

## Project Hatsa Stakeholder Input Session

August 29, 2006

5:30 p.m. – 7:00 p.m.

### **Members in Attendance:**

Roberta Abaday, Community-Teacher	George Pereda, Dr. Yamashita Corps Director
Dr. Harold Allen, University of Guam President	Dr. John Rider, Academic Affairs Vice-President
Joann Camacho, First Lady	
Mike Diekmann, DODEA Superintendent	George Salas, Community-Parent
Doreen Pereda, Community – Counselor	Beverly San Agustin, Community-Administrator
Dr. Catherine Stoicovy, Acting Executive Director-School of Education	
Vince Leon Guerrero, Community-Parent	
Patti Diego, Office of the First Lady/Governor	

### **Input (Comments & Questions) from Stakeholders:**

#### **Focus Area I: Stakeholder Involvement – Policy and Curriculum Alignment**

- The standard only refers to teachers. Will the other professional positions such as counselors, nurses, etc. be addressed?
- There is no minimum number of years for length of certification to remain at the “Professional Educator” stage.
- Are graduate credits required to meet the Professional Development Plan?
- The development and implementation of evaluation piece is critical to full implementation of the teacher performance standards that is linked to school goals and professional development.
- Is the proposed professional development plan considered best practice? Professional growth appears to focus on the system. The output is not clear.
- Will current teachers be grandfathered into the revised educator certification stages?
- Will it count if I complete the NBPTS assessment?
- Who will decide professional competency?
- It is recommended that multiple assessments be utilized to include but not limited to peer evaluation, self-evaluation, etc. and the use of rubrics to determine competency level.
- Are teachers required to address all the standards? We currently have 17. Now we will have 30.
- Need to clarify use of standards.
- It is critical to ensure that administrators are trained to conduct evaluations.
- The standards need to be aligned with a comprehensive evaluation component.
- With the issue of interdisciplinary learning, it is difficult to implement at the secondary level.
- Some indicators for the standards are repetitious.
- Technology is inclusive. It includes all other technology other than computers.
- There are different ways of looking at the indicators. However, there is a need for developing rubrics to demonstrate meeting the standards.
- To implement the teacher standards, it is important to address the evaluation of administrators.

#### **Focus Area II: Mentoring and Professional Growth**

- Is the Mentor Program collaborating with GFT on the ER&D courses?
- The mentor grant has a research grant. How will it address in-house mentor programs provided by the schools?
- What is the status of the 5<sup>th</sup> Year Induction program under the Yamashita Educator Corps?
- The in-house mentor program is working well with the Project’s Mentor program.
- It is important to mirror the definition of highly qualified teacher under the No Child Left Behind (NCLB).
- Be transparent in the qualifications of each teacher in the classroom that should be accessible on the website.
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- Principles have been tasked with obtaining and verifying information of the qualification of each teacher within the classroom.

**Focus Area III:** Leadership in Teacher Supervision and Evaluation

- Change the numbering system so there is a difference between the indicator areas.
- How will administrators be evaluated?
- The evaluation tools need to be aligned with the standards and rubrics created to determine proficiency level.
- Indicators are repetitive.
- Need the standards to be simple and easy to understand.
- It is critical to train administrators to evaluate teachers.
- Eliminate the dispositions because it is impossible to evaluate.
- Things to consider as PTEP is developed:
  - Having a tier system where beginning teachers are evaluated every year while more experienced teachers are on different timelines.
  - Peer evaluation
  - Interviews