

**Kentucky Teacher Effectiveness Steering Committee**  
**September 18, 2012**  
**Minutes**

**Opening Remarks from KDE and Overview of Agenda and Meeting Outcomes**

- Felicia gave greetings to participants and visitors
- Updates on KDE staff

Updates on the waiver - There are four principles of the waiver

1. Implementing of College and Career Readiness Standards
2. Accountability of a state system
3. Improving Teaching and Learning through strong effectiveness system
4. Reducing paperwork and burden of districts to submit information

See handouts

Felicia provided a handout entitled, *Summary of Additional Information Regarding Principal 3 Submission* and reviewed the KDE responses submitted with the committee members. Committees had a solid exchange of the comments but felt comfortable overall with the submissions from KDE as the majority of responses pointed to the work of the committee over this year and next.

**Updates**

Dr. Steve Cantrell will speak at the Board of Education meeting October 8, 1:45 to 3:45. Dr. Cantrell is the lead researcher of the Measuring Effective Teaching Project. His intent is to ensure that we keep a continued focus on what we hope to gain from a new effectiveness system – an improved Practice in educators across the state. Felicia reminded committee members that if they wanted to access this video it would be posted on the KDE website following the meeting.

KDE provided a communications update to share recent activity to improve communications with the field test participants since this was a finding in the previous field test that KDE needed to respond to for better implementation. KDE indicated the following strategies would enhance the communication efforts:

- PGES News briefs were emailed out and
- Kentucky Teacher Highlights
  - Cathy White and Todd Baldwin met with KY TEACHER notes on the screen show how they will highlight the work. Tabs for the Commissioner and tabs for other work

Cindy Heine gave an update on the Prichard Committee Team meeting

- Cindy stated the purpose of the Team meetings is trying to gain public support for improving the profession of teaching in pursuant of legislation that may be considered during the upcoming sessions.
- Key young advocates and legislators have been invited to explore the wide range of policy issues that must be addressed enforced to a strong workforce of teachers

- She indicated the agendas would be looking at recruitment, alternative certification, professional development, TELL survey, working conditions
- Dr. Debra Ball- University of Michigan will be at the January meeting
- Check the website for updates on the work ([www.prichardcommittee.org](http://www.prichardcommittee.org)).

### **Field Test Update and Integration District Work**

Bart Liguori gave updates on the Summer Field Test Trainings

- Nine sites were offered - Montgomery Co., Kenton Co., Shelby Co., Rockcastle Co., Caldwell Co., Barren Co., Perry Co., Boyd Co. Hardin Co.
- Days one and two were designed for all field test participants – Teachers, Peer Observers and Principals
- Day three – Peer Observers and Principals
- Day four – just Principals to focus on the principal observation certification piece
- Overall the responses to the trainings were very positive. A few committee members reiterated this alongside the survey data shared by Bart.
- Follow-up on training – Surveys to go out in October
- Focus groups to meet in groups of 5 in fall, 5 in spring

Q: Cindy Heine- Now that the training has been done, is there anything in place to provide follow-up to those who have been trained.

A: Felicia indicated we found this to be a breakdown last year, so KDE has worked more diligently to have field staff prepared to provide the necessary regional support.

### **State Share Time**

Felicia shared what is going on in other states around student growth per the request of the committee and she introduced the first state to share would be Colorado.

See handout - *Overview page 4-5*

Break

While working on a few technology glitches, Cindy Parker gave updates on the Kentucky Integrated Strategy - Integration Grant with the Gates Foundation initiatives in KY (See handout - *KY Integrated Strategy*)

### **Colorado Presentation**

- Felicia shared that the committee wanted to hear what's going on in other states
- The committee suggested Tennessee, Illinois, Massachusetts, as potential states they would like to hear from

Toby King, Colorado Department of Education presented the Colorado model for educator effectiveness via webinar.

See handout –

*Webinar with Kentucky – Components of an Evaluation System*

Resource: Link to Colorado reg.:

<http://www.cde.state.co.us/EducatorEffectiveness/downloads/rulemaking/1CCR301-87EvaluationofLicensedPersonnel11.9.11.pdf>

Note: the power point presentation shared by Toby will be made available on the PGES website.

### **Table Talk to Identify Follow-Up Questions for Toby**

1. How do you effectively train 500 people in one summit?  
Systemic training after the event.
2. How intense is training, how do you prepare, who pays for it?  
CDE pay for trainings, teachers and principals in one day, videos required to view before training.
3. Did you create your own standards or did you use someone else's work?  
Used own standards.
4. How many LEA's use your state system?  
179 LEA's, about 160 to indoctrinate the first year.
6. What about teachers that teach students with disabilities, how will they be evaluated?  
Evals with specific objectives, your goals will be more related to functional ability.
7. You indicated that teaching assignments should not be made based on seniority, how should they be made?  
Assignments should always be assigned by LEA.
8. How do you determine the level of content knowledge for senior / veteran teacher?  
Not attempting to identify what content knowledge is. We look at the evidence, if the student is not demonstrating growth in that content; we would use that evidence to get him up to speed.
9. What happens when the teacher and principal cannot reach an agreement on the teaching assignment?  
We have provisions for this called mutual consent; it is really for the principal. The principal deserves to know who will be in their school, as ultimately the teacher's evaluation will impact the principal's evaluation.
10. How should we best determine student growth as we initiate common core standard initiatives and make fair comparisons from precious years?  
State regulations have not caught up to the common core. CDE are a governing body and focus on one thing, we are watching it.
11. How did you ensure that evaluations are valid, reliable and defensible if individuals are allowed to various assessments as part of their evaluation?

We are doing validity studies on the professional practices side.

12. How are you changing your professional development to match the demands of the new system?

CDE is trying to target professional development that makes a difference. Choosing professional development match of what your targets are.

13. Has Colorado received a waiver?

Yes, One of the first states to receive a waiver.

14. Within that waiver, did you define what the 6 criteria are how regular you will have your system in place? How did you define “regular”?

Our legislation says that all teachers that are licensed will receive an annual summative written evaluation.

15. Are you getting any feedback/pushback in the time it might take to implement the system?

Yes.

16. How are you responding to that feedback?

It will be worth your while when things are regulated.

17. What type of feedback have you received from parents on increased testing to determine student growth?

Not much feedback from parents because CDE is not necessarily sure the testing has increased. CDE is trying to communicate that you do want to ensure that the teacher knows where the students’ strengths are.

18. How do you handle when the teacher needs to grieve their evaluation if a teacher- leader conducted the evaluation, since teachers can only grieve against administrators, not other teachers?

Rules are built into the appeals process. There would likely be a negotiator in your appeals. In terms of the appeal, it would be up to the teacher to prove the evaluation that the evaluation was done with finality.

### **Afternoon**

Cindy Parker picked up from earlier presentation about KY's Integrated Strategy (see handout).

### **Update on State Board Mtg. and Policy Considerations Moving Forward**

- Robin Chandler shared that updates were provided by Felicia to the KBE in August surrounding Professional Growth and Effectiveness. Study sessions are planned for October.

### **Demo of Educator Development Suite**

Amy King and Marty Thomas – Schoolnet

Presentation highlights: See handout – *Educator Development*

- The Educator Development tab went live Friday, September 14
- The Department identified participants by a form that was sent out to the districts
- The Principal Observer caseload was demonstrated first. For the field test we know that we have a limited caseload
- Next year the principal will have the ability to observe all of the teachers on their campus
- Peer Observers do not provide any scores; are able to provide formative feedback
- If connectivity is lost, the system will save all observations

Q: Would the principal have access to the Peer Observers feedback? A: Yes

- The second example was a caseload report; links shows the progress of the caseload with an observation window
- Example shown of what the teacher sees, once the observation has been submitted as final includes scores and rating system
- Search for PD's part of Danielson Domains
- Teachers homepage was shared, PGES resources published
- Video on demand, training opportunities for teachers and principals
- Link to PD 360 resources and Common Core 360

Q: Marie asked about separate login's for CIITS and others

A: Marty replied that they are working on an integration plan for single sign-on

- From the Dashboard, the teacher has the ability to review their observations, no student perception results are available
- Expanding the multiple measures, more functions will be available

Q: Lee asked are we going with ratings instead of scores? A: provided by Felicia...For this purpose, there may need to be scores, but not for public viewing. The issue in changing the technology may require a product development change which may be costly.

## **Reflections**

- Kandie shared that she was told that during the summer training someone stated that the new evaluation system would make it easier to get rid of teachers – Felicia asked for clarification and where/what region this was stated so that we could clarify this myth. felicia reiterated that KDE has always talked about the system from a growth and Effectiveness stance and that this was not true.
- Stephanie asked:
  1. Will part-time teachers have the same evaluation as a full-time?
  2. Teachers certified as teachers and not paid as administrators; will they have the same student growth goals requirements if they do not have any students that are considered the Teacher of Record?  
This will have to be addressed this year
  3. How do you write a student growth goal with students FMD, Gifted and all in between that is individual growth goal, when I do not do the same for one student as another?

James Stronge would say that you have 3 bands that would better address 3 groups of kids – different levels of ability

4. Is there a different way we are training on how or when the PGE is going to be developed or is it going to the end of the year?

Beginning of the year process, the training modules will be helpful

5. Are the training modules explicit that the principal should not be able to dictate to the entire school that they should have the same goals?

Yes

Robin was asked to send the definitions of Teacher of Record

Meeting adjourned.

### **Confirm Next Steps and Follow-Up Actions;**

- Next meeting will be October 29; continued focus on Student Growth and lessons from other states.
- Felicia asked everyone to complete an exit slip before leaving based on what they learned today or what was still lingering as a concern/thought. The following statements were transposed from the wipe board.

### **Exit Pass Notes:**

1. Need to have a frank discussion on weights and numbers.
2. Great Facilitation on discussions; really enjoyed hearing from Colorado.
3. Good info. My concern is how do you really give credit or blame for student growth when so many people are involved in the student's education process.
4. Let's get to the "elephant in the room" weights and numbers.
5. Good info shared and better organized. Ready to start the work and not waste time on. "What if..." we have a lot of work to do.
6. Deciding weights for contributing / TOR – How do we decide??
7. Legs bring in some teachers who are using the system!
8. Need to hear and see from the pilot districts. Actual teachers who are doing the work.  
Good session
9. Good info re: CIITS & CO. This work is so complex, I wonder if we will ever get it done without taking it longer periods.
10. The numbers terrify me, are we going to have to discuss how this system will be used. We need feedback.
11. Who owns the teacher crafted materials, plans, test, etc. on CIITS?
12. Copyright issues with materials in CIITS.