00:41:29        Kate Ericson:    The RESC's have the ThoughtExhange tool if the group thinks this would be helpful.
00:44:15        Chris Todd, CSDE:      Good Morning Kate, that would be an excellent resource for us to explore.  Thank you for suggesting
00:48:35        elizabeth brown:        Board members are focused on policy, it would be useful to have a question about policy changes.
00:50:18        Kate Field:     I understand the need to keep the meetings short, but Is one hour enough time to discuss 7 questions? People will have a lot to say....maybe 1.5 hours?
00:50:30        Mary Yordon:     one hour and 8-10 questions will require limited numbers of attendees for them to be able to be heard. Breakout rooms, maybe will help
00:52:06        Mary Yordon:     will there be separate focus groups for administrator evaluation?
00:53:41        Mary Yordon:     Probe: teacher leadership roles, and the one size fits all approach should ideally be part of this discussion
00:54:10        maliziae:        Shouldn't we have a teacher and admin on both eval subcomitees?
00:56:11        Kate Ericson:   Might be helpful to speak to our TEAM coordinators across the state.  They may hear/see where there is opportunities and challenges around evaluation
00:56:12        frabinowitz@capss.org:  I think the administrator and teacher together is important but I do believe administrators should also have their own focus groups in order to prioritize administrator evaluation which "fell off" the radar screen last time. Also, is the state administrator union represented?
00:56:12        elizabeth brown:        We talked about CTS, alignment with state accountability system and new teacher protocols, more system approach rather than the current negative connotation of "evaluation" .
00:58:46        Bill Silva (CAS):       I agree with Fran--there should be administrator focus groups to provide feedback specifically on the administrator evaluation plan and process.
01:00:23        Mary Yordon:     agree with Fran, intent is not to ignore their classroom. which deserves attention and discussion
01:01:03        Kate Field:     agree with Fran regarding administrator evaluation. Regarding differentiated process, I would add a more meaningfully differentiated process for those without classrooms like social workers.
01:01:37        ciottocaj:      Agree with Fran. All levels need feedback, support, and opportunities for growth.
01:05:21        Kate Field:     I think we solved that.  Mutual agreement.
01:05:29        Leonard Lockhart:       Am I the only one concerned that differentiated evaluations possibly could promote more subjectivity and distrust? Student assessments are a major concern and the accountability must be addressed.
01:08:18        Mary Yordon:     Every teacher would be on a three year cycle, and if exemplary, then years one and two the teacher could propose a mutually agreed project such as TEAM mentor, SEL coach, critical friend, or other role with mutual agreement.
01:09:20        Mary Yordon:     Agree with Kate, we came to an agreement in the flexibilities, mutual agreement over sources of data for student achievement
01:12:31        Dr. Glenn Lungarini:    I agree that effective principals are essential to providing engaging student learning experiences. I believe that

effective principals foster a culture and climate of trust, respect, and growth among their staff. Principals cannot succeed without the trust and buy-in from teachers. Likewise, teachers cannot succeed without the trust and buy-in from their students. When principals support teachers, and both principals and students support students, their is no limit to growth. Evaluation can further support this structure by reducing the amount of time administrators and teachers spend in formal writing and documentation and spending more time in meaningful discussion.

01:14:27     Kate Field:     Leonard, well said. Agree 100%. In addition, the system needs to explicitly focus on student growth and development rather than achievement only.

01:14:47     Mary Yordon:     good points made by Kate Ericson, and rubrics can be subjective and interfere with trust in the system

01:15:02     Leonard Lockhart:     Kate, agreed.

01:19:00     Kate Field:     I want to focus on all of these.

01:19:04     Principal Colleen Weiner (she/her):     Difficult to prioritize since all of these are interconnected

01:19:06     Rebecca Good - Relay GSE:     C   D   A

01:19:35     Leonard Lockhart:     D, E, C in order of priority for me (top 3).

01:19:54     Kate Field:     I agree, colleen.

01:20:23     elizabeth brown:     Agree with Jeff, assessments are the elephant in the room!

01:20:25     frabinowitz@capss.org:  I want to focus on all of them as well. It's a system and very difficult to do one without the other.

01:20:56     elizabeth brown:     D,E,C

01:21:02     Mary Yordon:     it's difficult to look at this piece meal...how do we go from a punitive to a support system?

01:21:29     ciottocaj:     Agree, I believe all are very important and should be looked at equally but if selecting 3, for me it would be D, C, A in that order.

01:21:42     maliziae:     It's not the labels. It's how and what we look at.

01:23:38     Kate Field:     Yes, Glen, agree!

01:23:53     elizabeth brown:     How do we get to the vision Mary articulated? Can collective bargaining move to that starting point in negotiations?

01:24:29     Kate Ericson:  I keep wondering how we ensure we keep growing in our understanding of how this tool supports building equitable systems for all students

01:25:11     Tony Ditrio:     You can encourage academic achievement by evaluating the actions of teachers/administrators that promote achievement. These have been identified by research.  Using a test that does not represent what we do is not a good way.

01:26:23     Mary Yordon:     good point Tony

01:28:12     Tony Ditrio:     I am sorry but my audio does not work

01:29:04     Mary Yordon:     Actionable feedback comes from thjis

01:31:04     stephenmckeever:     Building principals are the primary evaluators and ultimately responsible for everything that goes on in their buildings.  There are so many things that go into creating a positive learning environment, I think we need to focus a little more on their opinions.  A complex evaluation system can tie their hands and create an overburdensome evaluation system.  What do they need and how can they encourage and support the educators in their buildings.

01:36:36        elizabeth brown:        possibly a group to review what barriers exist that prevents this collaborative system?
01:37:14        maliziae:       absolutely! I would join that focus.
01:39:00        elizabeth brown:        I am very interested in your schedule and built in PD, can you share? brown7489@att.net
01:39:30        Leonard Lockhart:       I'm open to participate in sub-committee work.
01:40:09        ciottocaj:      Glad to be here today. Sorry I wasn't able to join you all earlier than today but I will be here moving forward and look forward to working with all of you.