



Professional Standards Council for Teachers
Meeting Notes¹
January 31, 2023
4:00 – 5:30 p.m.

Attendees

- Members
 - Leah Braunschweig
 - Sydney Bueno
 - Trisha Detert
 - Eric Dimmitt
 - Meg Erler
 - Barb Herzog
 - Julie Horvath
 - Curtis Kadow
 - Antoinette Means
 - Sarahí Monterrey
- DPI Staff
 - Jake Hollnagel, Education Consultant, LEAD Team
 - Jennifer Kammerud, Director, LEAD Team, DPI

Minutes

1. Minutes

Minutes from the January 31, 2023 meeting were approved. Eric Dimmitt moved and Barb Herzog seconded the motion to approve. No discussion.

2. Discussion on Educator Effectiveness in Practice

Members discussed their perceptions of educator effectiveness and the ways in which it works well and how it can be improved based on their experiences. Key points from the discussion from members of the council are as follows:

- System was daunting to learn.
- Rapid cycle feedback as resulted in better communication with teachers and a focus on areas of improvement.
- System provides a good opportunity to discuss goals and what the educator is working on.

¹ A recording of the meeting can also be accessed at <https://dpi.wi.gov/licensing/programs/psc>.

- The system is cumbersome and needs revision. There is too much document and work for staff.
- The system needs a more intentional focus.
- Continuous walk throughs and continuous improvement would be a welcome change.
- See less value in development of student learning objectives and professional practice goals as writing goals and actions steps can feel like checking a box.
- Need to focus more on the evaluator and evaluatee conversations and less on paperwork.
- The educator effectiveness system should not be connected to pay as it becomes an issue.
- The focus should be on professional development and meeting our standards.
- [Our] Administrators find the system tedious and lengthy.
- Important to have a relevant and research-based means of evaluating.
- How do we align the system to student performance?
- The student learning objective and professional practice goals were often seen as busy work or a need to check a box.
- Find evaluation piece valuable.
- Some administrators are only in the classroom for evaluation.
- Restructuring how we did educator effectiveness to focus as a district on educator effectiveness goals made the student learning objectives more effective.
- The system is time consuming. Administrators want to give more feedback but get taken away by other issues.
- The work is meaningful and can be valuable but there is not always the time to do it.
- Suggest tying educator effectiveness goals to a collective building goal(s) and providing more parameters around that would be helpful.
- Effective leadership and coaches help. Constant feedback from my coaches has helped and is what I needed.
- More time for administrative coaching has made a huge difference as that person has a focused role, not being pulled into things all the time.
- Administrators have had to take professional development on coaching. Found the AWSA academies useful.
- Teachers want to improve, and educator effectiveness has provided that segue to setting goals and having conversations with teachers.
- Had to develop coaches to get feedback.
- Effectiveness coaches has been a game changer. Nice to have someone to go to. Value to new teachers.
- We have created interventionists to look at data and students with additional needs as a way to provide additional supports to students and teachers.
- Linking the ability of educator effectiveness to district-focused domains and components would be helpful.

- Questions exist on how we build increased student literacy into educator effectiveness.
- Compliance issues and not enough coaching. It should be done more.
- Goals should align to the school improvement plan.
- New teachers need more training, and they don't know what kind of goals to set.
- Growth in coaching and coaching models has been positive. May be helpful to school districts to better connect the research and educator effectiveness.
- Connecting professional goals with school goals matters in many ways.
- School boards need a knowledge of educator effectiveness and what is happening.
- School boards could ask for staff reports as way to discuss educator effectiveness and what it is. Could ask teachers, what do you need from the board to effectively implement educator effectiveness?
- Educator effectiveness would be more understandable if we were able to tie into it our goals for our district.
- Focus on how we train teachers and principals in their preparation programs.

Next meeting: Presentation from the Danielson Group on the new framework for teaching.

Meeting adjourned.