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DEPARTMENT OF EDUCATION  
BRAD A. BUCK, DIRECTOR

## Council on Educator Development Agenda

<p><b>Date:</b> Friday, Oct. 4, 2013 10 am – 3:30 pm</p> <p><b>Future Meeting Dates:</b> TBD</p>	<p><b>Location:</b> Grimes Building B100 (basement conference room)</p>	<p><b>Task Force Members:</b> Tom Buckmiller, Drake University; Dave Versteeg, Montezuma CSD; Byron Darnall, Department of Education; Michelle Lettington, Waukee CSD; JoAnne Tubbs, Board of Educational Examiners; Stephen Miller, Iowa Association of School Boards; Jon Sheldahl, Great Prairie AEA; Tammy Wawro, Iowa School Education Association; Dana Schon, School Administrators of Iowa; Bev Smith, Urban Eight Network; J.D. Cryer, University of Northern Iowa; Jimmy Casas, Bettendorf CSD; Carol Farver, Newton CSD; Elaine Baughman, Harlan CSD; Joel Illian, Pekin CSD; Derek Schulte, Southeast Polk CSD; Billy Strickler, Fairfield CSD; Patty Link, Parent Robin Trimble-White, Grandview University; Joe Judge, Albia CSD; Patti Roush, Denison CSD</p>
<p><b><u>Overall charge of the Task Force:</u></b> A Council on Educator Development is established to study and make recommendations for a new statewide teacher evaluation system and a new statewide administrator evaluation system. <b>The goal of the study is to determine the efficacy of the current systems in providing practitioners with clear and actionable feedback to enhance their practice and advance student learning. The council will review the current teacher and administrator evaluation systems, the Iowa Teaching Standards, and the Iowa Standards for School Administrators, as well as other related components.</b></p> <p>In developing recommendations for any evaluation system, <b>the</b></p>		<p><b><u>Intended Outcomes of this meeting:</u></b> By the conclusion of the meeting we will have:</p> <ol style="list-style-type: none"> <li>(1) Establish a set of working norms</li> <li>(2) Gain a sense of perspective from all members of the Council</li> <li>(3) Elect a chairperson to facilitate the Council’s work</li> <li>(4) Establish a timeline for engaging in the work</li> <li>(5) Establish the current context of teacher &amp; administrator evaluation in Iowa</li> </ol>

<p><b>council shall consider numerous factors, including the “fair and balanced” use of student outcome measures, multiple indicators that demonstrate professional practice, and student and parent surveys.</b></p> <p><b>Facilitators:</b> Jon Sheldahl &amp; Byron Darnall</p> <p><b>Recorder:</b></p>				
<b>Activity:</b>	<b>Time:</b>	<b>Person(s) Responsible</b>	<b>Materials Needed</b>	<b>Need to do:</b>
<p><b>Connector:</b> Welcome and Overview Introductions of members; review of charge to the group; role of guests and observers; generation of group norms</p> <p><b>Nominate a Recorder</b></p> <p><u>Protocol:</u> Name, position, one “norm” you would suggest in response to the question: “What do we deserve from one another throughout this process?”</p>	10 – 10:30	Jon Sheldahl	Chart paper	<p>Establish connections between team members and introduce guests.</p> <p>Establish a collective understanding of the context for the council and frame the conversation for day’s agenda.</p>
<p><b>Setting the Stage:</b> Fears &amp; Hopes Form small groups of 4-5 people (facilitator, timekeeper, spokesperson, recorder)</p> <ul style="list-style-type: none"> <li>• One side of index card write what worries, concerns, anxieties, fears about recommending changes to standards and evaluation practices. (5 mins)</li> <li>• Small group share-out, chart responses, group like answers.</li> <li>• Select two to share w/ whole group. (15 mins)</li> <li>• Repeat process</li> <li>• Using other side of index card—list hopes for this work.</li> <li>• Afterward collect index cards for master list.</li> </ul>	10:30 – 11:15	Byron Darnall	Index Cards	<p>To acknowledge authentic concerns and hopes of task force members as we enter the work.</p> <p>We will bring the compiled lists of fears and hopes to each meeting and analyze the work by asking...</p> <ul style="list-style-type: none"> <li>• To what degree are we doing what we can to avoid fears and achieve our hopes?</li> <li>• How do these decisions help us avoid the fears we identified and achieve the hopes we want?</li> </ul>

<p><b>Entering the Work:</b> Are we all speaking the same language?</p> <ul style="list-style-type: none"> <li>Group process activity: concensogram <ul style="list-style-type: none"> <li>--assess knowledge</li> <li>--build common vocabulary</li> </ul> </li> </ul>	11:15 – 12:00	Jon Sheldahl & Byron Darnall	1 sheet of chart paper Easel Magic markers Several sheets of circle-dot stickers (red, yellow, green, and blue) Copies of the Consensogram process	A consensogram is a chart that indicates a group’s perception of various topics. Members of the group place stickers on the chart to show their responses. By observing the stickers, one can tell the consensus of the group at a glance.
<b>Lunch</b>	12:00-12:45		Lunch On Site	Refuel/Calibrating/Housekeeping Items
<p><b>Defining the Work:</b></p> <ul style="list-style-type: none"> <li>Overall charge in order to meet requirements in HF 215</li> <li>Conversation from Twitter (#IAedchat) on Sept. 8<sup>th</sup>—Jimmy Casas</li> <li>State data on system effectiveness (PPT)</li> <li>Dr. Kim Huckstadt’s conclusions (overview of dissertation conclusions)</li> </ul>	12:45-1:30	Jon Sheldahl & Byron Darnall	Teacher Evaluation law and code (copies or on projector?)  State data on evaluation pulled form BEDS (PPT)	Teacher Evaluation law and code (copies or on projector?)  State data on evaluation (PPT)
<p><b>Extending the Work:</b></p> <ul style="list-style-type: none"> <li>Establish a chair person to facilitate future meetings of the Council</li> <li>Establish a timeline for the work and future meeting dates</li> <li>Establish the best means for communicating and documenting the work (i.e., Google site, email, etc.)</li> </ul>	1:30 – 3:00	Jon Sheldahl & Byron Darnall	Index cards	Agreed upon process for selecting the chairperson
<p><b>Clear Next Steps:</b></p> <ul style="list-style-type: none"> <li>Review any unanswered questions in parking</li> </ul>	3:00-3:30	Jon Sheldahl &		Review Parking Lot questions that are yet to be answered but did not

<p>lot and intended outcomes</p> <ul style="list-style-type: none"><li>• Gauge clarity of goals leading to next meeting</li><li>• Ending activity: “I used to think and now I think”</li></ul>		Byron Darnall		align with the work of the day
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