 selected components 2a, 2c, and 2d. These components emphasize the importance of the respect and rapport of the students towards the teacher. Additionally, it identifies the importance of how the teacher reacts to the student behaviors and follows through on the practices and procedures.

The group for Domain 3 selected components 3a, 3b, 3c, and 3d. These components focus on teaching the lesson and the content. There were purposes shared for the planning and preparation of the instructional outcomes. Another part was the engagement and learning. It forms a triad. Mrs. Streeter said she looked for all three parts when observing. A strong teacher has those three components.

The group for Domain 4 selected 4c, 4d, and 4f. These components focus on professional responsibilities. If the group had to pick the most important, they would pick communicating with families. The group discussed the changes in education, the changes in communication in the past 20 years, and engaging families.

After some discussion, component 1e was also added to the list. It was agreed by the committee members to take all the 14 components and ask the committee members to vote. A Google Form would be created for the members to vote for their choice of six. If there was a tie, then there would be a revote.

The six in bold reflect the results of the top six from the Google Form.

1a – Demonstrating Knowledge of Content and Pedagogy

1b – Demonstrating Knowledge of Students

1c – Setting Instructional Outcomes

1e – Designing Coherent Instruction

2a – Creating an Environment of Respect and Rapport

2c – Managing Classroom Procedures

2d – Managing Student Behavior

3a – Communicating with Students

3b – Using Questioning and Discussion Techniques

3c – Engaging Students in Learning

3d – Using Assessment in Instruction

4c – Communicating with Families

4d – Participating in the Professional Community

4f – Showing Professionalism

Adjournment – The meeting adjourned at 5:00 p.m.