

John Read (0:00): My name is John Read. I am the CEO for Tri-county cradle to career collaborative, but tonight, I am here to facilitate a discussion. You may not know about our work, if you're interested there are some reports in the back, but one of the things I would say about this work that we do which is about the success of every child in this region, is that we can be guilty of looking almost exclusively through the rear view mirror of what data and statistics say about what's happening within the four school districts with whom we work. Unless we come to rely on the experience and knowledge of people who are engaged in the work directly, and tonight, that's what we're here to do. At the superintendent's request, there's a process beginning of listening to those of you who have experience and knowledge, and what's really happening with kids and to engage in a dialogue and to listen to what that experience says, especially about the future, about the areas that now frame the strategic plan for the district. And so I'm here to help you do that. There are few people if any more important than those of you around the table as teachers in this equation, there is nobody other than you who understands that this work is about kids. It's not about adults, it's not about inanimate objects, it's about what we can do for our children. And so it's not surprising that the district asked you to come together tonight selected by your peers to engage in a dialogue, and the rules of the road here are simply to be good listeners, the same kind of listeners you are in the classroom, but not just to speak your piece to the superintendent and to Joe Wilson who has joined here tonight, but to listen to each other and to build on each other's comments to create an expanded and deepened understanding of what that work looks like. The first hour is entirely yours. And if there are any concerns about whether something you say here might come back to bite you, I can tell you that it would stay in this room, that's clearly not the case, but I will make a personal commitment to you that if any of you feel that way, going forward, you contact me directly, because that's not the deal, and I'm frankly quite confident that that's not going to happen. For those of you who are here to observe, I would ask you to take full advantage of the opportunity to listen to these experts engage each other on what the future might hold for kids. And equally, to disengage from what you came into the room with in terms of what might be your personal opinion, or your sense about what's going wrong with the district. Too often, our discussions have devolved into personal attack, talk about other adults, the stuff that does nothing at all for kids. Not that the experience of the past won't bare on the future, it surely will. But I ask you to hold back your own predisposition and listen to these experts talk. In the second hour, there will be opportunity for you to engage directly, and we hope equally that you will listen to each other and build on each other's comments. I am happy to say that there will be other opportunities for teachers, some of whom will be here in the audience to join with the superintendent in a press release that's going out tomorrow, there will be 6 Wednesdays from 3-4 pm here in the district offices where the superintendent is just going to throw open the doors, you don't have to make an appointment, and hear from any teacher's who want to come in and talk preferably about what the future of the district should be. So this is not the only occasion in which teachers can have this exchange, but it is the 1st of a series of discussions that the superintendent is undertaken, so, as I said, I am here to help keep the peace, help the dialogue here. I have absolutely no authority to do anything else. And I didn't want it. I am asking you to be the ones who provide the sense of respect and decorum to the discussion that should take place here. Superintendent.

Gerrita Postlewait (5:13): Thank you, welcome everyone and thank you for spending this time with us this evening. As John Read said, it's the beginning, this is the beginning of two or three things, it's the beginning of a pledge to operate in a way that involves everyone, all the stakeholders, more purposefully, more intentionally, more carefully. So that isn't going to change because we scheduled the few listening sessions, it will change because we put structures in place to ensure that as we have a plan and move forward everyone knows what's in the plan, you've contributed to the plan, it's revised, revamped to reflect the input that we've received. And then we create a timeline so that there will be opportunities for dialogue and discussion and shaping as we move forward throughout the year, so I deeply appreciate your being here, and I am pledging to you the authenticity, and the genuineness that sits behind the deep appreciation for what you do. We started with teachers because as John said the interface between

teachers and learners is in fact the heart of our business, that's what happens and although we share different perspectives, we all share a love of children. We share, a mission, we share a passion for this work, we share having a drawing toward it, because we care about children, and we want to make every single one of them gets the best opportunity that he or she can possibly receive in Charleston County Schools. So as we talk, we're going to be listening for whatever you want to share. One of the things we will be thinking about these 6 different current goals of the strategic plan, the work that was started a year ago that's been evolving over time in the 6 categories are not set in stone, and if you have concerns or suggestions that fall in a different area we may need to revamp these 6, but I just want to take a moment to think about them there. Teaching and learning, that is ensuring college, career, and citizenship readiness what does that look like, how do we define it, how do we structure our curriculum and it's structural programs around it. The second one is about improving all of us, pledging our continuous improvement and right now that's about making sure all of us understand what's fair Data and what we agreed can be used and should be used and how we use it. For the most part teachers don't have actionable data throughout the year to use, you have these year end summary data points that aren't very helpful to you at all they don't even come back in time for you to use them to impact instruction. So how do we think about for all of us for the children for the adults for the system as a whole how do we gauge whether we added value or are combined efforts made the difference that we wanted to make for children. The third category is about supporting learning and learning isn't just limited to kids, it's supporting teachers and students. What do we need to do to make sure that teachers have the resources that you need to to teach and that you are supported in the ways that you find appropriate and valuable and leave you with the sense of feeling valued. Fourth, managing resources thinking about the governance system, the HR, finance, operations systems and so forth all those things that actually support our core business. The fifth is about communicating. Communicating includes listening, it's a two-way dialogue process not just deciding and then disseminating. And then finally there our community priorities every one of our 8 constituent districts has some unique needs and some goals that our board will address and that is sort of that sixth category where we have placed those initiatives for the time being so with that I think we are ready to get under way we want to again thank you. We want to welcome you're open to suggestions your feedback your critique and your ideas for how we can move forward in a more cohesive, coherent, cooperative, collaborative and successful manner. Thank you.

John Read (9:50): Thank you, Superintendent. First I can wait a full 60 seconds before one of you decide to pose the first comment or point so there can be lots of silence coming up, and while you think about what you might want to start with here is a parking lot for concerns that you may have that may not be related to the future but are questions that weren't answers, and I will to the extent that I can capture those and have those available, and I am confident that you will get a response to those questions assuming they're not rhetorical. So, those are the six there could be five there could be seven but I wonder whether any one of them resonate with anyone of you in a way that would cause you to make a comment or suggestion from your own experience.

Lisa Trott (10:46): I'll go first [Great, Lisa], I want to start with communicating and I want to start with we need a very concrete set in stone group of teachers with the specific way that they are designated that represent this district and that are a part of the decision-making table with the superintendent, the district and the board. We had this with the teacher roundtable and then the teacher advisory Council which we have renamed...[commentary] the Teacher Leadership Council which were the top five teachers of the year current and immediately immediately year past. This group, the Teacher Leadership Council met with the superintendent once a month, they also met with an assistant superintendent or I know that the names of those things change a whole lot so that was another meeting and we also took all of those idea back to the roundtable and the concerns in the round table so it was cyclical. The superintendent also met with the roundtable so you had a very distinct chain of communication. We'd also like for that group to

start to meet with specific members of the board as well and when I say concrete, I mean I want this in place so that when Dr. Postelwait moves on and we get a new superintendent, it's still there. If a teacher of the year decide she wants to do it differently, she can't because this is in place. They can make adjustments, but it's agreed upon as a whole.

John Read (12:36): That is very helpful. That is very clear. Thank you. Build on that. What are your thoughts about that particular framing of a solution to communication?

Matt Carney (12:50): Well I know the Charleston teacher alliance, on the website, had suggested something along the lines of a teacher council that wasn't exactly necessarily teachers of the year, because those excellent teachers might not be always the best proponents to represent all the teachers in the district. Maybe if, and there was a pretty good proposal on their website, have each school elect somebody who could be that kind of representative or delegate to the district that could bring that information back to the district and kind of be the constituent from each district. [We could possible merge that, and create a really strong cabinet] Something, anything like that.

Jody Stallings (13:32): I can speak to that, the feedback we were getting was that teachers of the year, a lot of them didn't want that responsibility teachers of the year are often chosen because they are involved in other extracurricular activities because have other responsibilities and so well a number of them did I'd say you had people declining to even be nominated for teacher of the year because they didn't want that extra onus of going to that meeting. And so the CTA propose, and I think it's worth discussing with the district is a teacher cabinet where these teachers would be elected for the express purpose of getting together with the district to look at initiatives with a critical eye and to build exactly what Matt said and I think that is a proposal that would fall well with this other five

John Read (14:17): [Mic commentary.] So that expands on the idea and suggests a broader way to get those voices into a process with the superintendent in the board and you want it legislated. So that it's not subject to one superintendent or another.

Lisa Trott (14:43): Right, we don't want it to be capricious in any way, shape, or form. We want this to be teachers at the table [right] so if it teachers of the year, then we need to go ahead and let teachers know from the get-go when they're nominated that this is going to be your role, and I think a lot of time with teachers of the year, they don't know what it entails. It's not a crown. [laughter]. It's not even always a car, it is a lot of work and speaking up for teachers and children.

John Read (15:09): So frame it a little more tightly, maybe those of you who has spoken about it already what is it exactly, what would be the agenda for this body?

Matt Carney (15:19): I think a lot of the reason why this has been brought together is a lot of teachers are pretty upset due to the lack of communication in regards to how we as teachers our evaluated, that was rolled out a kind of right before spring break, there is very little clarity and for teacher morale already not at the highest point that put a lot of teachers in precarious positions and we are very nervous you know if we are clearly aware of how we're being evaluated and get to make a judgment as to whether not it is fair we will be much more receptive to that and I think the lack of communication on that issue is kind of what brought us here to begin with. And to have teachers in that room to be able to not only participate in the design of that but be able to bring back that to their teachers and bring back input in a reciprocal fashion.

John Read (16:05): Others of you have comments on the agenda or either on the structure of this communication that's emerging?

Meg Orchard (16:12): I've kind of had a different experience and I've been invited to a lot of district meetings as a teacher representative, but it has been sort of piecemeal. Obviously I can bring back my experiences to my own school, and to my community of teachers, but if there is a more concrete way to have teachers in those conversations, around not just evaluation but the variety of the initiatives that we trickle down in the best interest of teaching and learning: things like blended learning as an initiative, literacy, and all of those things that we focus on in the classroom, and just having always a protocol for a teacher being at that table would be what the cabinet serves a purpose for.

Lisa Trott (16:58): And I think also too, and the rest of the teach world would know who to contact because that is the biggest problem. It is that nobody knows who to contact when you have a concern or question. I contact Dr. Postelwait whether she wanted it or not. I think that I could probably use other people before going all the way to the top in other words so I think it's very valuable. [John Read: Okay, any others?]

Katherine Banks (17:26): I think to add to that a lot of teachers have felt that there has been a lack of transparency in communication and so what we are saying here would definitely help but things from principal reassignments, to potential major changes to schools, and hearing that there is a meeting for that two days before, and none of the teachers at this school had any idea that it was even being discussed that there would be a new model for that school. Just different things like that I think they start to add up and I think that they at least at some of the teachers that I've spoken, with it's created a very not only a low morale, but also a huge sense of mistrust and uneasiness, and I think a lot of the times too with the lack of transparency and lack of communication when you don't have those things, that is how rumors start, and people will, you know, start putting their opinion in when there is an absence of fact and that is never healthy for any work environment, and I think that you have to have that clear communication and teachers need to feel respected in the sense that they are being clearly communicated with so that they can do their job to the best of their ability without having these worries on their shoulders.

John Read (18:46): And do you think the process that has been laid out so far will enhance transparency assuming that the fact that are available are fully shared with this group?

Katherine Banks (18:58): I think so and I think that all teachers need to be aware of what's going on so while I think it's wonderful that we are taking our teacher of the year and potentially giving them this responsibility there are many other teachers who have not been teacher of the year who have a lot of opinions and a lot of wonderful contributions that they can make who might not know about that and might not get the opportunity to be in that leadership position. So I think it's important that we consider all teachers and give all teachers that opportunity because there's a lot of people who are probably untapped leaders and there's a lot of potential that is sitting there is not being used.

John Read (19:39): So you would agree with the idea that maybe this should get broadened out beyond teacher of the year which doesn't like you won much if this is what you get to do. Into a process of engagement and opportunity [Laughter. I'm going to give you my crown okay?]

Katherine Banks (19:58): Yes because then I think you also have, I mean we talk about with students all the time, one of the most important things with students is buy in, and I think that you would get that with

teachers, you'd get the teachers who are passionate the teachers who are not afraid to be outspoken with their opinions, who would be very dedicated to it. Rather than saying, "Oh congratulations, you're teacher of the year, by the way, you've got to go do this." You get the teachers who know that they have the time and energy to dedicate themselves to this. And I think that you get the best of the best. [Understood] and teachers themselves would feel valuable to have someone say, "Hey I might be a new teacher, or I might not have been the teacher of the year, but the district still values me and I can still participate at this way."

John Read (0:20:35): Very clear, Rachel.

Rachel Etchason (0:20:36): I am just wondering how it would be ensured that all areas of the district are represented in this, and not just by teachers of the year, but by first and second and third year teachers, schools that are not doing well, where you know, you want to evaluate based on data, but our circumstances are grim. I just, ya know no one has come and asked any questions about that. And I just, ya know sometimes those evaluations and those concerns are ya know we're worried. And no one's asked any questions, no one's communicated at all.

John Read (0:21:14): So the question is I think,

Rachel Etchason (0:21:16): Is how do you represent those schools who have flown under the radar, and on the negative side.

John Read (0:21:16): Those full range of views that are out there.

Rachel Etchason (0:21:19): Not the ones that are doing really well that no one worried about. But the schools that aren't doing well that have kind of just been...

John Read (0:21:27): Let's pose that to the group. What are some ways in which the process that you've begun to describe can assure itself that the voices in the most rural of schools, and the schools that are most difficult, with the most difficult challenges, who are probably understaffed to begin with and not have a lot of time to do this or how do we...

Rachel Etchason (0:21:49): Call them top talent. So I think our top talented teachers should be a part of this for sure.

John Read (0:21:54): Thoughts on that?

Meg Orchard (0:21:56): Well I think that's why we have so often relied on the teacher round table because it does technically represent, I think we have 86 schools in the district, which is a massive district obviously. So that's why we've kind of fallen back on teacher of the year round table, because it have a representative at least an idea from every school. Now what everyone shows is a different story, but I think it has to be something like that, agreed, that it has to be a group that consists of both top talent schools, and high performing schools, high school, middle school, elementary, I mean its gotta be all of us. Otherwise were not getting a clear picture of what's going on across our district.

John Read (0:22:40): Okay.

Lisa Trott (0:22:42): I've actually downloaded the information from Greenville school district, which is the largest district if I'm correct. And so the teacher of the year, that, that roundtable and that forum, it can work. You know you've got to then tighten up, how you're then nominated and electing your teacher of the

year, it's gonna be just the same amount of responsibility as if you nominate somebody else from your school. So then within your school these teachers have to give their voice to their representative and that person has to speak up. And I will say that during my tenure, I had some fabulous teachers of the year, who really did advocate for all of the things going on in their schools.

Rachel Etchason (0:23:24): Are we including rookie teachers, though, because that totally eliminates those first 5 year teachers that?

Lisa Trott (0:23:30): No, there were, there could be a teacher of the year if you were...

Lisa Trott and Rachel Etchason (0:23:33): 3 years.

Rachel Etchason (0:23:35): Ok, but even a first and second year teacher that has a ton of concerns...

Lisa Trott (0:23:38): Then they take it to their teacher of the year or their representative.

Rachel Etchason: (0:23:41): So you're trusting someone to speak on behalf of you?

Lisa Trott (0:23:43): Yes. You should be able to. I think that.

Rachel Etchason (0:23:49): Not that I wouldn't, but I'm just asking am I supposed to trust someone if I have a concern that maybe it's not?

Lisa Trott (0:23:55): Rachel, you can trust me you can call me.

Rachel Etchason (0:23:59): No, I'm just saying. You have a concern that's maybe uncomfortable, you're gonna trust your teacher of the year to go speak on behalf of that for you.

Lisa Trott (0:24:01): You have to.

John Read (0:24:03): I think if this idea has legs, that is a to solve. The kind of the trust issue is pervasive and for teachers to feel confident that they have a voice needs to be reconciled with whatever design might emerge from this discussion. I think you just have to, and the best people to resolve that are the one's who are sitting around this table. I wouldn't look to, pardon me superintendent, I wouldn't look to the superintendent to solve that issue, I think y'all all have the wherewithal to do that.

Rachel Etchason (0:24:10): And we just talked about mistrust.

Anna Watson (0:24:30): Rachel, I think that you do bring up a good point at schools like where you teach and other title one schools, I think maybe there does need to be another group to where teachers at schools that are not performing really well can come together and can have a separate meeting. There are lots of things that go on in title one schools and low performing schools that might not be brought up at these meetings and might be overwhelming to the discussion. And so I'm thinking that that might be another group that needs to be formed to share information that's going on at the lower performing schools.

Rachel Etchason (0:25:16): I just speak from my experience from being at a low performing school with a ton of first and second year teachers and very few senior teachers, very few, I mean we didn't even have enough to have mentors in our building. So we're not, we were not represented at any of those

roundtables other than our teacher of the year so...

Lisa Trott (0:25:34): Maybe what we need to do is when we set all of that up is we change guidelines for teacher of the year, especially in schools that have that situation. And then within roundtable, what we had tried to do also was to establish committees, so that you had committees that were working on specific key elements and then we all came together as a group.

John Read (0:25:56): [Inaudible] Lynn, yes thank you.

Lynn Kramer (0:26:00): My point was that every school also has a rookie of the year, but they just put the rookie of the year in that position. So at like our school our rookie of the year it was a guidance counselor [Inaudible], and I believe this year it was another teacher, so there, the school already has an apparatus for that, and in speaking to making so many different groups. Elementary schools have very different views than middle schools than high schools and so if you have one round table where you're trying to address this dog pile of concerns but I don't know that you're going to be able to sort out an effective mechanism that where each school gets what they need. Ya know maybe it needs to be divided by constituents, maybe it needs to be divided by rookie teachers, because those are the teachers you lose the most. Those first 5 years of their teaching career are essential. From January, or from August to November, you know those teachers leave in November. So if you're addressing your concerns you need to do them at the beginning of the year and maybe meet those rookie teachers [Inaudible].

John Read (0:27:09): We've elaborated this idea pretty for but let's keep going. It's Kaylynn.

Kaylynn Cathcart (0:27:17): Kaylynn, yes. I was gonna say that not all schools have rookie teachers of the year. I myself was a rookie teacher of the year but was not invited to any meetings or was not told about it. But, I think if we go back to Jody's idea of just having elected officials from each school, not necessarily just teachers of the round table. I believe like, for instance, I know that the teachers at the round table change every year. Your strategic person or the person that speaks for your school might be the same person one year and then the next, and that might benefit you and your school. So if they're elected by the teachers and not necessarily as all the other duties that come with teacher of the roundtable which is a lot, I know some fabulous teachers that have turned down their nomination because they didn't want the added responsibilities they had kids or ya know they were overwhelmed trying to get the day to day things done. But if you just have a specific jobs saying we're electing you just to speak on the behalf of our teacher, our school to meet with the superintendent and the board and make these decisions that might be, bring out those teachers just specifically for that reason.

John Read (0:28:23): I'm gonna suggest that we, I think we've really have kind of enriched this whole idea and we're not here to make decisions, but I think it's very clear what you have in mind and it's not surprising that communication is the first issue on the docket because that's been a fairly popular topic in the meetings that I've been to. What other ideas do you have under the heading of communication that would improve upon the flow to teachers and others and from teachers to the district office and the superintendent? What other ways are there that might be added to the one you've just suggested?

Nancy Beaver (0:29:06): I've been thinking that it's very helpful in seeing the board meeting video tapes and I'm not sure if they have always been there, and I just didn't know or if I've just recently begun to see the YouTube videos of the board meetings with the superintendent. But that's very helpful to watch because you can stay abreast of what's going on in these meetings. So I would like to propose that these be published for all to see. Ya know one of the videos that I did happen to watch, did not appear that they necessarily wanted transparency in this particular meeting. They in fact said something to the effect of

this cannot leave this room. This affects the livelihood of teachers. We can't have those kinds of conversations going on between our superintendent and our board when the conversations are about us and our livelihood.

(Clapping)

John Read (0:30:20): Well, I think that's a good suggestion and with apologies to any board members in the room, the ones that I've been to are positively riveting in terms of the deep engagement with issues of direct concern to children. So you have to wade through some stuff to get to the nuggets of because they have a large organization to run and I get all that but yes I think you're very clear on that. Any comments or additions to uh what's been suggested about making those board meetings available visibly to teachers? Or other ideas?

Matt Carney (0:30:57): If there were a way the communications, the person in charge of communications, could maybe pull out and specify those issues that are important to teachers because I know those minutes come out to us weekly or whenever there is a meeting, and it is difficult with the teachers schedule to wade through all the minutia to find those little points that are of importance to us in a busy schedule. So if there's some way with a teacher advocate or the communications director to talk about those issues that are essential for us to know.

John Read (0:31:27): Yup, I think that's a fine idea. I think somebody who's objective about it and knows the interests of parents and students and teachers can pull through it and point to where the important issues are would probably benefit the I think Nancy you said, but I think the uh enhancement of the idea you're suggesting. What else? What else works in terms of busy people like you who've got classrooms full of kids and lots of stuff to do outside of the class to hear and see and receive and be able to respond to stuff that's happening in this building. What else works? Or might work?

Meg Orchard (0:32:05): I've been thinking a lot recently about how we've lost a clear vision for our organization, and I think most of us were here for vision 2016 and it's 2017 and if we don't have a clear vision of where we're going or what our goals are our specific goals, our check points along our vision, our milestones that we are reaching or not reaching, and those aren't communicated to us, then we get lost in this kind of muddy area where it feels like initiative after initiative isn't really driving us forward, and so I think part of communicating is looking at ok we've got six categories here but what are our tangible goals? And are we, how are we reaching them, how are we measuring them, and I think that fits into how our teachers evaluate it, right? Because we are a major part of making sure that our vision is reached. And so I think that if we're not communicating our vision then we're not also clearly communicating how we're evaluated or why we're evaluated the way we are.

Meg Orchard (0:33:20): So to some vision expresses the state of being that you aspire to sometime in the future and what you look and feel like in that way, but I've also heard you saying something more specific than that. Something about what are the tangible goals over a discrete period of time that we as a district are going to strive to achieve. So when you think in those terms, what kinds of goals would you, are you talking a summative of assessments on ELA or you're talking a kind of set level of satisfaction of parents and students? What comes to mind when you think of the metrics?

Meg Orchard (0:33:54): I mean, I think we look at the data that we have in our college and career readiness and I've been in many a meetings where we've dissected our Algebra 1 EOC and how it's not really measuring NWEA MAP data and we're measuring ourselves on state tests but we're not

necessarily reaching any sort of efficacy on nation wide tests. And so it's kind of a part of the confusion that we don't really truly have an idea of what our measurables are. What are we focusing on, are we focusing on MAP, are we focusing on end of course tests, and so as a teacher it is particularly stressful when I don't know what, what is the priority for the district, what is the priority for my school, and I'm willing to work as hard as I possibly can to achieve any sort of goal, but I feel like I'm kind of dipping my toe in many, many pools of water and so it's just, ya know I can only stretch myself so thin.

(Clapping)

John Read (0:35:09): That's very helpful. So let's take that idea and maybe kind of bounce it off those topic areas or others that you may have. What would in the view of the teachers of the room, what would resonate with you as to an expression of goals as they relate to teaching and learning? Or communicating or supporting learning? Think about that.

Nancy Beaver (0:35:36): I would like say that I feel like and maybe we have different beliefs about what the district is heading towards and to me what it feels like is a lot of MAP testing. I have something to say ya know about that. I feel like you can tell I'm an elementary teacher when I use this analogy that Charleston County has this giant fat foot that it's trying to fit into the NWEA glass slipper and it just doesn't fit. When I look at analytics was one of the components in your presentation, your PowerPoint presentation, and the analytics, are the data valid and reliable? According to NWEA, I feel like that's no in reference to using data to evaluate teachers. They expressly say that it shouldn't be used to evaluate teachers. According to NWEA, the answer is no in reference to using to using one and a half year gains to analyze teacher effectiveness. According to NWEA, it's no in reference to a grade level standards base test, that's not what MAPs test is. And according to NWEA, it's no for taking responsibility for decisions on how the data in our district is being used.

John Read (0:37:14): Ok.

Nancy Beaver (0:37:15): That puts up a huge red flag for me.

(Clapping)

John Read (0:37:17): You're expressing the view when there's some support for the idea that MAPs scores in it of themselves beyond presumably their principle use, which is to help teachers make a diagnostic assessment of the child and work on their improvement. You're expressing the view that that is not one of the metrics that you see at a high level here. What is?

Nancy Beaver (0:37:43): Well, first of all I brought some data, and I don't know if you have seen but there is an article from NWEA on how one and a half years growth for MAPs testing is not very likely, and I would like to give that to you. I'm sure you might have read it already. Also there is someone in the district I had an issue for spring testing. We were in the middle of MAPs testing and all the power went off so all the kids were midway through the test and utter chaos ensued. So in terms of thinking, okay, I'm being evaluated on these test scores. I got kind of some nastygrams from downtown on the fact that I should know that we had the capability to stop any test at any time, which is not the case, I don't have that knowledge. But I also got an email from this person stating that teachers need to know that this is not a grade-level standards based test, and they also need to know that NWEA cannot back decisions to use this test data for teacher evaluations. This person also said that the main purpose of this test which we have all for the years that it's been in Charleston County have known this test to be strictly for instruction and differentiation.

John Read (0:39:12): Ok, can you, and that's very clear. And I understand enough of it to see the reasons for it. What would you suggest for it in strategic plan be the measure of progress?

Lisa Trott (0:39:25): What the state requires.

John Read (0:39:38): Summative assessments.

Lisa Trott (0:39:39) Well, I mean we do our own assessments all the whole entire year. But to take children and have them test for what 14 days during a year when they're 9 years old, that's abusive, I so don't think that goes...

(Clapping)

Unknown speaker (0:39:48): And to add to that Lisa...

Rachel Etchason (0:39:50): And we're teaching state standards but MAP does not align with our state standards. And they get a com... And so our SLO's are based on [Inaudible], MAP data, and then, but you're gonna retain kids for their SC ready scores. They're completely different tests, completely different. So we're supposed to teach to the MAP test but we're also supposed to teach them how to analyze an article and write about it at the same time. I'm supposed to be teaching 4th grade standards to kids who may or may not have guessed on the test and that's why their score is what it is?

Lisa Trott (0:40:21): And the children will tell you specifically that they're either a good guesser or they're not a good guesser, and that's what we're measuring.

Unknown speaker (0:40:30): I think that also...

John Read (0:40:31): Piggy backing off the idea that, excuse me for interrupting that, alignment towards common goals is, would be a valuable element towards going forward, and I hear very clearly that the majority of folks here although 3 or 4 have spoken are not a big fan of MAPs scores in that respect. What...

Rachel Etchason (0:40:52): I like MAP scores.

John Read (0:40:53): Well what then? See that's what I mean.

Rachel Etchason(0:40:53): [Inaudible] to drive my small group instruction.

John Read (0:40:56): For summative purposes.

Rachel Etchason (0:40:59): Not for me to be held accountable.

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John Read (0:41:00): Right, exactly I get that, that's clear. So what would you suggest get explored in over a period of time measured in years, be the basis on which progress and improvement of the district and its students get measured.

Nancy Beaver (0:41:10): I heard that one of the...

[Inaudible]

John Read (0:41:15): Nancy, why don't you hold. Catherine, go ahead.

Katherine Banks (0:41:16): Thank you. Hopefully what I have to say is important. I would love to see all of this go beyond just the test scores which I think is what some people have kind of spoken on but not have directly said, there's so much more that happens in a classroom that these test scores don't see. The test scores don't see that after the tests five of my kids had told me that no, they had not eaten breakfast that morning. They don't see that they went to bed at 11 o'clock. the test scores don't show that some of the teachers that I have worked with had to call DSS and have their children removed from their houses. The tests do not show those things but all of those things relate more directly to what we are doing as teachers in the classroom than those test scores ever will. (Clapping) So when we, I think when we go forward with what our vision should be and what we need to include, the evaluations for teachers need to include much more than they currently do. When I was filling out the EVAS for my roster, you know how there's a drop-down box. What percentage of the school year have you had this child? If your child is pulled out for this what percentage of the school year, have you had this child? I would love to know where the dropdown box is for all of these other factors that I can't control. Where's the dropdown box for was your, was this student read to at home? Do this student get meals at home? Does this student get more than 5 hours of sleep? Do they have a stable learning environment? While you were teaching this student did you have three other kids having meltdowns or one child throwing a desk, one child refusing to come out from underneath a desk. Those are not pretty things but those are things that a lot of teachers deal with and so when you are asking me, oh, did you have this child 100% of the school year well yes I did but that's not the whole story. So when we move forward and we have these evaluations, I'm not saying discount testing. If we can use testing in appropriate ways, then I'm not saying that test scores should not be apart of evaluation, but they need to be just that, a part, a portion. And I think if the communication was better then, that would be something that the district would already know, and we wouldn't have to be having this conversation.

John Read (0:43:45): Okay.

Lori Holbrook (0:43:46): Can I add something?

John Read (0:43.47): Please.

Lori Holbrook (0:43:48): The other concern I have is we are all paid off the same pay scale but not all teachers are responsible for test scores, and so how is that gonna affect people that are not responsible for test scores but they're making the same amount of money, is that really fair to put the pressure just on certain teachers?

John Read (0:44:10): If I were to kind of flip it a little bit, what I hear you saying both of you is teachers should be evaluated on the basis of the whole job, and that while the test scores might be an element of it, there's far more involved in being an excellent teacher than that. If you were to take that to a district level, to 86 schools, to the thousands of teachers here, and you were trying to express for the future how you would know we're getting better and toward goals that are set in a strategic plan, how might that be expressed?

Kevin Short (0:44:51): Can I interject something really quick, while we're pondering that question? I just

want to offer a high school perspective. So in high school we hear a lot about graduation rates and successfully walking across the stage.

(0:20:01-0:45:00)

Katherine Banks (0:20:01): I think that you would get that with teachers. You would get the teachers who are passionate. The teachers who are not afraid to be outspoken with their opinions. Who would be very dedicated to it. Rather than saying oh congratulations you're teacher of the year, by the way you've got to go do this, you would get the teachers who know that they have the time and the energy to dedicate themselves to this and I think you would be getting the best of the best.

John Read (0:20:22): Understood.

Katherine Banks (0:20:22): And teachers themselves would feel valuable to have someone say hey I might be a new teacher or ya know I might not have been the teacher of the year but the district still values me and I can still participate in this way.

John Read (0:20:35): Very clear, Rachel.

Rachel Etchason (0:20:36): I am just wondering how it would be ensured that all areas of the district are represented in this, and not just by teachers of the year, but by first and second and third year teachers, schools that are not doing well, where you know, you want to evaluate based on data, but our circumstances are grim. I just, ya know no one has come and asked any questions about that. And I just, ya know sometimes those evaluations and those concerns are ya know we're worried. And no one's asked any questions, no one's communicated at all.

John Read (0:21:14): So the question is I think,

Rachel Etchason (0:21:16): Is how do you represent those schools who have flown under the radar, and on the negative side.

John Read (0:21:16): Those full range of views that are out there.

Rachel Etchason (0:21:19): Not the ones that are doing really well that no ones worried about. But the schools that aren't doing well that have kind of just been...

John Read (0:21:27): Let's pose that to the group. What are some ways in which the process that you've begun to describe can assure itself that the voices in the most rural of schools, and the schools that are most difficult, with the most difficult challenges, who are probably understaffed to begin with and not have a lot of time to do this or how do we...

Rachel Etchason (0:21:49): Call them top talent. So I think our top talented teachers should be a part of this for sure.

John Read (0:21:54): Thoughts on that?

Meg Orchard (0:21:56): Well I think that's why we have so often relied on the teacher round table because it does technically represent, I think we have 86 schools in the district, which is a massive district obviously. So that's why we've kind of fallen back on teacher of the year round table, because it have a

representative at least an idea from every school. Now what everyone shows is a different story, but I think it has to be something like that, agreed, that it has to be a group that consists of both top talent schools, and high performing schools, high school, middle school, elementary, I mean its gotta be all of us. Otherwise were not getting a clear picture of what's going on across our district.

John Read (0:22:40): Okay.

Lisa Trott (0:22:42): I've actually downloaded the information from Greenville school district, which is the largest district if I'm correct. And so the teacher of the year, that, that roundtable and that forum, it can work. You know you've got to then tighten up, how you're then nominated and electing your teacher of the year, it's gonna be just the same amount of responsibility as if you nominate somebody else from your school. So then within your school these teachers have to give their voice to their representative and that person has to speak up. And I will say that during my tenure, I had some fabulous teachers of the year, who really did advocate for all of the things going on in their schools.

Rachel Etchason (0:23:24): Are we including rookie teachers, though, because that totally eliminates those first 5 year teachers that?

Lisa Trott (0:23:30): No, there were, there could be a teacher of the year if you were...

Lisa Trott and Rachel Etchason (0:23:33): 3 years.

Rachel Etchason (0:23:35): Ok, but even a first and second year teacher that has a ton of concerns...

Lisa Trott (0:23:38): Then they take it to their teacher of the year or their representative.

Rachel Etchason: (0:23:41): So you're trusting someone to speak on behalf of you?

Lisa Trott (0:23:43): Yes. You should be able to. I think that.

Rachel Etchason (0:23:49): Not that I wouldn't, but I'm just asking am I supposed to trust someone if I have a concern that maybe its not?

Lisa Trott (0:23:55): Rachel, you can trust me you can call me.

Rachel Etchason (0:23:59): No, I'm just saying. You have a concern that's maybe uncomfortable, you're gonna trust your teacher of the year to go speak on behalf of that for you.

Lisa Trott (0:24:01): You have to.

John Read (0:24:03): I think if this idea has legs, that is a to solve. The kind of the trust issue is pervasive and for teachers to feel confident that they have a voice needs to be reconciled with whatever design might emerge from this discussion. I think you just have to, and the best people to resolve that are the one's who are sitting around this table. I wouldn't look to, pardon me superintendent, I wouldn't look to the superintendent to solve that issue, I think y'all all have the wherewithal to do that.

Rachel Etchason (0:24:10): And we just talked about mistrust.

Anna Watson (0:24:30): Rachel, I think that you do bring up a good point at schools like where you teach and other title one schools, I think maybe there does need to be another group to where teachers at schools that are not performing really well can come together and can have a separate meeting. There are lots of things that go on in title one schools and low performing schools that might not be brought up at these meetings and might be overwhelming to the discussion. And so I'm thinking that that might be another group that needs to be formed to share information that's going on at the lower performing schools.

Rachel Etchason (0:25:16): I just speak from my experience from being at a low performing school with a ton of first and second year teachers and very few senior teachers, very few, I mean we didn't even have enough to have mentors in our building. So we're not, we were not represented at any of those roundtables other than our teacher of the year so...

Lisa Trott (0:25:34): Maybe what we need to do is when we set all of that up is we change guidelines for teacher of the year, especially in schools that have that situation. And then within roundtable, what we had tried to do also was to establish committees, so that you had committees that were working on specific key elements and then we all came together as a group.

John Read (0:25:56): [Inaudible] Lynn, yes thank you.

Lynn Kramer (0:26:00): My point was that every school also has a rookie of the year, but they just put the rookie of the year in that position. So at like our school our rookie of the year it was a guidance counselor [Inaudible], and I believe this year it was another teacher, so there, the school already has an apparatus for that, and in speaking to making so many different groups. Elementary schools have very different views than middle schools than high schools and so if you have one round table where you're trying to address this dog pile of concerns but I don't know that you're going to be able to sort out an effective mechanism that where each school gets what they need. Ya know maybe it needs to be divided by constituents, maybe it needs to be divided by rookie teachers, because those are the teachers you lose the most. Those first 5 years of their teaching career are essential. From January, or from August to November, you know those teachers leave in November. So if you're addressing your concerns you need to do them at the beginning of the year and maybe meet those rookie teachers [Inaudible].

John Read (0:27:09): We've elaborated this idea pretty far but let's keep going. It's Kaylynn.

Kaylynn Cathcart (0:27:17): Kaylynn, yes. I was gonna say that not all schools have rookie teachers of the year. I myself was a rookie teacher of the year but was not invited to any meetings or was not told about it. But, I think if we go back to Jody's idea of just having elected officials from each school, not necessarily just teachers of the round table. I believe like, for instance, I know that the teachers at the round table change every year. Your strategic person or the person that speaks for your school might be the same person one year and then the next, and that might benefit you and your school. So if they're elected by the teachers and not necessarily as all the other duties that come with teacher of the roundtable which is a lot, I know some fabulous teachers that have turned down their nomination because they didn't want the added responsibilities they had kids or ya know they were overwhelmed trying to get the day to day things done. But if you just have a specific jobs saying we're electing you just to speak on the behalf of our teacher, our school to meet with the superintendent and the board and make these decisions that might be, bring out those teachers just specifically for that reason.

John Read (0:28:23): I'm gonna suggest that we, I think we've really have kind of enriched this whole idea and we're not here to make decisions, but I think it's very clear what you have in mind and it's not surprising that communication is the first issue on the docket because that's been a fairly popular topic in the meetings that I've been to. What other ideas do you have under the heading of communication that would improve upon the flow to teachers and others and from teachers to the district office and the superintendent? What other ways are there that might be added to the one you've just suggested?

Nancy Beaver (0:29:06): I've been thinking that it's very helpful in seeing the board meeting video tapes and I'm not sure if they have always been there, and I just didn't know or if I've just recently begun to see the YouTube videos of the board meetings with the superintendent. But that's very helpful to watch because you can stay abreast of what's going on in these meetings. So I would like to propose that these be published for all to see. Ya know one of the videos that I did happen to watch, did not appear that they necessarily wanted transparency in this particular meeting. They in fact said something to the effect of this cannot leave this room. This affects the livelihood of teachers. We can't have those kinds of conversations going on between our superintendent and our board when the conversations are about us and our livelihood.

(Clapping)

John Read (0:30:20): Well, I think that's a good suggestion and with apologies to any board members in the room, the ones that I've been to are positively riveting in terms of the deep engagement with issues of direct concern to children. So you have to wade through some stuff to get to the nuggets of because they have a large organization to run and I get all that but yes I think you're very clear on that. Any comments or additions to uh what's been suggested about making those board meetings available visibly to teachers? Or other ideas?

Matt Carney (0:30:57): If there were a way the communications, the person in charge of communications, could maybe pull out and specify those issues that are important to teachers cause I know those minutes come out to us weekly or whenever there is a meeting, and it is difficult with the teachers schedule to wade through all the minutia to find those little points that are of importance to us in a busy schedule. So if there's some way with a teacher advocate or the communications director to talk about those issues that are essential for us to know.

John Read (0:31:27): Yup, I think that's a fine idea. I think somebody who's objective about it and knows the interests of parents and students and teachers can pull through it and point to where the important issues are would probably benefit the I think Nancy you said, but I think the uh enhancement of the idea you're suggesting. What else? What else works in terms of busy people like you who've got classrooms full of kids and lots of stuff to do outside of the class to hear and see and receive and be able to respond to stuff that's happening in this building. What else works? Or might work?

Meg Orchard (0:32:05): I've been thinking a lot recently about how we've lost a clear vision for our organization, and I think most of us were here for vision 2016 and it's 2017 and if we don't have a clear vision of where we're going or what our goals are our specific goals, our check points along our vision, our milestones that we are reaching or not reaching, and those aren't communicated to us, then we get lost in this kind of muddy area where it feels like initiative after initiative isn't really driving us forward, and so I think part of communicating is looking at ok we've got six categories here but what are our tangible goals? And are we, how are we reaching them, how are we measuring them, and I think that fits into how our teachers evaluate it, right? Because we are a major part of making sure that our vision is reached.

And so I think that if we're not communicating our vision then we're not also clearly communicating how we're evaluated or why we're evaluated the way we are.

John Read (0:33:20): So to some vision expresses the state of being that you aspire to sometime in the future and what you look and feel like in that way, but I've also heard you saying something more specific than that. Something about what are the tangible goals over a discrete period of time that we as a district are going to strive to achieve. So when you think in those terms, what kinds of goals would you, are you talking a summative of assessments on ELA or you're talking a kind of set level of satisfaction of parents and students? What comes to mind when you think of the metrics?

Meg Orchard (0:33:54): I mean, I think we look at the data that we have in our college and career readiness and I've been in many a meetings where we've dissected our Algebra 1 EOC and how it's not really measuring NWEA MAP data and we're measuring ourselves on state tests but we're not necessarily reaching any sort of efficacy on nation wide tests. And so it's kind of a part of the confusion that we don't really truly have an idea of what our measurables are. What are we focusing on, are we focusing on MAP, are we focusing on end of course tests, and so as a teacher it is particularly stressful when I don't know what, what is the priority for the district, what is the priority for my school, and I'm willing to work as hard as I possibly can to achieve any sort of goal, but I feel like I'm kind of dipping my toe in many, many pools of water and so it's just, ya know I can only stretch myself so thin.

(Clapping)

John Read (0:35:09): That's very helpful. So let's take that idea and maybe kind of bounce it off those topic areas or others that you may have. What would in the view of the teachers of the room, what would resonate with you as to an expression of goals as they relate to teaching and learning? Or communicating or supporting learning? Think about that.

Nancy Beaver (0:35:36): I would like say that I feel like and maybe we have different beliefs about what the district is heading towards and to me what it feels like is a lot of MAP testing. I have something to say ya know about that. I feel like you can tell I'm an elementary teacher when I use this analogy that Charleston County has this giant fat foot that it's trying to fit into the NWEA glass slipper and it just doesn't fit. When I look at analytics was one of the components in your presentation, your PowerPoint presentation, and the analytics, are the data valid and reliable? According to NWEA, I feel like that's no in reference to using data to evaluate teachers. They expressly say that it shouldn't be used to evaluate teachers. According to NWEA, the answer is no in reference to using to using one and a half year gains to analyze teacher effectiveness. According to NWEA, it's no in reference to a grade level standards base test, that's not what MAPs test is. And according to NWEA, it's no for taking responsibility for decisions on how the data in our district is being used.

John Read (0:37:14): Ok.

Nancy Beaver (0:37:15): That puts up a huge red flag for me.

(Clapping)

John Read (0:37:17): You're expressing the view when there's some support for the idea that MAPs scores in it of themselves beyond presumably their principle use, which is to help teachers make a

diagnostic assessment of the child and work on their improvement. You're expressing the view that that is not one of the metrics that you see at a high level here. What is?

Nancy Beaver (0:37:43): Well, first of all I brought some data, and I don't know if you have seen but there is an article from NWEA on how one and a half years growth for MAPs testing is not very likely, and I would like to give that to you. I'm sure you might have read it already. Also there is someone in the district I had an issue for spring testing. We were in the middle of MAPs testing and all the power went off so all the kids were midway through the test and utter chaos ensued. So in terms of thinking, okay, I'm being evaluated on these test scores. I got kind of some nastygrams from downtown on the fact that I should know that we had the capability to stop any test at any time, which is not the case, I don't have that knowledge. But I also got an email from this person stating that teachers need to know that this is not a grade-level standards based test, and they also need to know that NWEA cannot back decisions to use this test data for teacher evaluations. This person also said that the main purpose of this test which we have all for the years that it's been in Charleston County have known this test to be strictly for instruction and differentiation.

John Read (0:39:12): Ok, can you, and that's very clear. And I understand enough of it to see the reasons for it. What would you suggest for it in strategic plan be the measure of progress?

Lisa Trott (0:39:25): What the state requires.

John Read (0:39:38): Summative assessments.

Lisa Trott (0:39:39) Well, I mean we do our own assessments all the whole entire year. But to take children and have them test for what 14 days during a year when they're 9 years old, that's abusive, I so don't think that goes...

(Clapping)

Unknown speaker (0:39:48): And to add to that Lisa...

Rachel Etchason (0:39:50): And we're teaching state standards but MAP does not align with our state standards. And they get a com... And so our SLO's are based on [Inaudible], MAP data, and then, but you're gonna retain kids for their SC ready scores. They're completely different tests, completely different. So we're supposed to teach to the MAP test but we're also supposed to teach them how to analyze an article and write about it at the same time. I'm supposed to be teaching 4th grade standards to kids who may or may not have guessed on the test and that's why their score is what it is?

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Rachel Etchason (0:23:59): No, I'm just saying. You have a concern that's maybe uncomfortable, you're gonna trust your teacher of the year to go speak on behalf of that for you.

Lisa Trott (0:24:01): You have to.

John Read (0:24:03): I think if this idea has legs, that is a to solve. The kind of the trust issue is pervasive and for teachers to feel confident that they have a voice needs to be reconciled with whatever design might emerge from this discussion. I think you just have to, and the best people to resolve that are the one's who are sitting around this table. I wouldn't look to, pardon me superintendent, I wouldn't look to the superintendent to solve that issue, I think y'all all have the wherewithal to do that.

Rachel Etchason (0:24:10): And we just talked about mistrust.

Anna Watson (0:24:30): Rachel, I think that you do bring up a good point at schools like where you teach and other title one schools, I think maybe there does need to be another group to where teachers at schools that are not performing really well can come together and can have a separate meeting. There are lots of things that go on in title one schools and low performing schools that might not be brought up at these meetings and might be overwhelming to the discussion. And so I'm thinking that that might be another group that needs to be formed to share information that's going on at the lower performing schools.

Rachel Etchason (0:25:16): I just speak from my experience from being at a low performing school with a ton of first and second year teachers and very few senior teachers, very few, I mean we didn't even have enough to have mentors in our building. So we're not, we were not represented at any of those roundtables other than our teacher of the year so...

Lisa Trott (0:25:34): Maybe what we need to do is when we set all of that up is we change guidelines for teacher of the year, especially in schools that have that situation. And then within roundtable, what we had tried to do also was to establish committees, so that you had committees that were working on specific key elements and then we all came together as a group.

John Read (0:25:56): [Inaudible] Lynn, yes thank you.

Lynn Kramer (0:26:00): My point was that every school also has a rookie of the year, but they just put the rookie of the year in that position. So at like our school our rookie of the year it was a guidance counselor [Inaudible], and I believe this year it was another teacher, so there, the school already has an apparatus for that, and in speaking to making so many different groups. Elementary schools have very different views than middle schools than high schools and so if you have one round table where you're trying to address this dog pile of concerns but I don't know that you're going to be able to sort out an effective mechanism that where each school gets what they need. Ya know maybe it needs to be divided by constituents, maybe it needs to be divided by rookie teachers, because those are the teachers you lose the most. Those first 5 years of their teaching career are essential. From January, or from August to November, you know those teachers leave in November. So if you're addressing your concerns you need to do them at the beginning of the year and maybe meet those rookie teachers [Inaudible].

John Read (0:27:09): We've elaborated this idea pretty for but let's keep going. It's Kaylynn.

Kaylynn Cathcart (0:27:17): Kaylynn, yes. I was gonna say that not all schools have rookie teachers of the year. I myself was a rookie teacher of the year but was not invited to any meetings or was not told about it. But, I think if we go back to Jody's idea of just having elected officials from each school, not

necessarily just teachers of the round table. I believe like, for instance, I know that the teachers at the round table change every year. Your strategic person or the person that speaks for your school might be the same person one year and then the next, and that might benefit you and your school. So if they're elected by the teachers and not necessarily as all the other duties that come with teacher of the roundtable which is a lot, I know some fabulous teachers that have turned down their nomination because they didn't want the added responsibilities they had kids or ya know they were overwhelmed trying to get the day to day things done. But if you just have a specific jobs saying we're electing you just to speak on the behalf of our teacher, our school to meet with the superintendent and the board and make these decisions that might be, bring out those teachers just specifically for that reason.

John Read (0:28:23): I'm gonna suggest that we, I think we've really have kind of enriched this whole idea and we're not here to make decisions, but I think it's very clear what you have in mind and it's not surprising that communication is the first issue on the docket because that's been a fairly popular topic in the meetings that I've been to. What other ideas do you have under the heading of communication that would improve upon the flow to teachers and others and from teachers to the district office and the superintendent? What other ways are there that might be added to the one you've just suggested?

Nancy Beaver (0:29:06): I've been thinking that it's very helpful in seeing the board meeting video tapes and I'm not sure if they have always been there, and I just didn't know or if I've just recently begun to see the YouTube videos of the board meetings with the superintendent. But that's very helpful to watch because you can stay abreast of what's going on in these meetings. So I would like to propose that these be published for all to see. Ya know one of the videos that I did happen to watch, did not appear that they necessarily wanted transparency in this particular meeting. They in fact said something to the effect of this cannot leave this room. This affects the livelihood of teachers. We can't have those kinds of conversations going on between our superintendent and our board when the conversations are about us and our livelihood.

(Clapping)

John Read (0:30:20): Well, I think that's a good suggestion and with apologies to any board members in the room, the ones that I've been to are positively riveting in terms of the deep engagement with issues of direct concern to children. So you have to wade through some stuff to get to the nuggets of because they have a large organization to run and I get all that but yes I think you're very clear on that. Any comments or additions to uh what's been suggested about making those board meetings available visibly to teachers? Or other ideas?

Matt Carney (0:30:57): If there were a way the communications, the person in charge of communications, could maybe pull out and specify those issues that are important to teachers because I know those minutes come out to us weekly or whenever there is a meeting, and it is difficult with the teachers schedule to wade through all the minutia to find those little points that are of importance to us in a busy schedule. So if there's some way with a teacher advocate or the communications director to talk about those issues that are essential for us to know.

John Read (0:31:27): Yup, I think that's a fine idea. I think somebody who's objective about it and knows the interests of parents and students and teachers can pull through it and point to where the important issues are would probably benefit the I think Nancy you said, but I think the uh enhancement of the idea you're suggesting. What else? What else works in terms of busy people like you who've got classrooms

full of kids and lots of stuff to do outside of the class to hear and see and receive and be able to respond to stuff that's happening in this building. What else works? Or might work?

Meg Orchard (0:32:05): I've been thinking a lot recently about how we've lost a clear vision for our organization, and I think most of us were here for vision 2016 and it's 2017 and if we don't have a clear vision of where we're going or what our goals are our specific goals, our check points along our vision, our milestones that we are reaching or not reaching, and those aren't communicated to us, then we get lost in this kind of muddy area where it feels like initiative after initiative isn't really driving us forward, and so I think part of communicating is looking at ok we've got six categories here but what are our tangible goals? And are we, how are we reaching them, how are we measuring them, and I think that fits into how our teachers evaluate it, right? Because we are a major part of making sure that our vision is reached. And so I think that if we're not communicating our vision then we're not also clearly communicating how we're evaluated or why we're evaluated the way we are.

Meg Orchard (0:33:20): So to some vision expresses the state of being that you aspire to sometime in the future and what you look and feel like in that way, but I've also heard you saying something more specific than that. Something about what are the tangible goals over a discrete period of time that we as a district are going to strive to achieve. So when you think in those terms, what kinds of goals would you, are you talking a summative of assessments on ELA or you're talking a kind of set level of satisfaction of parents and students? What comes to mind when you think of the metrics?

Meg Orchard (0:33:54): I mean, I think we look at the data that we have in our college and career readiness and I've been in many a meetings where we've dissected our Algebra 1 EOC and how it's not really measuring NWEA MAP data and we're measuring ourselves on state tests but we're not necessarily reaching any sort of efficacy on nation wide tests. And so it's kind of a part of the confusion that we don't really truly have an idea of what our measurables are. What are we focusing on, are we focusing on MAP, are we focusing on end of course tests, and so as a teacher it is particularly stressful when I don't know what, what is the priority for the district, what is the priority for my school, and I'm willing to work as hard as I possibly can to achieve any sort of goal, but I feel like I'm kind of dipping my toe in many, many pools of water and so it's just, ya know I can only stretch myself so thin.

(Clapping)

John Read (0:35:09): That's very helpful. So let's take that idea and maybe kind of bounce it off those topic areas or others that you may have. What would in the view of the teachers of the room, what would resonate with you as to an expression of goals as they relate to teaching and learning? Or communicating or supporting learning? Think about that.

Nancy Beaver (0:35:36): I would like say that I feel like and maybe we have different beliefs about what the district is heading towards and to me what it feels like is a lot of MAP testing. I have something to say ya know about that. I feel like you can tell I'm an elementary teacher when I use this analogy that Charleston County has this giant fat foot that it's trying to fit into the NWEA glass slipper and it just doesn't fit. When I look at analytics was one of the components in your presentation, your PowerPoint presentation, and the analytics, are the data valid and reliable? According to NWEA, I feel like that's no in reference to using data to evaluate teachers. They expressly say that it shouldn't be used to evaluate teachers. According to NWEA, the answer is no in reference to using one and a half year gains to analyze teacher effectiveness. According to NWEA, it's no in reference to a grade level standards

based test, that's not what MAPs test is. And according to NWEA, it's no for taking responsibility for decisions on how the data in our district is being used.

John Read (0:37:14): Ok.

Nancy Beaver (0:37:15): That puts up a huge red flag for me.

(Clapping)

John Read (0:37:17): You're expressing the view when there's some support for the idea that MAPs scores in it of themselves beyond presumably their principal use, which is to help teachers make a diagnostic assessment of the child and work on their improvement. You're expressing the view that that is not one of the metrics that you see at a high level here. What is?

Nancy Beaver (0:37:43): Well, first of all I brought some data, and I don't know if you have seen but there is an article from NWEA on how one and a half years growth for MAPs testing is not very likely, and I would like to give that to you. I'm sure you might have read it already. Also there is someone in the district I had an issue for spring testing. We were in the middle of MAPs testing and all the power went off so all the kids were midway through the test and utter chaos ensued. So in terms of thinking, okay, I'm being evaluated on these test scores. I got kind of some nastygrams from downtown on the fact that I should know that we had the capability to stop any test at any time, which is not the case, I don't have that knowledge. But I also got an email from this person stating that teachers need to know that this is not a grade-level standards based test, and they also need to know that NWEA cannot back decisions to use this test data for teacher evaluations. This person also said that the main purpose of this test which we have all for the years that it's been in Charleston County have known this test to be strictly for instruction and differentiation.

John Read (0:39:12): Ok, can you, and that's very clear. And I understand enough of it to see the reasons for it. What would you suggest for it in strategic plan be the measure of progress?

Lisa Trott (0:39:25): What the state requires.

John Read (0:39:38): Summative assessments.

Lisa Trott (0:39:39) Well, I mean we do our own assessments all the whole entire year. But to take children and have them test for what 14 days during a year when they're 9 years old, that's abusive, I so don't think that goes...

(Clapping)

Unknown speaker (0:39:48): And to add to that Lisa...

Rachel Etchason (0:39:50): And we're teaching state standards but MAP does not align with our state standards. And they get a com... And so our SLO's are based on [Inaudible], MAP data, and then, but you're gonna retain kids for their SC ready scores. They're completely different tests, completely different. So we're supposed to teach to the MAP test but we're also supposed to teach them how to analyze an article and write about it at the same time. I'm supposed to be teaching 4th grade standards to kids who may or may not have guessed on the test and that's why their score is what it is?

Lisa Trott (0:40:21): And the children will tell you specifically that they're either a good guesser or they're not a good guesser, and that's what we're measuring.

Unknown speaker (0:40:30): I think that also...

John Read (0:40:31): Piggy backing off the idea that, excuse me for interrupting that, alignment towards common goals is, would be a valuable element towards going forward, and I hear very clearly that the majority of folks here although 3 or 4 have spoken are not a big fan of MAPs scores in that respect. What...

Rachel Etchason (0:40:52): I like MAP scores.

John Read (0:40:53): Well what then? See that's what I mean.

Rachel Etchason (0:40:53): [Inaudible] to drive my small group instruction.

John Read (0:40:56): For summative purposes.

Rachel Etchason (0:40:59): Not for me to be held accountable.

(Clapping)

John Read (0:41:00): Right, exactly I get that, that's clear. So what would you suggest get explored in over a period of time measured in years, be the basis on which progress and improvement of the district and its students get measured.

Nancy Beaver (0:41:10): I heard that one of the...

[Inaudible]

John Read (0:41:15): Nancy, why don't you hold. Catherine, go ahead.

Katherine Banks (0:41:16): Thank you. Hopefully what I have to say is important. I would love to see all of this go beyond just the test scores which I think is what some people have kind of spoken on but not have directly said, there's so much more that happens in a classroom that these test scores don't see. The test scores don't see that after the tests five of my kids had told me that no, they had not eaten breakfast that morning. They don't see that they went to bed at 11 o'clock. the test scores don't show that some of the teachers that I have worked with had to call DSS and have their children removed from their houses. The tests do not show those things but all of those things relate more directly to what we are doing as teachers in the classroom than those test scores ever will. (Clapping) So when we, I think when we go forward with what our vision should be and what we need to include, the evaluations for teachers need to include much more than they currently do. When I was filling out the EVAS for my roster, you know how there's a drop-down box. What percentage of the school year have you had this child? If your child is pulled out for this what percentage of the school year, have you had this child? I would love to know where the dropdown box is for all of these other factors that I can't control. Where's the drop down box for was your, was this student read to at home? Do this student get meals at home? Does this student get more than 5 hours of sleep? Do they have a stable learning environment? While you were teaching this

student did you have three other kids having meltdowns or one child throwing a desk, one child refusing to come out from underneath a desk. Those are not pretty things but those are things that a lot of teachers deal with and so when you are asking me, oh, did you have this child 100% of the school year well yes I did but that's not the whole story. So when we move forward and we have these evaluations, I'm not saying discount testing. If we can use testing in appropriate ways, then I'm not saying that test scores should not be apart of evaluation, but they need to be just that, a part, a portion. And I think if the communication was better then, that would be something that the district would already know, and we wouldn't have to be having this conversation.

John Read (0:43:45): Okay.

Lori Holbrook (0:43:46): Can I add something?

John Read (0:43:47): Please.

Lori Holbrook (0:43:48): The other concern I have is we are all paid off the same pay scale but not all teachers are responsible for test scores, and so how is that gonna affect people that are not responsible for test scores but they're making the same amount of money, is that really fair to put the pressure just on certain teachers?

John Read (0:44:10): If I were to kind of flip it a little bit, what I hear you saying both of you is teachers should be evaluated on the basis of the whole job, and that while the test scores might be an element of it, there's far more involved in being an excellent teacher than that. If you were to take that to a district level, to 86 schools, to the thousands of teachers here, and you were trying to express for the future how you would know we're getting better and toward goals that are set in a strategic plan, how might that be expressed?

Kevin Short (44:51): Can I interject something really quick? While we are pondering that question, I just want to offer a high school perspective. In high school, we hear a lot about graduation rates and successfully walking across the stage, but when I read number 1, teaching and learning, it says ensures college career and citizenship readiness, and so getting them across the stage does not guarantee, that they will be successful in their first semester or first year of college. And so, I hear that we push a lot of graduation rates as teachers, we are not done with them when they walk across the stage. We want to make sure that they are graduating and can move on to that next phase in their life with success. So, when we are trying to think of the solutions that this this group can drive forward, think about that high school perspective. We don't necessarily have the MAP score issue but we do have the need to get them graduated. Yes, we do but we need to get them to be successful adults.

John Read (45:59): I think there are many, many people in the community that are, let's call them the customers of the high school and the district, who would agree with that. And the scores, for better or for worse, make that abundantly clear. The failure rate at Trident Tech and other colleges suggest strongly that more than just rate needs to be a focal point. And I think there is a general understanding of that but I appreciate your expressing it.

Jody Stallings (46:31): I want to go back, that is an excellent point. Because of all these things on here, really there's only one word, citizenship, that approaches anything like character, which is a component of success that we don't even look at anymore. There's so much more that goes into a successful student. It's not just about his test scores, it's about attitude and determination and heart. And these are things

that we get overlooked because they are so over tested and so consumed with testing that and we really miss the things that make what a successful child is. And I would like to know what are going to be our specific goals for that specific goal. What are we going to do specifically? And then the other part of that is, goes along with it, we have to do something, and I don't see anything on here about it. But, we have to do something about parental support. It is so difficult for students to be successful when they are on their own. Yes, we advocate and, yes, we are going to the best we can without that but there has to be a way to mandate that parents have to be involved, or whoever the guardians are have to be involved in the education.

John Read (47:41): And I appreciate that point. In the same way that you took the communications issue, which you are quite articulate. This district needs to express its strategy and its targets and its goals in ways that are meaningful to all of you. That align you in a way that resonates with every constituent. There's a perfect example: how would the district express character development in a way that would allow you all to work towards it and align interests around it. Take math, ELA, take any topic, all of those other factors, that Catherine, you alluded to, that are elements of a great teacher. How does that get built up and into a strategy, that you all can feel good about? And you are the experts. I think that there are lots of smart people in this building but they don't have the firing line experience that you have. If they did, they are probably busy with other things right now. So, speak directly to how do they do this? What is the point?

Matt Carney (49:00): I think with 80-some school spread out across this country and with several tens of thousands of students, I think you are trying to quantify something that you can't really do. Each child is different. And then, when there is these rates that you have created and these measurable out there. When that is not reached, you know the owner falls to the teachers. And there are so many other factors in education that you are trying to quantify something that, I don't know of any other district or place in the world that has tried to quantify, what is a successful human being, or child, or student. And then, you're trying to get these measurable and then you're evaluating us. Teachers who have to work with the most challenging students are then put in this pressure cooker. So what happens to those students, when the teachers who have the opportunity, move to those schools where they are going to be more successful with their numbers? And then those students are left behind.

John Read (49:55): Think quantitative then, let's not talk about a test score, let's talk about character.

Rachel Etchason (50:00) : I think that goes perfectly off what Joe just said. In terms of parent contact but also we don't have support. At my school, I have a part-time parent advocate. I have one assistant principal. We have one parent liaison, whatever that is. Our community program apparently was taken from us because of funding. We're never going to get our parents involved. We don't have the support. I can't do it. I am in the classroom trying to teach them how to take the test.

[Inaudible]

Jody Stallings (50:36): I know how we can do it. We can take a page from charter schools that say, and one of the reasons they are successful, I'm not advocating or not advocating for charter schools. They demand that parents are involved, to a degree, in their children's education. It is one of the reasons they are successful. Now, having that mandate, might make the parents do it. Now, if they don't do it, then we do the best we can for the child. But, if they don't do it then that's not on the teacher. Then let's take that score away, and wipe that score away and that teacher is not held responsible or accountable for that

score. We're all in this together, or you can put all of the oneness on the teacher. We either share the responsibility or we don't.

John Read (51:20): If you expressed, as a strategic goal, 100% parental involvement, then I think you would have reason to expect that the resources necessary to accomplish that would be in place and that it wouldn't simply be a mandate on every teacher to make it happen. So, express what you believe to be the success of this district. Quantitatively or qualitatively and then see whether the budgeting or the resourcing follows it. I'm not saying that it will. But I am saying that it will certainly flush the quail. You'll either find out if it's a really important thing and can be done, accomplished by the board of trustees or it can't be.

Ann Watson (52: 10): I think one thing people need to think about, as the district as a whole, is that once size doesn't fit all. And, all of the schools in our district are not the same. What works at one school does not necessarily work at another school. And I think for the longest time, we've been told, this is the way that it is, these are your expectations for all of the schools. And, it doesn't matter where you are, this is what is expected with these resources. I think that, people need to know that some schools need extra resources. Definitely, her school needs more resources, I know this because I worked at her school last year. And when resources were taken away because we had budget issues; they lost some of their help. And other schools don't need all the resources that they needed. So, in order to get parents involved, some schools have huge parent involvement, other schools have very minimal parent involvement. So, I think you really have to look at the individual schools and you have to think about what the individual schools need. It's not a one size fits all in this district.

John Read (53:32): Fair enough, I think that's the definition of equity that the resources flow to where they are needed most. And you're saying, I think, correct me if I am wrong, that schools are different, one from the other. The "what," what goals the district should strive toward together can be common with the "hows", may vary. Is that a fair statement?

Ann Watson (54:53): Yes. The "hows" at the different schools is going to have to be different. I'm not saying that her school can't get lots of parent involvement. It can. But, at her school it's going to take a little more work than it does at other schools. I think we can get more parent involvement we just have to think outside of the box and do some creative things to get more parents involved.

Meg Orchard Orchard (54:17): In a perfect world, I agree. I mean, you're not going to find across 86 programs that one thing works for everyone. In a perfect world, you would trust the leadership in each school to make decisions that are good for that environment. But, we've got an issue there. We do not and have not, in the entire time I have been in this district, a consistent way to evaluate leadership within the schools. And so, at some schools you have excellent leadership and at some schools you have very poor leadership. And so, if we want to make a difference in every school that we have across this district, we've got to come up with some sort of measurement of what makes a good leader and that trickles down. And, make no mistake, an admin can make all the difference in a building.

Lisa Trott (55:04): And here comes the teacher voice, you have to have the teacher voice to let the Admin know what they need. And I would really say, we need less programs and we need less tests and we need more bodies, part time people tutoring students. And that's at all levels of schools.

John Read (55:25): Fine, and I think to the extent... I am about to open this up in 3 or 4 minutes. But, to the extent that this process results in clarity, to what are the most important things that need to happen to

align the district around. The resources need to follow that but without expressing what those are, you're kind of left with things...

Melissa Wingard (55:49): So, going back to, our ultimate goal making sure that students are college or career ready and they are graduating high school and they have a purpose. I am a product of CCSD and Wilson plucked me right out of a group of people and said, "you want to be a teacher cadet?" And, I had no idea what I wanted to do. So, that helped me to decide "I am going to be a teacher." I think that a lot of kids, especially once they get to the high school, they have no idea what they are going to do and we need to be more to prepare them. I don't know if you call them vocational schools, is that the right term? Internships, that something we really need to have in place, I think. So that they are not just floundering once they graduate, if they graduate.

John Read (56:37): I want to ask those who have not spoken to reflect on what you've heard. I am not going to poke a finger at you and say you got to talk, but encourage you to add to the discussion but we're going to go this way, next.

Chris Sjolander (56:56): I am going to nervously jump in here. I am in the high school realm. I'd like to talk about item one, so the college and career readiness. I work at my high school with the Charleston Chamber folks very routinely. And, in part of, the discussion of the strategic planning and the vision, goals and objectives of the district, I think if that's our desired outcome, we've been talking about college and career readiness for a while. Personally, I would like to start taking a look at pathways. Not dedicated and not trying to throw a kid in one direction or another and saying "this is it, this is where you got to go" but giving them some opportunities to put together a body of work that will lead to possibly college admission, possibly trade school, possibly in a career in construction or another trade. I think in my time in high school, I have seen a little bit of reduction in some of the testing but some of the alternatives to testing could be portfolios, what other evidence can a student produce that says they've done something meaningful that would lead to their ultimate goal of obtaining gainful employment or whatever their direction is. I think, starting with the end in mind, what do we want to produce?" is a great place to start for a new vision for the district.

John Read (58:41): Others? That have not spoken and would choose to?

Jenn Tillman (58:45): My concern here is based off of Meg Orchard's, what is our vision? What is the district's vision? And are we looking at evaluation as a summative or formative measurement on teachers? And where are we going with that? We don't have that clarity right now, I feel like. And that is making us unsure of ourselves. I think that needs to be clearer to everybody.

John Read (59:08): What do you want in the way of a teacher evaluation?

Jenn Tillman (59:11): I want reality and fairness. And I feel like we have a disconnect right there, right now.

Rachel Etchason (59:21): Evaluation being something that you receive back that you can become better? Rather than being torn down.

Jenn Tillman (59:31): I think every teacher in this room: Do you want to improve? Would you do it for your children? Everybody would say yes. And it's finding the right way that works for everybody is not going to be the same thing, I think. But, I also think we need the support of the district in making it fair for us. I

mean, one thing that we see is attendance as a big problem, with our students and tardies and that's not ever accounted for in testing. And, we're not getting back with kids moving and being allowed to stay in schools: having 20 days tardy and absence and nothing happening. We're the teacher in the room that's trying to deal with that every day.

John Read (1:00:08): That's very helpful and very clear. Thank you. Others?

Heather Bragg (1:00:12): Going back to the MAP testing, I'd like to be able to share before this moment is over is first in regards to MAP testing. You have children who come in at a certain level. Let's say they're really high scoring children in the winter. IF they meet their goal, that test now starts them at, let's say they're a fourth grader, and they've tested to a seventh-grade level, now that test is starting at a seventh-grade level and they can't meet their goal anymore because they've out goaled themselves because the test is starting so high. I feel that happens most with our highest fliers. So no matter what, I think winter MAP testing is absolutely useless. More cases than not, I've just seen it crush children, which is what we don't want to do. Also, going back to the MAP testing in my school, there's teachers names that appear on a secret list that we had no idea that was about to happen. We've talked about and now it's in the water; the whole EVOS situation. So, there's panic. My school is the happiest school and teachers really care about each other and it's a great family. And, everybody became panicked and scared for the first time. I saw this great community of such strong teachers just kind of crumble and panic. Next thing you know, our kids are taking MAP testing on the iPads in our classroom and we're a huge school. I had 19 children, sitting and waiting to start a test when I had 10 testing. I had 29 that's not fair, yes, you can pause the testing but we're talking about nine year olds. They've waiting two hours and now they have to wait two more days to take the test and be tested again. It's not fair to children. And that's what we're supposed to be doing?

Nancy Beaver (1:01:59): I would like to say, even without all the testing, you can probably ask any teacher sitting up here, within the first two weeks of school you can tell who needs help. You don't have to have a MAPS test to target a child. We know. We're professionals, we know who needs help. What we need is support with personnel. We have teacher coaches, reading coaches, to tell us how to teach but we don't have anyone who is coming to help us teach. We need interventionist who are teachers, not part-time employees. We need our resources used in a smarter way. Instead of spending millions of dollars on testing let's get some interventionists in there.

Angela Blalock (1:02:49): I'd like to speak to that. I'm an interventionist. Two points. One, I am at the second poorest school in Charleston County. We've had four principals in four years and lost 90% of our faculty. How can we possibly recruit teachers, if teachers are scared that their test scores are going to be use to evaluate them with all the obstacles they know they are coming into in my school. So it hurts us. We need the best and brightest. And the program itself is going to prevent us, if we evaluate teachers based off test scores, from getting the best and the brightest that my students deserve.

John Read (1:03:25): The fear is real. Whether it is warranted is a separate question.

Angela Blalock (1:03:31): Exactly. The second is, as an interventionist, the literacy program that I have been involved in, we evaluate students at the beginning of the year and throughout the year. We use a variety of measures and our goals are based off where each individual child begins and where they end. It's not a global score or for the whole grade level. I have an opportunity at the end to write into my program that they were absent for 40 days. Tardy for 27 days. All of that is taken into account for our program. I think that there are measures that we can use. We can look at a test of a child where they

begin the year and know where we need them to be at the end of the year. So, there are very appropriate measures that we can use or more appropriate than MAP alone. Surely, MAP is part of our evaluation process, but I think it is very possible, that if you bring teachers to the table, who understand children, data and how to use data. We don't use data for data sake in the literacy program it is for those students so that I can measure, if the child is not making gains. How do I need to change the program for that child to improve their gains? So, I think there are appropriate measures but teachers need to be involved in making those decisions.

John Read (1:04:44): That's an important point. Others of you who have not spoken and chose to?

Jeneane Gatewood (1:04:51): While I agree with everything that has been brought up, the behavior piece that is missing in some of our most challenging schools. I think the current discipline plan is very difficult to work with, especially with kids who continue to have behavioral concerns. It is very hard. I hear, on a daily basis, on my walky talky, "please go remove someone because they are throwing a desk" and then they're right back in the classroom. It is very hard.. (clapping)...

Rachel Etchason (1:05:24): I just took a survey today on PBIS, I have never been trained on PBIS but I am still supposed to know what it is. Just saying.

[Inaudible]

Jeneane Gatewood (1:05:38): A lot of times, we make decisions, on a school level, knowing the kids, and typically it's kids that are habitually doing it. If you look at our data, it is almost skewed because you will see that we have a large percentage of write ups but it is typically kids that are habitually doing it and we are trying to address. And we don't have a behavioral specialist that can come in and work with these kids. The teachers are still, asked to have the same results, Special Ed. too.

John Read (1:06:01): So, let's pause here for a minute. I think, on the one hand, creating a strategy for the district that is aligning and inclusive and reinforcing what has to happen for kids, especially at a timeline like this when there is a lot of tensions, is a very challenging job. And for you all, here, the experts, you can see in the last hour, or I can see it, how difficult it is for you to lift yourself out of the present and what is happening here and into a more forward looking expression of these six topics or something else. On testing, on parental involvement, on character development, rate versus readiness for work or college—all these things where there is an array of assessments delivered to you by the state or by the district, another formative of test that need to be conducted in order for you to theoretically to gauge progress. All of that is now in the lap of this building to try to get some alignment out of it. Appreciate, if you will, the challenges of doing that. Let's find ways through the communicating piece that we've started here to bring more voices to bear on that strategy. Superintendent, I am about to go this way with this discussion, would you or Joe have any comments you would like to make before we do?

Gerrita Postlewait (1:07:47): So, I really appreciate the candor and the honesty and the courage, and I appreciate the fact that you are trusting us to feel that you can come here and say these things. And, I hope behind the trust, is a belief or some hope that we will listen and we will include you as we try to figure out. How do we think about the fair ways to gauge whether or not we're making progress? Because the intended use of MAP, is to help us figure out where growth is occurring. And so, how do we find the tools that will help us in schools where the only test that the federal and state government don't require? Is MAP. It's the only assessment in real time where we find out how much kids grew. If you get a child who comes to school two or three years behind, your child may not ever hit that end of year test on all the other summative assessments. That is a huge anxiety producing issue. I just want to assure you that the

teacher evaluation process for this coming year will be one of the first items that this group works with around the state. As you know, it is required by the state and we will follow that framework. But, whatever measures are used will be measures that the teacher cabinet agrees to. I am particularly excited about the notion of looking beyond any sort of bubble in test. We want to measure the robustness of what happens in classrooms and the human growth and development of human beings. I am particularly excited about the positive ways to involve and engage parents. And, I look forward with you to creating strategy. I think it's a really keen idea to think about how that would happen at a school, if we require, in order to attend the school that parents engage the way that would at Meeting Street Academy. What would happen that if, every Friday afternoon, we had celebrations and two thirds of our parents came to the school to participate in that. I've heard a lot of the anxiety and frustration and I am hoping that we will listen deeply enough to begin to get to the "what if's" so that we can build plans around the "what if's." Without you feeling that the "what if's" will come back to be used punitively. We just need to get out of that mindset and into the how to we get better together, to serve kids. And, how do teachers help build those solutions? I just want to say thank you to all of you. I am encouraged and impressed by your candor. Thank you.

John Read (1:10:52): Joe, anything you want to add?

Joe Williams (1:10:59): Sure, I have a story but I'm not going to give you a story tonight. Going back to what Kevin said, and I think we can all agree, I don't think there's one person in this room that is an educator in this room that doesn't want what's best for children. When you spoke about, not just graduating scholars and not just showing they're ready for the world, and we start to think about that, we realize it's going to take a group effort; to figure out how we make that happen. And I speak to that having been a product of CCSD, I went to one of those schools Rachel is speaking about. Growing up in some of those neighborhoods, I am very thankful and grateful for educators like the ones that are in this room that believed in me and provided that quality education and that is the one key thing that helped me be successful in my life. And, as we move forward, that is the one thing I want to make sure we all focus on because it makes such a difference in the life of a child that grew up like I did. So, again thank you all so much like Doctor Postlewait said. So, let's just focus on forward thinking for every child in our district.

John Read (1:12:08): Thank you for providing the additional 15 minutes for the teachers to engage. It's a rich discussion and a lot to do with the issues that are present today and of concern to many of you. I am now going to, with some trepidation, I might add, open this up. I would ask you to think and speak about children, listen to each other and build on what each other has said, particularly, what you have heard from this group here. And have it be value added, to what has to happen next, which is a force that aligns and reinforces what has to happen in every classroom in support of kids in the region. I am going to pass the mic around, when you have asked your question or made your comment, I am going ask that you pass it to someone else maybe and get them to go.

Audience Speaker (1:13:10): I think you may not get your wish with this one, but I will try. I would like to make a few brief comments. One is, attending a meeting like this makes me unbelievably encouraged, listening to teachers who are passionate but also, more than passionate, speaking truth to power. If the district had any notion of how direct and how open and honest you were, about talking about the failure of leadership this year, I think that you made it really clear how disappointed and frustrated you are. And, how we all feel in the audience. Number two is: What I want to caution you about, is getting into an animal farm syndrome, which is the district will work you as hard as they possibly can and lose focus on what's happening. It's not you, the panel and the teachers in here that need to work harder. It's the leadership in the district office that needs to work harder. You've made perfectly clear what you want and what you

need. And, if you allow them to tell you to work hard, workhard, work hard or do more, do more, do more, then they will do that if you let them. You need to turn around and demand that they do that for you. And last, I am very concerned about the moderator in this situation. There's a real sense of fairness that goes on when we walk into a room. I feel very, actually, manipulated by what happened. I feel very concerned that you are a major proponent of EVOS and data and every time you brought things back to alignment, alignment, alignment, it seemed, to me, that you were taking away from what teachers were really saying. And, you were bringing it back to how you wanted to see it connected to the districts alignment. And not at all what teachers were actually saying.

Audience Speaker (1:15:05): Um, real quick. Just coming in, being a teacher that was at one of the downtown schools that was 97%-98% African American. I guess with the teacher cabinet, I really appreciated what Miss Rachel was saying. Just wanted to make sure that we are represented, those schools that are really struggling and having a hard time. A lot of that, we have to consider culturally as well. I want to be diverse and I do not see a lot of diversity up here and that's a concern for me. When we think about that cabinet, I am really hoping that we're going to have more diversity on the cabinet because we need to hear everybody's voices. Our kids need us to be there for them. That's just my major concern. We need a little more diversity represented when we are talking through these issues.

Audience Speaker (1:16:03): I would just like to say, that first of all, I am going to speak to some good things. And, this is why communication is important because my heart was just hurting for you. At our school, I am going to brag on my principal that has been moved. LaCarma McMillan, at West Ashley Middle School, we did parenting partners this year with Rosa Fulmore. This is an excellent investment of the school district. We had 180 students and at the beginning of the year, two parents represented 180 students so when I say poor, I mean poor. I have a comparison because I taught at Drayton Hall elementary with John Cobb for five years. So, I have been at a great school and I have been at a title I school, with a totally different population. I've also taught at Fort Mill school district, Anderson school district, Lancaster, and I have a little bit of job interest with Horry County as well. So, I have been around the state. I, personally, have just grieved for the teachers in Charleston County, especially for the ones that don't know anything different than CCSD. I have always been burdened for the past ten years that I have been here. I taught, for five years, at Drayton Hall and then I left the district because of the things going on in the district. Again, I am a positive person and I wanted to see hope with our new Superintendent so I got back on board because I do love teaching and love all children. I have been very discouraged. Again, parenting partners is a great thing and another thing I saw in Fort Mill is site based management. Letting our principals do their jobs, if you trust your leadership. Mr. Cobb, I don't know if he's here tonight but I am going to brag. He didn't have to go into the classroom to know what teachers were doing. But, you turn around and he's right there behind you eavesdropping, awesome; white on rice, yes. So site based management. We love Mr. Cobb. Again, if we had smaller districts. I am a proponent of splitting districts up into smaller districts. And there are some people who have plans for this. I just wanted to say one of your comments that you made, "the fear is real, whether it is warranted is questionable."

John Read (1:18:23): No, whether it is warranted or not...

Audience Speaker (1:18:25): or not is questionable...

John Read (1:18:27): No questionable, is real.

Audience Speaker (1:18:31): Ok the reason I'm here tonight is because two teachers in my grade level that are both excellent teachers. One was recruited from New Hampshire and had prior teaching experience this is her second year in the district and one then that was nominated for teacher of the year and both of these girls are young girls and they are timid and scared and were not able to be here tonight. and I am here to speak for them I'm not on a growth plan but I'm here for my friends and coworkers that are and before we can move forward superintendent I believe that we've got to have closure and my question to you tonight is this for all those teachers, those young teachers that this is their livelihood. Are we going to send, is the district, I always like to include we, but is the district going to apologize to these people that were put on growth plans one of them has only taught here two years the other one has taught three years but they were solely evaluated on their MAP scores and we have heard differently but my questions is I'm here for them are they going to get an apology letter and are they going to get a clean slate next year and equal evaluation with everybody else in the district. since we are going to come up with a new strategic plan; so I before I can move forward I want to have some closure that were going to say sorry teachers that we've made a mistake and we're going to start fresh and with a clean slate, that you don't have to this hanging over your head next year because you're one step closer to being fired than everybody else.

John Read (1: 20:06): just to make the point I regard that as a question that warrants an answer. It's up there

Audience Speaker (1:20:11): Thank you, that's fair.

Audience Speaker (1:20:14): I'm sitting here this evening listening as a parent and also a parent advocate but what I am hearing and I appreciate everyone being open and honest and I appreciate dr postlewait and the school board hosting this. But I think that it seems to be this for that, tit for tat it seems like the teachers and the school board really have lot of work to do. I think she has and her board have inherited a lot of things that should have been taken care of over the years and a lot of things have mounted and it has come to the point of evaluations and while I agree that the evaluations from what I'm hearing across the board it doesn't seem like its fair but you also have to consider too that within that group there are some teachers I'm sure that it really does apply too. Unfortunately, just like anything else the good are going to suffer for the bad. But I think that you guys have an open dialogue you can sit down, you can sit around, you can have a conversation it doesn't have to feel like everything is negative, negative, negative, but I understand that this is your livelihood and you really dedicated your life because I always say that teachers and administrators God bless them I know personally I don't know that I could do that because it requires a lot. The other part of it is that when you think passionately about how you feel as a teacher and how you're being evaluated and the administrators think about the parents. You know and there's not a lot of parent participation and I think the parents need to be held accountable. And I think that, so there's a lot of work to be done. I don't think its fair for teachers to get ganged up on the administrator the superintendent the board. a lot of these problems have existed for a very long time. so everyone needs to take a step back and think about how you would feel sitting in anyone of those seats and as far as apologies and all those great things you guys are saying I think that some parents they deserve and apology as well because there are teachers and administrators that have not performed at their level as well and they've been kept protected in their jobs when they should not have been. Thank you

John Read (1: 22: 34): Consider, thank you very much, consider what you're hearing and to comment and expand what you've heard as well as points that you've come to make on your own.

Audience Teacher (1: 22: 46): Alright, I've been teaching in Charleston county for ten years and I've never taught anywhere else. I was recruited from Michigan and I've taught at a local high school and I've loved every minute of it. this is the first year I've been ashamed of a big part of this district. I think that we've all expressed a lot of opinions about the evoss systems and you've constantly asked us for what are some actual things that we can do. I think we need to evaluate teachers like we evaluate our students. It needs to be differentiated it needs to be varied I think cod observations when done correctly are awesome.

Audience Speaker (1: 23:24): I do too. I think however especially at the high school I can't speak at elementary or middle school cause I don't have any experience with that. But they need to be qualified observers which for the most part I've seen them to be but they need to be content specific if you are a science teacher or were a science teacher you have no idea what's going on in my world languages classroom. You're coming in expecting to see something out of Mexico City and you, what you're going to get is very different from that, especially at the lower levels which I teach there should be certain dates when observations are not allowed. what's happens if dss evaluated parents solely on what happens the morning you are leaving for vacation that is not ok that is not a good representation of what goes on in your home. Nor is the day before Christmas break a good day to come in and observe me and my kids are off the chain they are just out of control and it has nothing to come in and evaluate me and my classroom management style and everything to do with them being really excited to be off for two weeks. We need to use a variety of measures to see how students grow. If we don't have end of course test mandated by the state at least at the high school level their needs to be district ones. The students at Wando the students at North Charleston High School and the students at West Ashley High School and the students at Baptist Hill should all take the same summative assessment for each content level. All Spanish one students in the district should have the same test and that doesn't happen. Mentor observations I am a huge proponent of mentors ten years ago when I started I got a teacher in my content area who was my lifeline and she came into my classroom and did observations part of my step or adept or whatever it was called ten years ago and she worked with my administrator and they gave me a lot of really positive and constructive feedback we don't offer our first year teachers any support anymore that to me is a huge disservice to our teachers. And is part of the reason why we can't keep teachers in the district they need to feel supported they need to know how they can improve, you can't throw test at them and expect them to know what it means. I've been teaching for ten years I've been looking at MAP scores for ten years and I have no idea how they applies to my Spanish classroom the last thing is we need continuity between the schools. we still have no idea who my principle is going to be next year and that is not ok. Every other school has been determined and there are these few schools that are just kind of hanging out here trying to figure out who our leadership is going to be. Our AP's have contracts that say they are coming back to my school next year but they aren't even secure where they are going to be there. teachers need support right now especially at a time like right now where everything kind is up in the air and emotions are running high and we need to know that there are people that we can count on and I don't know if I have that support because we don't know up in the air everything going on right now.

Audience Speaker (1:22.46): Hi, I've been teaching in Charleston county for 10 years and I've never taught anywhere else. I was recruited from Michigan and I've taught at a local high school and I loved every minute of it and this is the first year I've been ashamed of being a part of this district. I think that we've all expressed a lot of opinions about the EVAS system and you constantly ask us what are some actual things we can do?

John Read (1:23.11): I have

Audience Speaker (1:23.13): I think we need to evaluate teachers like we do our students, it needs to be differentiated and it needs to be varied. I think COD observations when done correctly are awesome. I think that, however, especially at the high school, I can't speak at elementary or middle school because I don't have any experience with that, but they need to be qualified observers, which for the most part, I've seen them to be but they also need to be content specific. If you are a science teacher or were a science teacher, you have no idea what goes on in my world language classroom. You're coming in expecting to see something out of Mexico City and what you're going to get is something very different from that. Especially at the lower levels, which I teach. There should be certain dates when observations are not allowed, what happened if DSS evaluated parents solely on what happened the morning you're leaving for a vacation? That's not ok, that's not a good representation of what goes on in your home. Nor is the day before Christmas break a good day to come and observe me, my kids are off the chain, they're just out of control and it has nothing to do with me or my classroom management style and everything to do with them being really excited to be off for two weeks. We need to use a variety of measures to see how students grow, if we don't have end-of-course tests mandated by the state at least at the high school level, there needs to be district ones. The students at Wando and the students at North Charleston High School and the students at West Ashley High School and the students at Baptist Hill should all take the same summative assessment for each content level. All Spanish 1 students in the district should have the same test and that doesn't happen. Mentor observation, I'm a huge proponent of mentors. 10 years ago, when I started, I got a teacher, in my content area, who was my lifeline and she came into my classroom and did observations part of my step or adept or whatever it was called 10 years ago and she worked with my administrator and they gave a lot of really positive and constructive feedback. We don't offer our first-year teachers any support and that, to me, is a huge disservice to our teachers and as part of the reason why we can't keep teachers in the district. They need to feel supported, they need to know how they can improve. You can't throw tests at them and expect them to what know what it means. I've been teaching for 10 years, I've been looking at map scores for 10 years, I have no idea how the apply to my Spanish classroom. And then the last thing would be that we need continuity within the schools. We still have no idea who my going to be the principal of my school next year and that's not ok. Every other school has been determined and there are these few schools just hanging out here trying to figure out who our leadership is going to be. Our APs' have contracts that say they're coming back to my school but they're not even secure in the fact that they're going to be there. Teachers need support especially at a time like now where everything is kinda up in the air, emotions are running high, and we need to know that there are people there that we can count on. And I just don't feel like I have that support at my school because I don't know who my leader's going to be.

John Read (1:26.46): Can I have that? Let me have that, just one second. So, let me ask you all, having heard, listened to what's been said. I just heard mentoring as an idea, I just happened to pick that out because it was the most recent. Are there any reactions from any of you to what you are hearing?

Lisa Trott (1:27.10): I would like to see retired teachers who are highly qualified teachers brought in as mentors. Especially for struggling teachers, if you are identifying them as struggling what's there to help them out? Because that's very vague.

John Read (1:27.23): Others?

Ann Watson (1:27.25): If you have a school with 23 new teachers to the school 16 of them are first year teachers, you don't have enough mentors in the school, they're not there and you're going to have to do

something like that because this happens in some of the schools where you get that many new teachers and they were new to the district so they had no clue on how things went in the district.

John Read (1:27.50): Right, other kinda popcorn comments on what you've heard?

Meg Orchard (1:27.53): The parent that spoke over there, it made me think a little but outside of the box. If you look at other corporations and how they evaluate their employees, I'ma use Google as an example. Google employees are given a clear objective of what Google is working and then they set their own measurable goal within the company's objective structure and their measured by that goal from a variety of sources, not just their bosses, their peers and the people beneath them. So if we're looking at evaluating district personnel, teachers, principals, and what does an effective student look like, we need to be thinking about all people having a say in how effective...(inaudible)

John Read (1:28.39): It's called a 360, a peer-review, a 360. That's another...I'm gonna go back this way for a moment, we'll come back to you.

Audience Speaker (1:28.45): Thank you. Let's be straight forward because that's apparently the only thing I know how to do. This meeting today is an outgrowth of a meeting that took place up there in February. And that meeting was entirely about getting rid of the teachers we don't want. And what we need to be focused on this, entire spring, has been negative impacts on teachers and what we don't think about when we go after those few bad teachers that we're pretty sure are out there, those few bad apples, we don't think about the impact on everybody else. When you put in a system that terrifies everyone else, I don't care if you get those bad apples or not, you have poisoned the rest of the barrel. Now, where does that leave us? We have a crisis, an unfolding crisis in teacher turnover and in teacher recruitment and I know there have been discussions in this building about that. That we cannot find people to replace the one-third of faculty at James Edwards that does not want to be in this district anymore. That are posting online, this is why I'm retiring, I can't stand the way that this district is being managed. And there's no one at the door to come in because they see what's going on. So, here's a different way to go, if we insist on using data systems that have been dismissed by the majority of researchers and dismissed by the courts as invalid. If we absolutely must use that to drive our district forward, lets air on the side of caution. Let's use it to identify and build on strength, let's figure out where things are going well, what buildings that are doing the things we want done and what people in those buildings are doing the things we want done. And then figure out how do we take those people and their strength and transfer it to other people in ways that are not coercive. I'm not talking about forcing them to involuntarily transfer to our schools of greatest need, I'm talking about finding ways to make sure they are building and supporting their colleagues. And how does a smart district do that? A smart district pays them to do that and doesn't take them out of the classroom. And how does a smart district get a teacher to be receptive to that? A smart district takes those teachers of concern and says we're going to pay you to partner with this other person and we're going to pay you to be a part of a process. We're going to invest in you because we know the vast majority of you are going to be here next year so we need to make you the best that you can be. Now, a side benefit of that is that we don't have street protests in the middle of hiring season. I hope I presented something valid and worthwhile and I think about the fact that if I hadn't checked my email yesterday morning, not from the district, mind you, but someone who gave me a tip that this meeting was going to go on today, I would not be here to present that.

John Read (1:32:06): I think there's a constructive suggestion in there in how, pairing teachers who need with teachers who are excellent, that's what I heard, among other things.

Unknown speaker (1:32:19): And paying them.
John Read (1:32:20): And paying them. Other comments before I go back this way?
Nancy Beaver (1:32:24): I think that the people that are in place sometimes in the district are not the most highly qualified people to do the observations as someone mentioned before about having people come into your class who may be a high school specialist coming into a second-grade classroom really have no business being in there. They don't know what goes on between high school and second grade, I don't think they're the best people there. Also some of the people who are hired to come into the district office down here, I find a lot of times that I have great concern when they have three to five years of experience in the classroom and yet they're coming in to my classroom when I've been there for 25 years and they don't really have anything to offer me. Three to five years experience doesn't really offer me the best to get.
John Read (1:33:21): Ok, we're gonna go here and then we're gonna go there but I believe I heard one more comment, sorry.
Unknown Speaker (1:33:27): We lost eight out of nine first grade teachers over the last couple of years, some of them we lost to education altogether. And I really think the idea that, we didn't have enough mentors, we didn't have enough new people in the building with experience. But I think that idea of pairing them more than just you get to go visit with somebody who's experience for two hours but really pairing somebody in a meaningful relationship would've made a difference, they would still be in education today and providing great instruction to our students. So, I think that's a fabulous idea for my school.
John Read (1:33:57): That would be going outside the school they're in to make that pairing.
Unknown Speaker (1:34:01): Exactly. But finding other teachers in schools like mine, it's not going to do a whole lot of good to go to a school where they're not dealing with the same behavior issues and with students coming in at the bottom tenth percentile.
John Read (1:34:11): Ok Rachel, briefly and then we're going this way.
Meg Orchard (1:34:13): One thing, we are doing this right now
Rachel Etchason (1:34:19): I was paired with a mentor, however, he was paired with thirty-two other teachers and I saw him once.
Lisa Trott (1:34:30): Often it's an assignment too, from an administrator, so it's not like somebody who wants to be a mentor.
John Read (1:34:35): You don't assign mentors to protégés, protégés pick their mentors.
Rachel Etchason(1:34:38): I did, I picked my mentor...
[Inaudible]
Lisa Trott (1:34:40): I love you

Meg Orchard (1:34:41): I think that

John Read: (1:34:43): These people are going to be mad if...unhappy if I don't give them a shot.

Meg Orchard (1:34:45): No, I understand. What I want to say is the idea of pairing someone with a veteran teacher is something that we're piloting right now at Sanders Clyde. We're spending three weeks right now, veteran teachers with first or second year teachers in high poverty school working on initiatives we want to see in those emerging educators. I think again that brings to the point that we have a communication problem

Meg Orchard (1:35:01): We want to see in those emerging educators so I think again that brings to the point that we have a communication problem.

Unknown Speaker (1:35:13): yes and if we used our technology more I think that we could really do some cost effective ways of helping taking a level five for a teacher that we see in the classroom practices that are working and videoing them and putting it on to an online bank for us to use would be a starting point at least. The teachers could go and use and access without feeling embarrassment of that

John Read: okay you guys, I am going this way. We are going here and then across the way and then we will go that way.

Audience Speaker (1:35:44) Um, so one of the things that I would like to offer, as a proposal um is to build on what Chris said earlier about evaluating our students and our staff using a portfolio method. Um our proponent of authentic learning and I could really care less about what my tests scores look like, I could care less about what people say about my tests scores because my customer is my child and my children's parents. And this year my students ran a publishing house in fourth grade. They have published magazines, newsletters articles throughout the entire year and three of them will actually present with me to the Google summit and I have had more parents come to my room and thank me and, and find ways for their children to stay in the district so they could be in my classroom when I move with them next year in fifth grade. And had I just focused on their tests scores, my client, my customer, would not have necessarily have seen the potential of their child.

John Read (1:36:38) So what's in a portfolio?

Audience Speaker (1:36:39) So, um, coming from North Carolina six years ago, they started seven years ago right before I left piloting um a portfolio evaluation for their teachers and the portfolio was extensive and it was a lot of work I wont lie and it may not be there anymore because of the amount of work involved on the teachers end, however, it was a brilliant idea and if it could have been streamlined, and made a little more concise, I think I would have offered a beautiful picture of what a teacher is capable of. It included everything from not just student data, and when I say data I'm talking about proficiency levels, I am talking about growth measures. SO where did my students start? If my student started reading two years below grade level and now he is only reading one year below grade level, that's growth, that's not proficient but that's growth. And that is what made me proud as a teacher. So the data was included as well as my effort at parent involvement. So to speak to your piece, did all my parents get involved? No, you know out of the forty students I saw every day, I probably had five parents I could call and get to answer the phone. But my efforts to attempt, to involved my parents were documented and they were included as my part of my evaluation. My lesson planning, my observation, which were done by my principle, who knew me and knew what was going on with my classroom and knew what I dealt with everyday were included as well as my student work samples. So, when I talked about student data, it was

not just a test score from the beginning, middle, and end of the year, like a map test score is. It was, what is actual work samples, authentic samples that I cannot manipulate, that my students did throughout the year so that we can see clear evidence of what my students were capable of in the beginning of the year and what they were capable of in the year of the year. SO I would propose to the district that we consider, maybe not a super extensive evaluation, portfolio evaluation, but some type of portfolio not just for our teachers but also for our students so what we see what our students were capable of because our title 1 schools—I have never not tough in a title one school because it is where I feel I am most valuable, but they are never going to perform at proficiency levels because of all the things that everybody in this room has mentioned already this evening. Nor should they be expected to be the same as somebody else because they are not the same as somebody else. And so I would like to recognize their uniqueness as well.

John Read (1:39:08) I think that is very consistent with what has been discussed here (claps).

Audience Speaker (1:39:17): Thank you, um, I wanted to thank you for bringing up the progressive discipline plan. Um, we had a meeting with Jeff, oh Todd Garrett about two weeks ago and in talking to him we had two main topics. One was EVAS and the other one was the progressive discipline plan and according to him he said the progressive discipline plan, there is no problem with it and it is off the table. Um, I beg to differ. I really truly do because this year. (claps). This year I had students who granted they were only in my room for five minutes and they caused havoc. So bad that my class was on lockdown until they could deal with that student.

Now, is that the end of the story? No. That student was re-assigned to a different class and allowed to go through the halls. Seriously, if you want to increase learning in a safe environment, and I think we need to talk that environment. Its already been brought up here. Every school has a different environment. You mentioned over here that let the administrators administer their schools. Give them the authority to do what they need to do to ensure a safe environment. And this year I'm, I'm going to tell you, I teach at West Ashley High School in the science department. Five of my science teachers were injured. What did they do? They filled out the referral and I told them from now on that's not going to work. We have to go to the nurses. Fill out in injury report because every single one of them was injured and in that case it goes to risk management. I'm sorry, but the progressive discipline plan does not work the way it is. If it is a level three that means that is the worst that that student can do. If were not going to be supported and your talking about supporting us, if that student is allowed without major consequence, to come back to the school, that's disruptive to the entire class and at times to the entire student body. That's not— (claps) so I ask that you please revisit the progressive discipline plan. You had something to say too, right?

Audience Speaker (1:41:53) Um, one word that I do not see up on this board that is essential to leadership in my opinion is sustainability and all the goals that I have heard from the district especially according to EVAS like 1.5 years of growth is not sustainable. It is impossible. So, and that is what is leading us to not be able to sustain teachers and retain teachers in this [un audible]. Michael Miller is actually the only person to bring that up in the board meeting. How are we going to retain teachers and we are not keeping teachers in this district, which is leading us to having this bad mentorship program that is in place. You as the question of what do I want, what do I want a teacher evaluation system to look like? I want it to be qualitative. I'm a French and Spanish teacher and I love the Little Prince, I don't know if anybody has read the book but it is my favorite book. In chapter four it says that adults are obsessed with numbers and they forget of what is essential which goes back to your point Mr. Stallings about creating character. If we look at the number (claps). If we keep on looking at the number, we forget where the childrens coming from and what is happening and I just wish it said up there continuously improved student—, sustainability student achievement because right now what the district wants is not sustainable and that's why you're having an exodus of teachers. (claps)

Chris Sjolander (1:43:25) Yep, quick question. Without weeding through weeks of uh board-meeting minutes, are we out, out of the hole financially? (laughs), I mean last year there were drastic cuts uh I mean are those still in. Is the financial outlook any better?

John Read (1:43:44): I might, if I may, I'm going to put that up there

Chris Sjolander (1:43:47) Okay, thank you.

John Read (1:43:48) There is somewhat different terms but I get the point and you can expect an answer to that.

Chris Sjolander (1:43:53) Thank you.

John Read (1:43:54): We're going this way.... Yeah lets go down the row.

Audience Speaker (1:44:00): First of all, I would just like to say thank you. This is long overdue (claps). Um, I, I was on the teacher leadership committee with Lisa and we had an open dialog with, as teacher, with the superintendent. Um, and that is fundamental to everything else so we deal with all the little issues here and there. You know, this problem with this school. And this problem with, this school. But we can fix them in two hours. There is no way we fix these in two hours. But what I noticed tonight was when problems rose, these wonderful teachers that you are seeing around here started coming up with solutions for the problems. And they started coming up with ways to fix the problems. And some of those big deals and you board members up there, Hey! You know what we need to be in the discussion with you guys, too. Okay, not just her. Because you guys making big decisions too, okay. And I know I got four of you up there and I know, I know a couple of you but, um, if we had all of you guys up here and we had Dr. Posta here and all these wonderful teachers could sit here and go, and Dr. Postaway could say you know we are having a problem with this. What do you guys think would be a good solution to that problem. You would get such amazing feedback that would fix the problems that exist in this district. So really and truly what it comes down to is, why haven't we done this and why don't we do this every month? Why don't we do it every other month? But I mean if I could come and sit here with a panel of amazing teachers and a bunch of very passionate people who give up two hours of their day to come down here and really try to solve the problems that are fundamental in this district, you know, like, that's how we move forward. And I think that you board members, if you guys could make it a priority to be there too I think we as a group can fix a lot of the big problems that are happening.

John Read (1:46:23): That's a positive suggestion, lets go that way with it I think they're are a couple more folks here.

(Clapping)

Audience Speaker (1:46:29): So, I know as teachers one of the things that we always say and I think we even said it at the beginning of the meeting is that our top priority is our students so I just wanted to share back on the map evaluation process. Um, this is my first year in the district, um my sixth year teaching and uh we came in and one of the teachers in my grade level said, "you know we do map testing, this is how we do it and we evaluate. We have these goal setting sheets." And I had all my stuff and I was ready to go and they encouraged us to sit down and make goals with our students and discuss their goals. And then I was given a sheet with, that was basically created by an algorithm with the just you know if they are on level you make a year growth, if they are below then you make a year and a half

growth. And so I was like “oh I go ahead and fill in the goal based on this.” So then when I met with my kids to talk about goal setting and have those little private conversations with they were like, “well where did that number come from.” I’m like “well.... That’s based on this sheet that I have, that’s what I’m suppose to do.” And they didn’t take any ownership in it. They didn’t care. They didn’t care if they had met that number or not. And then we had winter map testing. And a lot of them didn’t meet their goal. It wasn’t their goal, it was a number they were given. They didn’t care, they didn’t know where it came from and they didn’t care. Their nine, eight. They don’t care. And then at the end of the year, some of my kids who were on need of that year and a half growth they busted their tails. They stayed in at recess. They worked hard. Their parents stepped up and helped them at home. I had a student make twenty- six points of progress and still miss her goal by two points and she was in tears. She, that is what devastated me. I don care how you evaluate me on the map scores, I didn’t get into this for the money, clearly we all know its there. (laughs). To spend all that time with that child and build a relationship with a child all year long and see them really put in 110% effort, and to still fall short of a goal they didn’t even have a part in setting. They were devastated. I had kids, I know you spoke earlier about some of the questions on the test, uh third graders don’t need to know three digit by two digit multiplication. It’s not one of their standards. Were still mastering, you know the facts.

Audience Speaker (1:48:46): Or Shakespearean sonnets too, they need to know that on map testing (laughs).

Audience Speaker (1:48:49): Yeah, eh well, they shut down. I had kid—what is this. And I was like, you don’t want to tell your kids you don’t need to know this, but I mean if I don’t teach them that and I am not responsible for that and I told that at the beginning of the year that this is a responsibility obviously I don’t want to be assessed based on that, but for them, I had kids shut down because they had questions that they never seen before nor should they have seen them because it is not one of the state standards they needed to know. And it really effected their tests scores and wasn’t a true evaluation of their skill level because they were like, I don’t know this, I don’t know this. Oh, I’m failing this test. This is going to be horrible I can’t do this anymore. And you know the panic attacks and the tears were real.

John Read (1:49:33): So this goes to the one size fits all goal setting, doesn’t work for you.

Audience Speaker (1:49:40): And just the student moral. Students who feel like they’re a failure are not gunna continue to want to do better, they’re going to conceive to that failure and not give it the effort they should give it.

John Read (1:49:48): okay, great. Thank you very much. (claps). I’m going over here next.

Audience Speaker (1:49:55): Thank you. One of the things that i am afraid of is, you know we came here to talk about a strategic plan and we really haven’t seen anything specific about a strategic plan. We have got these six broad areas that we are talking about but a strategic plan should be a driving force of the school district and it should be comprehensive with responsibilities and accountabilities for the districts offices as well as the schools. And the schools have to have specific goals that they can piggy back on, on the school plans so that these initiatives that the district is going to be doing need to be clearly articulated and so they can be included in the school plans. The teacher over here on the end mentioned something that is very dear to me and that is at some schools obviously need more supports than others. And so I believe that the districts strategic plan should have uh, these schools identified by needs assessments and then supports that are going to be supplied to these schools need to be articulated in the strategic plan. Now, communication from the super intendance office to the schools have been a significant problems in this school district this year. So there should be strategic initiatives addressing the

problem that is transparent and accountable and some of this was discussed earlier, we've got technology. They, they can send emails to every teacher in the districts. They can post things on the website. There is no reason why the information can't flow from the district office down to the schools and back again. School climate is a significant problem that some teachers have already talked about tonight. Well there needs to be strategic initiatives to analyze discipline data just like we were talking about some of these students who are multiple offenders. Uh, and then there needs to be input from the school level administrators so that the policy can be revised if warranted. And teacher evaluation has been a huge issue in the district this year. There needs to be a strategic initiative of addressing teacher evolution that includes input for teachers and principals. (claps). And I do not believe that the good need to suffer with the bad. What we need to do is if we got a fad of valid and reliable system then the poor teachers can be weeded out but first you know to give them all the supports possible because they have already invested a good bit of time and money to be a teacher but if its not the right profession for them then we need to help them out. Nobody in this room wants a poor teacher teaching their children or anybody else's child. One last thing.

John Read (1:53:30): We're about out of time so one more.

Audience Speaker (1:53:31): I got one last thing. Recently I have read that 84% of African American third graders failed to meet the states reading standards in this school districts this past year. Now, there should be a strategic initiative to address that problem. (claps).

John Read (1:53:54): Thank you very much. Okay here is what we are going to do. One more and then I am going to ask the teachers for any kind of comment you want to make before it going to the superintendent but we got five minutes so if you got a one minute thing that would be good.

Audience Speaker (1:54:08): I'll be quick. Speaking of diversity on the board. I don't know if we have any fellow special education teachers up there. I heard Special Ed from one person but that's also need to be taken into account because we are a small percentage but we are here. The lack of transparency creates lack of trust, I heard somebody say that. Are we not here for the same reason? Children and their education is what brings us all here. And we are all passionate about it. Um, under managing resources, when you turn off our AC at 3:45 and our cleaning crew has to work in an un air-conditioning building. Even Chick-Fil-A employees have air conditioning building. I would love to work, I would love to work 8-4, but unfortunately I cannot complete all my duties as a teacher in that amount of time. And I will not sit in my classroom and sweat at my computer to do so. Um, I think we need to hold the board accountable and be evaluated as we are evaluated. (claps). Under resources, managing resources again, I put in a request for writing materials in October, under the um correct procedure on data central and never heard anything about it. So we have no support. Um, and then concerning teacher evaluations. There is no one size fits all. My students are severed with special education need. There is one fourth grader who is learning to read at a [un audible]...learning to write a simple sentence and I can promise you that the SC ready and the SC [un audible] does not adequately measure what he can do. And to hold me accountable for those standards is not fair and you never see how affected I am as a teacher if [un audible]. You won't see how one of my second graders went from two words from the [un audible] word list to reading 95 words per minute on second grade reading passages in two year. You won't see how the same student went from having physical violent outbursts two to three times per week to having no physical violent outbursts. Only vocal outbursts every two to three weeks. You won't see that in that e-vas. (claps)

John Read (1:56:46): SO, uh we have 2 or 3 minutes are there any compelling comments from what you all have heard here or..

Jody Stallings (1:56:56): I would like to say that a, um first thank you for this and uh this is, I, I already heard Andrew say he was encouraged by this and I agree with that. When I was a kid I had a Tarey 2600, does anyone remember that video game. My favorite game was Warlords there were like four fortresses and you'd throw lazars at each other and sometimes it feels like that is what this district has been. It has been superintendent and board and teacher and principles are all firing at each other and it is the kids who get caught in the middle. And I think this is a good step forward to put all of us on one side and all the kids on our side and ignorance and apathy on the other side and start firing at that. And if we do that I think we will have uncommon success.

Meg Orchard (1:57:42): I want to say too that I am encouraged tonight but my deep fear is that we don't go forward with anything. We've (claps), I think we've all acknowledged very deep personal issues and problems that are individual to schools and some universal and I want to walk forward. I am a solution oriented person right so I think we as a group we've got to proceed with the cabinet because he's right we are not going to solve this in two hours. I mean really we have talked but we have not solved anything yet. I think we've got to push forward.

John Read (1:58:24): Thank you. Others here?

Lisa Trott (1:58:28): I agree and I think whatever we do, however we create the cabinet but whether it's a merger of the teacher of the year and somebody else that is elected, that it is a mandate. That it must be present and it can not be done away with and the board needs to meet with them to so it needs to be all the way around because we are the people with the kids.

Rachel Etchason (1:58:53): I think it's very clear that there is a problem and instead of making rash decisions and creating more problems we slow down and sort of think through what our problems are instead of trying to quick fix. I feel like it has been a lot of quick fixes and it has just made it worse so just slow down.

John Read (1:59:10): Just a one reminder to the teachers here and here and others that beginning next Wednesday, June, uh is that next Wednesday June 21st. 3 to 4 and the 28th and July 12th, July 19th, July 26th the superintendent's door is open. This dialog should continue. I'm very appreciative of the level of engagement that has come from those of you who were invited and those of you who have spoken. We have two questions superintendence that ought to warrant answers some point say within the next 48 hours would be good. And any comments you would like to make.

Gerrita Postlewait (1:59:51): Again I would just thank everyone and of course no need to make empty promises time will tell but we're earnest we are honest we are committed we have heard you and you will you have given us a lot of actionable information we have five other groups to listen to besides teachers as we go through the notes from tonight hopefully by Monday afternoon or Tuesday the notes from tonight will be posted along with the answers to those questions. We will do the same thing after every group meeting. We will continues to work to refine the pieces of the strategic plan and um and the whole point is to slow down, to listen, to make sure we move forward purposefully and carefully with clear objectives about how we will know that we are helping more children every year exit this system with life changing positive opportunities before them. That's the question. We talked about a lot of issues tonight, there are many more we have not talked about but we really need to get clear with one another about where we are and what evidence we will accept that we are making progress for children for the people who serve them and for the communities we serve. So again, I thank you so much for coming.

John Read (2:01:21): Okay, June 20th on this, I think we said next Tuesday to get notes out so those

