

State Council for Educator Effectiveness (SCEE)
Wings Over the Rockies Museum
March 25, 2011
9am-5pm

Attendees: Colin Mullaney, Jo Ann Baxter, Shelby Gonzalez-Parker, Bill Bregar, Jim Smyth, Kerrie Dallman, Amie Baca-Oehlert, Nina Lopez, Matt Smith, Brenda Smith, Tracy Dorland

Staff and Others: Alyssa Whitehead-Bust, Ulcca Hansen, Vanessa Roman

1. Welcome

2. Executive Summary and Report Section Reading

Council members reviewed the executive summary of their report to the State Board of Education to make sure that their discussions and decisions are well-represented in the report. Council members were also broken up into teams to read specific sections of the report.

Executive Summary

- MATT SMITH – We should consider more in the executive summary about parent and student involvement.
 - KELLY HUPFELD – This can go in the collaboration section.
- MATT SMITH – Should there be something in the exec summary about the evaluation matrix that puts the practice and growth measures together? I know it's to be developed, but I think it's important.
 - NINA LOPEZ – On pg. 19 prior to the continuing role of the Council, after the graphic is a possible place to add this.
 - BILL BREGAR – Wherever there are bits and pieces in the exec summary that don't go into detail, there need to be references to the main body of the report.
- BILL BREGAR – We kick around the word “policy” a lot. That may mean different things to different people. If we're talking about “procedure”, let's say that.
- BILL BREGAR – We need to make sure the charts are the right charts referenced.
- MATT SMITH – On pg. 20, we talk about the cost study findings. It's not explicit about the assumptions for the calculations and what's not included. The assumptions tell half the story about the results.
- NINA LOPEZ – I put in some text quotes from folks that are in yellow, please let me know if you're not comfortable with them.

Teacher Summary – Brenda & Jo Ann

- JO ANN BAXTER – pg. 40, needs to say “second consecutive reading” of ineffective.
- JO ANN BAXTER – I question whether a teacher can ensure democratic and civic participation.
 - KELLY HUPFELD – Maybe we say “ensure the skills”.
- BRENDA SMITH – pg. 52, (c), it's a little redundant. We need to say that data *shall* be shared with teachers, not *should*.
- JO ANN BAXTER – The framework chart needs to say “teachers” instead of “educators”.

Principal Summary – Colin, Tracy & Bill

- BILL BREGAR – The chart on pg. 94 is correct; we have to decide on the performance standards in terms of three or four.
- BILL BREGAR - On the chart, pg. 95 in the weighting part, is there a minimum percentage we have for the six? We need to have that in here.
- BILL BREGAR – A missing piece is a recommendation for policy at the local level; if we’re going to put under standard 4, human resource leadership, that much emphasis on the principal being responsible of hiring and placing staff, they need to be responsible for that at the local level. There needs to be some discussion at the local level to give the principal empowerment in that regard.
 - KERRIE DALLMAN – I think we need to allow the ability for districts to hire into pools and principals to select out of those pools. There’s also contract language that comes into play.
 - NINA LOPEZ – In 101, we might put a textbox saying that for principals to be evaluated, they need to be able to exercise influence, then we’ll add language in the policy section.
 - KELLY HUPFELD – Districts ensure that principals have the authority to make decisions referenced in the law.

Implementation/Pilot – Kerrie, Matt, Amie, Towanna, Shelby

- KERRIE DALLMAN – On pg. 126, when do we stop referring to it as SB191 as opposed to Colorado Revised Statute?
- KERRIE DALLMAN – On pg. 128, 4a, the new language adapted, I’m concerned that the Educator Effectiveness unit could adapt 178 versions of the system. How do we put a limit on it?
 - TOM ELLIOTT – We will monitor the adjustments that districts make to the state model systems and we’ll want to support them.
 - BILL BREGAR – So, that language that’s there will be okay.
 - NINA LOPEZ – We need to check to make sure our licensed personnel list matches the endorsement list at CDE.
- MATT SMITH – On pg. 143, in the middle of the page, we say “no plans are currently in place.” Should we just say that “the cost study, undertaken by the Council did not address CDE costs and we recommend that it needs to be done to lay out the resource needs during the implementation and policy process”?.?
- MATT SMITH – Did the Council agree on the wording under the “continuing role” section?
 - ALYSSA WHITEHEAD-BUST – The Council agreed to the language, but no Council member agreed to his or her service.
 - MATT SMITH – A lot of the continuing role to me is based on an assumption of the learning and collaborative exchange that’s gone on.
 - ULCCA HANSEN – We do have one outstanding question. There’s a chart
 - MATT SMITH – I suggest we not imply that these same Council members will continue on the Council.
 - TRACY DORLAND – I think we need to maintain the language that Council members must have institutional knowledge. That doesn’t mean that they have to have been steeped in what the Council’s been doing.

Policy – Colin, Jim & Nina

- Right now, in the policy section there's language (recs# 51, 52, 53) about teacher licensure. I want to make sure we all agree that the teacher prep programs will be using the same set of quality standards of evaluation.
 - COLIN MULLANEY – Does that do anything for alternative licensure?
 - NINA LOPEZ – I'm not sure it would be different for alternative licensure than higher ed.
 - ULCCA HANSEN – On pg. 157, there's language
 - COLIN MULLANEY – I wouldn't want to limit the avenues for good people entering the profession.
- JIM SMYTH – On pg. 152, there's an awkward sentence.
- JIM SMYTH – On pg. 153, the boxes are out of order.
- JIM SMYTH – On pg. 158, in most of the 150+ pgs, we refer to the Colorado Department of Education, but here we say "State Department of Education".
- TRACY DORLAND – I know it talks about educator prep program graduates. It feels like there's a heavy emphasis on higher ed. I think that's appropriate, but is there a lack of emphasis on Alt Ed programs. I think they should be held to the same standards.
- ALYSSA WHITEHEAD-BUST – I think it's covered.

3. Parking Lot Issues

Principal Performance Categories

The Council reviewed this language and provided feedback on red flags or omissions.

- JO ANN BAXTER – Do we make allowance for novice principals?
 - ULCCA HANSEN – That's a question we need to address. We don't have a definition for a novice principal because the consequences are different.
- COLIN MULLANEY – For the matrix, are we going to discuss that later?
 - ULCCA HANSEN – This is just an example, but the boxes would be determined by a working group at CDE during the pilot.
- MATT SMITH – In Aia, Bib, item 5, I think we should look at the wording to match the wording in the teacher section.
- KERRIE DALLMAN – Pg. 1, third bullet, change "properly" to "effectively".
- KERRIE DALLMAN – pg. 3, #5, the third line, "districts are strongly encouraged..." says "teacher", needs to say "principal".
- JIM SMYTH – 5 says a formal rating will take place once a year. State statute for probationary teachers indicates a certain time of the year. There can be a big difference depending on when the evaluation takes place. Is it up to us to decide when the evaluation takes place?
 - TRACY DORLAND – I would advocate against a recommendation about timing. Districts might choose something different and the timing of assessments will also start to matter.
 - Jim will work on some proposed language that will address his concern. His concerns may be addressed in other sections of the report.
- ***The Council agreed to have four performance categories for principals: ineffective, partially effective, effective, highly effective.***

Principal Scoring Framework

- NINA LOPEZ - I would argue for a novice category for principals just for the purpose of encouraging support for them, not for purposes of consequence.
 - MATT SMITH – Isn't it redundant that we have language about support in the ineffective and partially effective ratings?
 - TRACY DORLAND – In the ineffective and partially effective language, it does say that “districts are encouraged to provide support...”.
- JO ANN BAXTER – I recommend that novice principal be defined similarly to a novice teacher.
- TRACY DORLAND – I don't want to define novice here. I think it's more complicated than the surface of it. We have language about districts encouraging new principals, but I don't think we can define novice principals today.
- KERRIE DALLMAN – I think we should come back to have the discussion, but I don't think we have time today.
- COLIN MULLANEY – I don't think we need a novice category.
- ***The Council agreed to add defining a novice principal to the list of future conversations of the Council.***

Implementation year clarification re: year 2014-2015 (pg. 127, 136)

The Council had talked about proposing a timeline of phasing in the system. Then, we'd encourage CDE to set benchmarks. The charge on pg. 136 lays out what will be done for the professional practice and student growth component of principal and teacher evaluation. In our recommendations, we have a lot of recommendations about looking at data in 2015. The Council needs to clarify intentions for the 2014-15 school year. If it's full implementation, consequences will kick in at the end of that year. The bill says that the Commissioner of education determines when the model is ready for statewide implementation. The recommendation is that 2013-14 is the year consequences will take effect. We've pushed it back. Alternatively, we could say that we're collecting data in 2014 and will make recommendations in 2015.

- BILL BREGAR – I'm confused as to what you mean by consequences kicking in.
 - ULCCA HANSEN – Loss of non-probationary status.
 - BILL BREGAR – So the rating would happen in 2014-15, loss of status 2015-16.
- ***The Council agreed that through the appeals process, we'll address the consequence issue.***

Cost Issue

The Council agreed to add language that says every level will need to provide appropriate resources and rethink the way they've been operating to see whether different systems, structures and procedures will help be part of the resources.

Chairman's Preface

The Council provided feedback on the Chairman's Preface to the report.

- TRACY DORLAND – I would love to see something in there about elevating the profession.

4. Public Input Summary

The Council heard an overview of the public input received throughout the process.

5. CDE Presentation

Tom Elliott and Toby King presented to the Council about the work that CDE will be doing. They reviewed the following:

- The work that is being done to align CDE's top priorities with Educator Effectiveness;
- The pilot of the new educator evaluation system;
- The continuing relationship between CDE and the SCEE;
- The analysis of data that'll be coming out of the pilot and creation of a feedback system;
- Advisory groups that'll be needed;

The Council agreed to meet on May 13th, 9am-5pm

6. Celebrations

Lieutenant Governor Joseph Garcia attended the Council meeting to thank the Council for their hard work.