

**Teacher Advisory Council
Meeting Minutes
02-27-2020**

Present:

**Bob Thomas-Superintendent
August Askins-Holston Middle
Elishia Basner-West Hills Elementary
Megan Christian-Bearden High
Rachel Evans-South-Doyle Middle
Sherry Fischbach-West Valley Middle
Anthony Hancock-Bearden Middle
Tiffany Holmes-Lonsdale Elementary
Doug James-Austin East High
Michelle Keaton-Paul Kelley Academy
Whitney Parson-Farragut High
Lynn Shuryan-Norwood Elementary
Laurie Smith-Cedar Bluff Elementary
Michelle Staal-Northwest Middle
Ali Umbarger-Sunnyview Primary
Natalie Dowling-Carter High
Stephanie Lewis-Gap Creek Elementary
Stacey Reece-West High**

Not Present:

**Dave Brooks-Adrian Burnett Elementary
Tanya Coats-KCEA
Amy Cox-Halls Elementary
Natalie Dowling-Carter High
Lucius Irvin-South Doyle Middle
Ali Umbarger-Sunnyview Primary**

Guests:

**Carly Harrington- Communications Director
Rodney Russell-Dir. Research, Eval. & Assess.
Shannon Jackson-Exec. Dir. Curriculum &
Instr.
Ron McPherson-Asst. Superintendent/CFO
Russ Oaks-Chief Operating Officer**

Welcome

- Superintendent Thomas welcomed members and guests.
- In response to a current Bill related to the use of inclement weather days, Superintendent explained that the 10 days are created by extending each of the 200 instructional days. Moving the end-of-the-year date to reverse that extra time would not result in decreasing the number of workdays for staff who are on a 200-day contract. Superintendent Thomas also explained that such a bill would create difficulty in scheduling end-of-the-school-year events such as graduation.
- Superintendent addressed the question of Coronavirus plan. Executive Team is in constant contact with the Health Department.
 - Q. Is there a plan in place for communicable diseases
 - A. There is not a school from home policy at this point because not all households have access to internet. The Executive team is currently working on a plan, but it will likely go along with the current flu / illness plan.

TAC REP to BOE Work Session

- Lyn Shuryan, Special Education Teacher from Norwood Elementary and Laurie Smith, Kindergarten Teacher from Cedar Bluff Elementary will represent TAC at a Wednesday, March 4 Board of Education Workshop.

TIGER and TEAM – Rodney Russell

The TIGER Teacher Evaluation Pilot began at the request of TAC asking Knox County Schools to research it as a possible option for teacher evaluations.

TIGER receives a higher favorability by teachers who use it versus teachers who use TEAM. The favorable gap has closed over the last few years.

TIGER:

- Teacher Growth
- Protected Coaching for new teachers helping them to grow outside of principal evaluation

Teacher Advisory Council Meeting Minutes

- Multiple walk-through observations lasting approximately 15-30 minutes
- Uses same rubric as TEAM
 - Q: Where does funding for Instructional coaches come from?
 - A: There is no additional budget impact. It is done by staff already in the school.
- TIGER uses the same rubric domains as TEAM
- TIGER Valuation is based on preponderance of evidence of the teacher's continuous practice rather than solely on a formal observation or one or two formal observations. TEAM is based on Instruction, Environment, Planning, and focuses on what is the continuous practice of the teacher.
- TIGER has three stages of evaluations:
 - New teachers and teachers who are not at expectations are stage 1
 - Teachers meeting expectations are at stage 2
 - Teachers significantly above expectations may choose stage 3
- Teachers exceeding expectations (Stage 3)
 - Participate in an observation team with other stage 3 teachers and complete each other's walk through.
 - Stage 3 teachers must go through the standard Stage 2 observations by the principals every three years.
- Teachers meeting expectations (Stage 2)
 - TIGER self-assessment at the beginning of the year.
 - Principal is free to collect evidence at any time.
 - Walk through observation confirms what self-assessment already shows.
- New teachers and teachers not meeting expectations (Stage 1)
 - Receives formal observation by principal at the beginning of school year.
 - Develops a teacher growth plan and receives "protective coaching" built into the plan.
 - New teachers and teachers who are not at expectations are provided a growth plan developed by the principal which includes the teacher's input.
 - TIGER offers "Protective Coaching" to help teacher grow. This coaching can be provided by an instructional coach or a lead teacher
- TEAM Scores are averaged together. The focus is often on the scores received rather than on instructional growth
- TIGER scores at the end focuses on growth. The self-assessment involves the teacher to look at their own growth and to set goals each year. Self-assessment – teacher feedback is that the first year is very labor intensive, but after the initial assessment is built, subsequent years become easier as the teacher is able to edit and add to the existing assessment.
 - Q: Are we going to stay with TEAM or switch to TIGER?
- ❖ Superintendent Thomas posed additional questions to the members.
 - Q: What are your thoughts on moving to TIGER?
 - Ensuing discussion:
 - A: TIGER seems like a more realistic picture of what we do and seems to offer more support
 - A: Guidance Counselors create a book of evidence pieces
 - Q: How do you prove your evidence?
 - A: All things together show who the teacher/guidance counselor is on a daily basis.
 - Instructional Coach and Teacher work together to determine area of focus. But evaluation still looks at the other parts of the rubric. Over the entire year not just at points of evaluation. Number of observations dependent on performance.
 - Comment: TIGER seems like a better tool to coach and develop skills.
 - Comment: TEAM has no follow up. A positive aspect of TIGER is that there is follow up and tracking.

Teacher Advisory Council Meeting Minutes

Comment: TIGER offers a lot more support for the teacher and is easier on the evaluator to evaluate.

Comment: One evaluated lesson may not check all the boxes and give a false score.

Comment: TEAM observation is done “to the teacher.” TIGER observation done “for the teacher.”

Q: If KCS goes to TIGER, how will information be shared with teachers so they can plan ahead and begin working on self-assessment portion?

A: We would need a year in order to transition slowly. Rodney said he feels the best way would be to transition over next year and let the schools begin to add in some of the TIGER modifications such as the self-evaluation/reflection modifications and switching to the TIGER model the following year.

❖ Superintendent Question to members:

For those in schools currently using TIGER, how would schools (staff) feel about moving to TEAM?

A: Upset

A: TIGER reflects on rubric but evaluates the teacher authentically.

 Gives a better, more true evaluation.

 Going back to TEAM would make them unhappy.

Q: Do teachers show more of a growth mindset?

A: Yes, and they are much more relaxed.

Comment: I seem to agree that teachers would like TIGER more than TEAM.

Suggestion: If TIGER will be adopted as the evaluation system, give the self-assessment so that teachers may start planning and preparing prior to the transition year.

Rodney:

- In TIGER, teachers who are significantly above expectations are considered Stage 3 teachers.
 - Stage 3 teachers may be allowed to work in teams to complete walk-through observations on each other and the principal uses this evidence for the teachers' evaluation.
 - Principal is still responsible for reviewing and completing the summative scores for the evaluation.
 - Stage 3 teachers can choose to just do the standard Stage 2 process.
 - In some districts, Stage 3 teachers become TIGER coaches & lead teachers, and may receive financial compensation.
- TIGER and TEAM are two good models. TEAM is also an effective model. It seems TIGER model is worth considering.

Textbook Adoption Process - Shannon Jackson & Ron McPherson

Ron McPherson:

- Funding Textbooks is very expensive.
- \$5,000,000 will cover replacements as well as workbooks & consumables.
- When new textbooks are purchased, funds outside of regular budget are used. Surplus funds not included in the budget are set aside for textbook adoption.
- The forecasted budget and surplus look on track for adoption of new textbooks for the 20/21 school year, which will cost approximately \$8,000,000.

Shannon Jackson:

- ELA High quality materials include hands-on books for students which increase cost, but teachers are seeing increased student growth.
- Textbook companies go through a bid process
- Teacher committees representing all grade bands and areas of the districts make recommendations for textbook selection

Teacher Advisory Council Meeting Minutes

- Books are on display for teachers to see at Sarah Simpson Center.
- TAC members are encouraged to apply for committees and make recommendations to the BOE
- BOE makes votes to approve
- Vendors start printing when order is placed.
Q: Will vote happen?
A: It is on the BOE Agenda for April and final vote will be in May
- As soon as we know which materials will be used, training will happen. Additional training will also be available at Learning Days and the team will work with schools
Comment: Most teachers love textbooks that include online resources.
- Reply: Textbooks are chosen that are knowledge- and learning-based, so since that is a factor of learning, it is considered.
Q: When consumables are included, what happens with replacements if there is a decrease in the economy?
A: Consumables are paid for at the beginning, so they are automatically provided for the duration of the contract.
Q: Will those consumables include updates?
A: Yes. As new information is available, we receive updates.
Q: If a teacher sees the need for updates, what can they do?
A: Teachers can email the contact.

Facilities Overview-Russ Oaks

Facility Background and Context

- Knox County Schools includes 11 million square feet in 90 facilities.
- 60,000 students, which is an increase of 10,000 over last 15 years
- 90 facilities
- Approx. 1,500 acres currently maintained by staff of 16
- 30,000-35,000 work orders per year – maintenance staff of 150
- Average age of facilities is about 54 years.
- Utility cost approximately \$1.5 million. Cost controlled by central thermostats for a savings of approximately \$8 million.
 - Comment: Work orders response by maintenance has been great.

Facility Background and Context

- Capital plan is governed by Board Policy and influenced by Board Philosophy
- Policy and Philosophy change with newly elected Board
- KCS has some facilities approaching 90-100 years old which are scattered around the county
- Age doesn't indicate condition or capacity to meet instructional need
- Updates sometimes necessary when condition of building is adequate, but design not conducive to teaching

Facility Capacity

- Changes to the student-teacher ratio affect capacity
- Capacity changes with academic need and programming
- Choral and instrumental music, P.E and special education programs and how facility is used heavily affect a school's capacity
- Student-teacher ratio keeps numbers well below fire and building codes
- Year-to-year forecast of capacity need is usually pretty close, but projections for 5-10 years are usually not realistic

Teacher Advisory Council Meeting Minutes

Facility Expansion Program

- Expansion follows Board Policy F-100
- Buildings are built with long-term maintenance costs in mind.
- Design is to meet the needs of grade-level program standards.
- Designed for consideration to ease of upgrades and expansion for maximum years of use.
- Design is based on long-term, flexible use rather than curriculum trends.

Capital Planning

- Capital planning addresses capital needs, while allowing enough flexibility to address unforeseen issues that may arise
- Board will periodically establish capital planning priority to identify areas for additional longer-term analysis and for the commitment of capital resources.
- Goal is to identify and forecast need for long-term resources to help ensure a safe, healthy and inviting learning environment in all schools.
- The Plan addresses two facilities functions
 1. Major new construction needs
 2. Maintenance and upgrades to existing facilities
- Building use and condition
 1. Use reflects the capacity of the school building with respect to current enrollment and projected growth as well as educational programming
 2. Building condition simply defines the physical state of the school structure in terms of needed repair and deferred maintenance
- Economics, Functionality, and Zoning Implications are additional factors

How is the Capital Improvement Plan funded?

- \$0.72 per \$1 of sales tax goes to the city and county and \$0.11 of that, equaling approximately \$19.5 million per year, is for construction
- Capital investments made through the CIP are made on “borrowed” money and incur either long-term or short-term debt. Knox County sells General Obligation municipal bonds to raise the capital debt funding.
- KCS currently carries about \$383 million in bonded indebtedness
- Payments on bonded indebtedness pertaining to KCS are approximately \$31 million annually.
 - Around \$11 million comes out of the general operating budget.
 - \$19.5 million is paid through the Knox County Debt Service Fund via sales tax revenue allocated to the fund.
- A BEP allocation is made to the general fund that is derived from a per-student square footage calculation. This generated approximately \$47 million of the \$222 million BEP allocation for Fiscal Year 2019
- Current plan for the next 5 years includes \$50-\$60 million in new structures and upgrades.
- A portion of the current debt will be paid before new debt is incurred so there should be no increase to indebtedness
- Discussion of building security concerns:
 - o Locks are being changed throughout KCS. This will increase security as staff will now have the ability to lock all doors in the event of intrusion.
 - o Other security concerns shared with Russ Oaks will be addressed and resolved.

**Teacher Advisory Council
Meeting Minutes**

Superintendent Thomas-Wrap Up

- Agendas for remainder of 2019/2020 school year have been drafted based on previous grade band discussions and feedback.

❖ **Next Meeting-Thursday, March 26, 2020**