

**DYSART UNIFIED SCHOOL DISTRICT #89**

**MINUTES: GOVERNING BOARD – REGULAR MEETING**

**2014-2015**

**October 1, 2014**

**Location:**

Nathaniel Dysart Education Center

**I. REGULAR MEETING - GENERAL FUNCTION**

1. Ms. Traci Sawyer-Sinkbeil, Governing Board President, called the regular meeting to order at 6:00 p.m. Governing Board members constituting a quorum were present; Ms. Traci Sawyer-Sinkbeil, Mrs. Bonnie Schroader, and Ms. Blossom Tande. Ms. Jennifer Tanner was absent.
2. The Dysart High School JROTC Color Guard presented colors and Ms. Sawyer-Sinkbeil led the Pledge of Allegiance.
3. A motion by Sawyer-Sinkbeil/Schroader was entered to approve the Agenda Form consistent with Board Policy and temporarily suspend any Governing Board Policy with which this agenda may be inconsistent. UNANIMOUS
4. Summary of Current Events
  - Presentations, Recognitions, Celebrations
    - The Advance Orchestra and West Point Choir performed under the direction of James Hamontree and Nicole Truitt.
    - Superintendent Update – Dr. Pletnick announced Canyon Ridge teacher Christopher Raso was notified he is one of the final 10 candidates for Arizona Teacher of the Year. October 3<sup>rd</sup> marks the end of the 1<sup>st</sup> quarter. Parent/teacher conferences are scheduled for October 9-10, 2014. Conferences will be followed by fall break from October 13-17, 2014. Dr. Pletnick presented factual override information to the Marley Park PTA members on September 30. The cafeteria was filled with parents and students and the information was well received.
    - Governing Board Update – Board members offered kudos to Mr. Raso for his selection as a finalist for the Arizona Teacher of the Year. They also encouraged everyone to exercise their constitutional right and VOTE.
5. Audience with Individuals or Groups - None

**ACTION/CONSENT**

A motion by Schroader/Tande was entered to approve the consent items as presented. UNANIMOUS

**ACTION/CONSENT**

1. Recommendation to Approve the Business Associate Agreement with the MW Bagnall Company and Authorize the Executive Director of Business Services to Sign the Agreement and Any Affiliated Documents  
Approved UNANIMOUS
2. Recommendation to Approve Surprise Elementary School to Submit the Arizona Recycling Coalition 2014 Grant Application and Authorize the Assistant Superintendent to Sign the Agreement  
Approved UNANIMOUS

3. Recommendation to Approve the National Student Clearinghouse StudentTracker for High Schools Agreement and Authorize the Assistant Superintendent to Sign the Agreement and Any Affiliated Documents  
Approved UNANIMOUS
4. Recommendation to Approve the License Agreement #8091 With Global Spectrum, L.P., for High School Graduation Ceremonies and Authorize the Assistant Superintendent to Sign the Agreement and Any Affiliated Documents  
Approved UNANIMOUS
5. Recommendation to Approve the Use Agreement with the Glendale Civic Center for the Shadow Ridge High School Prom and Authorize the Assistant Superintendent to Sign the Agreement and Any Affiliated Documents  
Approved UNANIMOUS
6. Recommendation to Approve the Agreement with The Venue Scottsdale for Valley Vista High School Prom and Authorize the Assistant Superintendent to Sign the Agreement and Any Affiliated Documents  
Approved UNANIMOUS
7. Recommendation to Approve Personnel Action Items for the Period of September 17, 2014 Through October 1, 2014  
Approved UNANIMOUS
8. Approval of the Minutes of the September 17, 2014 Governing Board Meeting and the Dysart 101 Event Held September 23, 2014  
Approved UNANIMOUS
9. Hearing Officer's Recommendation for Long Term Suspension  
Accepted the Hearing Officer's recommendation to long term suspend student(s) in the matter of Student Discipline Hearing(s) HOR1415-003. UNANIMOUS
10. Recommendation to Approve Overnight and Out-of-State Travel  
Approved as listed. UNANIMOUS
11. Acceptance of Donations, Gifts and Grants  
Accepted UNANIMOUS
12. Approval/Ratification of Expense Vouchers 1010, 1011 and 1012 in the Amount of \$3,455,329.19  
Approved/Ratified UNANIMOUS
13. Approval/Ratification of Payroll Vouchers 12, 7595, 13 and 7596 in the Amount of \$9,857,967.27  
Approved/Ratified UNANIMOUS

## INFORMATION

14. M & O Override Update

Dr. Pletnick shared that each year, the District is required to provide information to the public about our expenditure of bond and/or override funding. We do not have an approved bond in place but do have an override. We have been fortunate to have an override in place since 2000 and we have been consistent with how we use that funding. The lion's share goes to provide student programs, including art, music, band, PE and athletics along with keeping class size consistent. Even in our days of deepest cuts, we maintained class size because we used override monies. Without that money many classes of 40 would have been a reality. We also fund all-day kindergarten and provide resources for reading. We are currently seeking a renewal of the override on the November ballot.

15. Goals A & D: Program Evaluation Model and Teacher Evaluation Program

Dr. Pletnick shared this item accomplishes two things: 1) give the Board an ideal of the structure of a Program Evaluation and 2) provide information on the program evaluation completed last year for the Teacher Evaluation Process. Executive Director for Human Resources, Ms. Patti Buck, provided information to the Board and answered questions about the evaluation program and the 2013-2014 teacher evaluation process. Appendix A

16. Governing Board Self-Assessment Procedures

Dr. Pletnick shared the Board previously discussed this item and was provided with some self-evaluation forms: 1) The Quick Board Assessment from Dr. Jandris to be used by the Board and 2) the form the Observers were trained on by Dr. Jandris utilized to observe Board implementation of the policy governance model. In the last discussion, a suggestion was made to use the Observers form to self-reflect and then turn those into Dr. Jandris to compile. Dr. Jandris has indicated he is willing to work with the Board in any way they would like. Legal counsel reported that as long as a summary report is shared in a public meeting there would be no legal concerns with that process.

Dr. Pletnick indicated Ms. Tanner, who could not be at the meeting tonight, suggested the Observer forms be used to self-reflect and then quarterly hold a workshop to review the compiled reports from the observers and use their own notes to discuss process; not individual actions. The Observer's report summary can be the catalyst for the discussion, helping to frame the discussion. The Board favored Ms. Tanner's suggestion and gave Dr. Pletnick direction to arrange a number of workshops to occur during the remainder of the school year for that purpose.

## ACTION/DISCUSSION

17. Recommendation to Approve the Annual Financial Report for Fiscal Year 2013-2014

Mr. Jack Eaton shared information about the annual financial report, guiding regulations and reporting requirements.

After discussion, a motion by Schroader/Tande was entered to approve the Annual Financial Report for Fiscal Year 2013-2014.

UNANIMOUS

18. Recognition of Parent Support Organizations for the 2014-2015 School Year  
A motion by Schroader/Tande was entered to recognize the listed Parent Support Organizations for the 2014-2015 school year; conditional on all documentation received.

UNANIMOUS

Each year an extensive training is provided to cover the processes, guidelines and policies and supports in place to assist parent organizations. When a parent organization is approved by the Board, we can allow them to utilize our facilities without charge as per our approved facility fee schedule, extend our insurance trust coverage and allow notices to be sent home with students. In turn, we know all approved organizations have the information necessary to operate in line with policies, procedures and laws.

19. Discussion and Possible Action Regarding Amendments to the ASBA By-Laws

Board members had no recommendations for amending the ASBA By-Laws. No motion was made and no action was taken.

NO ACTION  
TAKEN

20. Approval of Statement of Charges Recommending Dismissal of Certificated Teacher C. Tanner

A motion by Schroader/Tande was entered to adopt the Statement of Charges and Notice of Intent to dismiss Christopher Tanner – Certificated Teacher.

UNANIMOUS

### **CALL FOR EXECUTIVE SESSION**

A motion by Sawyer-Sinkbeil/Schroader was entered to recess to executive session for A.R.S. 38.431.03 (A)(2) and A.R.S. 15-843.

UNANIMOUS

A motion by Sawyer-Sinkbeil/Schroader was entered to recess to executive session for A.R.S. 38.431.03 (A)(3) to receive legal advice.

UNANIMOUS

### **RECESSING OF REGULAR MEETING FOR EXECUTIVE SESSION – 7:41 – 9:09 p.m.**

The executive session was called to order at 7:41 p.m. Attendance included Governing Board members, district administration, the student and student's representatives, legal counsel for the Governing Board and the recording secretary.

The purpose of the executive session was to review the hearing officer's recommendation to expel a student in the matter of Discipline Hearing HOR1415-001, deliberate and take action on the matter.

Pursuant to A.R.S. 38-431.03, Ms. Sawyer-Sinkbeil read the confidentiality statement.

The executive session concluded at 9:09 p.m.

### **RECONVENE REGULAR MEETING**


**REQUESTS FOR FUTURE AGENDA ITEM(S) - NONE**

**ADJOURNMENT**

On a motion entered by Sawyer-Sinkbeil/Schroader and by a unanimous vote, the meeting ended at 9:12 p.m.

Signed

Date:

 November 5, 2014

# APPENDIX A

# TEACHER EVALUATION SYSTEM PROGRAM EVALUATION



2013-2014

Office of Research and Accountability  
Dysart Unified School District No. 89

# Program Evaluation

## Background

Throughout the 2013-2014 school year, DUSD Research Office and Human Resource Department administrators and staff collaboratively conducted an evaluation of the DUSD Teacher Evaluation System in an effort to help decision makers continuously increase system effectiveness.

## Purpose

- Examine Teacher Evaluation System **implementation processes** (e.g., communication, professional development, etc.).
- Determine the extent to which implementation processes are applied with **fidelity** by district and school administrators.
- Better understand the **perspectives of stakeholders** (i.e., district/school administration and certificated staff) with regards to the development, implementation, and impact of the Teacher Evaluation System.

# Evaluation Design and Research Questions

## Research Questions

- mirror the purpose for the program evaluation.

## Mixed Methods Design





# Data Collection

SY2013-2014	Interviews			Surveys	
	Elementary	High School	Total	# of Responses	Response Rate
Administrators*	18	6	24	43	65.2%
Certificated Staff**	16	3	19	1051	72.8%
<b>Grand Total</b>	<b>34</b>	<b>9</b>	<b>43</b>	<b>1094</b>	-

\*Administrators include elementary and high school principals/assistant principals, and select district administrators who evaluate certificated staff.

\*\*Certificated staff include elementary and high school classroom teachers (non-SPED and SPED); instructional support staff (e.g., IGTs, Gifted Specialists, SPED Leads, etc.); counselors; and related services staff (e.g., Speech Therapists, OT/PT, Hearing and Visually Impaired, etc.).

# Findings and Conclusions

# Findings

## Purpose of Teacher Evaluation

### Philosophical Understanding

- 98% of administrators and 86% of teachers:
  - Primary reason for evaluating teachers should be to “improve the quality of professional practice.”

### Perception of Purpose

- 74% of administrators - to help improve their professional practice.
- 35% of teachers - to help improve their professional practice

# Findings

## Best Indicator(s) of Good/Effective Teaching

### **Is a combination of measures the best indicator?**

- 81% of administrators and 57% of teachers: Combination of professional practice and student achievement measures

#### ***However...***

- 30% of teachers preferred professional practice as the exclusive measure.
- 3% preferred student achievement only

# Findings

## Danielson Framework for Teaching (FFT)



### **Is the Danielson FFT comprehensive?**

- 86% of administrators and 71% of teachers:
  - Danielson FFT incorporates all/most of the important characteristics of an effective teacher.

# Findings

## Danielson Framework for Teaching (Qualitative Data)

***When asked what, if any, attributes/characteristics are missing...***

### ADMINISTRATORS:

- There may be too many [and in some cases redundant] components that could be combined/streamlined.

### CERTIFICATED STAFF:

- In most cases, components are unclear or overlapping.
- Affective attributes of good teaching/professionalism are deemphasized or missing:
  - Collaboration with peers/colleagues
  - Rapport with students
  - Willingness to accept additional responsibilities
  - Contribution to the school community
- Misalignment between the Danielson FFT and the professional practices of special education and special area teachers.

# Findings

## Student Achievement (Qualitative Data)

### Common Concerns:

- Use of AIMS scores in lieu of other measures (e.g., district benchmarks, performance-based assessments, etc.)
- Ability to control for student background characteristics (e.g., SPED, ELL, poverty, etc.) and other factors (e.g., parental involvement)
- Reliability of scores over time
- Classification of teachers as Group A or B
  - Grade 3 AIMS scores for teachers in Grades PreK-2
  - Grade 8 AIMS Science scores for teachers in Grade 7 (standards alignment)
  - Grade 10 AIMS scores for high school teachers (especially in Grades 11 and 12)
- Misalignment of teachers' student growth scores and professional practice scores

# Findings

## Measuring Educator Effectiveness

### **Danielson FFT: Evaluation Process**

- For each step of the evaluation process, at least 92% of administrators reported that all/nearly all teachers/educators at their school participated in that activity.
- Certificated staff reported similar rates of participation.
- The following activities were most frequently described by administrators and teachers as “very useful” for improving professional practice:
  - Formal Observation(s)
  - Reflection on Formal Observation(s) during Post Conference
  - Informal and Walk-through Observation(s)



# Findings

## Impact of Teacher Evaluation

### Impact on teacher professional practice?

#### Administrators reported...

1. Created dialogue with teachers/educators at their school (87%)
2. Provided clarity and focus on what is good/effective teaching (84%)

#### Teachers reported...

1. Raised level of stress/apprehension (61%)
2. Prompted reflection on professional practice (52%)
3. Provided clarity and focus on what is good/effective teaching (48%)
4. Created dialogue with school administrators (39%)

### Impact on student achievement?

- 63% of administrators, 32% of teachers believe that the evaluation process has had a generally positive impact on student achievement.

# Conclusions



**CONCLUSION:** Most administrators and certificated staff agree that teachers/educators should be evaluated as a means of improving professional practice; however, their understanding of the purpose of Dysart's evaluation system differs.

**CONCLUSION:** The steps of the evaluation process seem to be fairly consistent across the district; however, some administrators and certificated staff expressed concerns about time constraints, bias, and/or inter-rater reliability (cited the need for multiple, content expert, and/or possibly external evaluators).

**CONCLUSION:** Although it may seem that a lack of understanding is at least partly responsible for concerns about the use of the Danielson FFT and/or student achievement growth scores, teachers and some administrators also raised concerns about implementation.

# Summary



## Opportunities for continuous improvement:

- Importance of **communication** between district/school administrators and certificated staff:
  - Focus on the teacher evaluation process as a tool for improving professional practice
  - Continue to ensure that the evaluation process is applied with fidelity
- **Professional development training** for administrators and certificated staff (especially for new staff):
  - Build knowledge and understanding of evaluation process and system components
  - Increase inter-rater reliability (for evaluators)

# Planned Actions



## Support Plan Agreement

- Implementation of a support plan process which allows the evaluator and teacher to collaboratively design a plan to address target areas for improvement prior to a formal improvement plan being put into place.

## Inter-rater Reliability

- Certified evaluators at each school site (i.e., principals and assistant principals) will conduct/observe and independently collect data during specified evaluation activities for randomly assigned teachers.
- Data collected (Danielson FFT ratings and associated evidences) will be used to measure the inter-rater reliability of certified evaluators.

## Professional Development

- Professional Development staff is developing training sessions and materials to assist teachers in “unwrapping” the Danielson FFT rubric domains and components.

# 2013-2014

## Teacher Final Effectiveness Classification Results

TEval_Class_2014	SY2013-14		(Pilot) SY2012-13		Change
	Count	Percent	Count	Percent	
Ineffective	28	2%	57	4%	-2%
Developing	401	29%	434	33%	-4%
Effective	626	45%	595	45%	0%
Highly Effective	333	24%	244	18%	6%
<b>Grand Total</b>	<b>1388</b>	<b>100%</b>	1330	100%	

# Implications

## Teacher Final Effectiveness Classification Results



### Ineffective teachers who...

- Changed grade level or content area have been or will be placed on a Support Plan.
- Did not change grade level or content area have been or will be placed on a Plan of Improvement.

# Questions

