

Minutes of the Meeting of the
TEACHER AND LEADER EFFECTIVENESS COMMISSION
HODGE EDUCATION BUILDING
2500 NORTH LINCOLN BOULEVARD
OKLAHOMA CITY, OKLAHOMA

December 5, 2011

The Teacher and Leader Effectiveness Commission began its regular meeting at 1:00 p.m., December 5, 2011, at the Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The Agenda was posted at 1:00 p.m., December 2, 2011, in accordance with 70 O.S. § 6-101-.17.

The following were present:

Ms. Kerri White, Assistant State Superintendent of Student Support, Oklahoma State Department of Education
Ms. Lisa Endres, General Counsel, Oklahoma State Department of Education
Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness, Oklahoma State Department of Education

Members of the Teacher and Leader Effectiveness Commission present:

Dr. Janet Barresi, State Superintendent of Public Instruction (Chair)
Secretary Phyllis Hudecki, Secretary of Education
Mr. Ed Allen, American Federation of Teachers
Dr. Keith Ballard, Tulsa Public Schools
Dr. Phil Berkenbile, Oklahoma State Department of Career and Technology Education
Representative Ed Cannaday, Oklahoma House of Representatives
Senator John Ford, Oklahoma State Senate
Ms. Sheila Groves, Oklahoma Parent Teacher Association
Ms. Susan Harris, Tulsa Chamber of Commerce
Senator Richard Lerblance, Oklahoma State Senate
Dr. Jeff Mills, Oklahoma State School Boards Association
Ms. Linda Reid, Oklahoma Commission for Teacher Preparation
Mr. Ben Robinson
Mr. Joel Robison, Oklahoma Education Association
Dr. Cynthia Ross, Cameron University
Mr. Robert Ross, Inasmuch Foundation
Representative Earl Sears, Oklahoma House of Representative
Mr. Renzi Stone, Saxum
Ms. Ginger Tinney, Professional Oklahoma Educators

Attendees from the Oklahoma State Department of Education and other guests:

See Attachment A.

CALL TO ORDER AND ROLL CALL

Superintendent Barresi called the meeting to order at 1:15 p.m. Ms. Holland called the roll and ascertained there was a quorum.

WELCOME, COMMENTS, AND INTRODUCTIONS

Superintendent Barresi welcomed the members of the Teacher and Leader Effectiveness Commission.

MINUTES FROM THE NOVEMBER 7, 2011 APPROVED

Superintendent Barresi requested approval on the November 7, 2011, minutes. Mr. Allen moved to approve the minutes. The motion was seconded. This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, yes; Dr. Berkenbile, abstain; Representative Cannaday, yes; Senator Ford, yes; Ms. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, abstain; Mr. Ross, yes; Representative Sears, yes; Mr. Stone, yes; Ms. Tinney, abstain.

Dr. Ballard informed the Commission that he would recuse himself from any voting as it pertains to the selection of the Tulsa Evaluation Model.

Mr. Robison informed the Commission that he has resigned from his position at OEA and that he has accepted the position of Chief of State for the Oklahoma Department of Education. Mr. Robison will however, retain his position on the Commission for this meeting.

Superintendent Barresi exchanged Item number 5 with Item number 4 on the agenda. Superintendent Barresi then introduced representatives from Crutchko Public Schools to discuss the district's implementation of the Danielson Framework.

PRESENTATION AND DISCUSSION OF COMPARISONS REGARDING QUALITATIVE TEACHER FRAMEWORKS

Theresa McAfee, Superintendent of Crutchko Public Schools, informed the Commission that the District selected the Danielson Framework after reviewing both the Marzano and North Carolina Frameworks. Teachers and district administration were involved in the decision to select the Danielson Framework. Ms. McAfee stated that Danielson was chosen for several reasons including its close alignment with several professional development initiatives currently in place in the district, the descriptive language used in the Framework, the Framework did not have an "all or nothing" approach to moving from one level of effectiveness to the next. The District did alter the labels used for levels of effectiveness. The District also added Attendance and Teacher

Professionalism to Domain 4. Ms. McAfee noted that in the first year of implementation, teachers had difficulty in self-assessing their level of effectiveness. She also noted that the amount of paperwork was a challenge for her as well as the school principal, Mr. Robert Killiam. In Year 2, the district went on a retreat to review the language of the evaluation and then complete the self-evaluation and draft 3 professional goals. This process was well received by the staff. Ms. McAfee stressed to the Commission that no matter what system is chosen, there must be extensive training for the administration, especially in inter-rater reliability.

1) Q: Superintendent Barresi – On the first year self-evaluation, have you identified anything that can be done to improve the process for teachers utilizing the rubric, because it looks like in the second year, you put a lot of emphasis on the rubric.

A: Ms. McAfee – The teachers had been so involved in the process, and had been given the rubric and all of the information, but they just did not take that self-evaluation and that definitive language as seriously as they needed to. They did it from their head, “this is what I think I do”, without going back and looking at the rubric. The self-evaluation does not contain all of the language of the rubric so they have to compare those two documents side by side. I have not looked at the self-evaluation document for other models, but if they are not...if they do not include all of the language then you will definitely have to spend some time on that. I also think that there needs to be a lot of conversations between the administration and the teachers. I hope that when the state does adopt a model, that they provide examples, video examples of what this should look like so that we can all be on the same page.

A: Mr. Killian – Last year we had given them a copy of the evaluation document, which is about 28 pages. As we got ready to do the evaluation we gave them the self-evaluation, which is only about 2-3 pages. Now what happened was that they sat and looked at that with some shorthand notation and filled it in. During our retreat we put both documents in their hand at the same time and told them that you can’t do the self-evaluation without actually reading the rubric. So what we have seen so far is a different look in how they evaluate themselves. While last year they all wanted to be innovating, this year it was more along the lines of developing and some applying. The key was to get them to really look at the rubric before they rated themselves.

A: Ms. McAfee – Then we charged them with three areas they were going to improve in this year. They knew there were going to be timelines, and they would be evaluating themselves over the course of the year. Then we would be looking at those specific areas more closely than anything else, because they committed to work on it throughout the course of the year. Although everybody was allowed to choose their own goal, they had to be aligned with our professional development plan.

2) Q: Representative Sears – How many other districts are we aware of using this particular model?

A: Superintendent Barresi – Possibly one or two, Ms. White, do you have any exact numbers?

A: Ms. White – Because of the way that both Danielson and Marzano’s frameworks are used, there’s not a tracking mechanism. They are publically available tools. We actually have districts all across the state that are using either Danielson’s Framework or a variation, just like Crutchko has made modifications, because it’s been around for so many years. In fact, I spoke with one school district and they said they didn’t know what they were using, they gave me a copy of the Framework and it was almost exactly Danielson, they just didn’t know it was Danielson’s, because it’s been around for so long.

3) Q: Mr. Ross – What would happen if the Department of Education were to select one or two plans that were not Danielson, how would you all switch to one or the other?

A: Ms. McAfee – Quite honestly, we looked at Marzano’s plan and we looked at the North Carolina plan, which is almost exactly Tulsa’s plan, if not exactly, we looked at those very carefully. One of the reasons we choose Danielson’s plan is that it was more readily accessible to us in a format that would allow us to do some modifications to it. All of the professional development that I have been in has said “don’t adopt this exactly as it is; make it fit your district”. So that’s what we did. We took our job seriously with respect to that. We made the modifications that we thought would make it work for us. I believe that we have made enough progress and have looked closely at all the models and we know that they all really align with the same research, so we could adjust.

4) Q: Dr. Berkenbile – Did you use this for all of your, all of your teachers, counselors, coaches, everything?

A: Ms. McAfee – We’re a pretty small district, so yes we did, but that’s because we don’t have quite as many positions that are different than regular teachers.

Superintendent Barresi then introduced Ms. Kerri White, Assistant State Superintendent of Educational Support, to give a presentation.

Ms. White briefed the Commission on the documents they received via email and during the meeting. Ms. White informed the Commission that state law requires that the selected TLE tools to have instructional practices that are based on research. Both Tulsa and Marzano have based their frameworks on thousands of studies of research on what makes an effective classroom teacher. State law also requires that the tools align with national best practice. Educational “best practice” is to have external validation. Marzano has many studies done internally or in conjunction with his research laboratory, however it has not been externally validated. The Gates Foundation has asked Dr. Marzano to participate in the MET study. Tulsa is currently participating of the MET study. To date, neither Marzano’s tool nor Tulsa’s tool have completed external validation.

Ms. White went on to say that Tulsa used their classroom teachers and teachers union in the decision making process. Marzano's tool also had teacher input in the development of the tool.

5) Q: Does Marzano have any Oklahoma teacher input?

A: Ms. White – I know that Marzano has been involved in the work of Oklahoma since 2005 with *The Art and Science of Teaching*, *Building Academic Vocabulary*, *What Works in Oklahoma Schools*, and the *What Works in Oklahoma Schools Study*. I cannot say whether any input he received from Oklahoma teachers has been used, but I can say he has worked very closely with Oklahoma teachers.

6) Q: Rep. Cannaday – The technical aspects in using Marzano, are there multiple technical providers available, or is this singular?

A: Ms. White -- The Marzano tool can be secured by the State of Oklahoma. The tool can be acquired separately from any training without charge. For the implementation and training on the tool, we would put out a Request For Proposals (RFP) to find out who could provide training on that tool, the technical support for that tool and the further training on the tool.

7) Q: Mr. Allen – If you are using Marzano, do you have to use their iObservation protocol or instrument?

A: Ms. White – I have not been told that iObservation is a requirement.

A: Mr. Toth – It is designed by State policy. In Florida, you can use any system.

8) Q: Superintendent Barresi – Just to clarify, would that be a separate RFP to go out for the purchase of hardware that would be used to record the results?

A: Ms. White – It is my understanding that we could take two different approaches to this. The State could either choose to make a purchase or to negotiate a price on behalf of the district as a whole, or districts could individually make the selection.

9) Q: Ms. Groves – We can use Marzano's method but we do not have to use any hardware to go with it? That is an option?

A: Ms. White – Yes, that is correct.

A: Superintendent Barresi – One thing we do not want are principals going around with big notebooks. For any model, we need to simplify it. Either through the State putting out an RFP or individual districts to select, that will need to be determined. Think of the recording device separate from the training.

10) Q: Ms. Tinney – But you would have to have that component in order for it to be fully utilized?

A: Ms. White – There are many educators and administrators who currently do all evaluations paper and pencil, regardless of what evaluation tool they are using. I believe it would be possible to do paper/pencil. I do not think that it would be time efficient for us to ask administrators to use a paper/pencil product for any of the models.

Ms. McAfee noted that the Danielson model could also be used through iObservation; however, Crutchko uses a paper pencil model.

10) Q: Senator Ford – Kerri, could the State use existing hardware and then just purchase an additional server or something to utilize the software?

A: Ms. White – It depends on the district. At this time the State does not provide any district with hardware. In some districts, the administrators already have some type of mobile device and it may be possible to load software onto existing hardware.

Ms. White then explained that the OSDE has provided each Commission member a copy of the preliminary recommendations for ease of reference during the final recommendations decision-making process.

11) Q: Sen. Lerblance – Do we have any idea on what impact this will have on districts financially?

A: Ms. White – We do have some funds available at the State to provide training and to provide the initial securing of software. I do not know if there is a state budget to provide all of the supporting resources. Every district will need to reconsider their Professional Development funds, and to align it with those things that we know will make a difference in the classroom.

12) Q: Sen. Lerblance – Assuming the State Board implements a state wide policy that they are going to use for evaluation, will the districts need to rely on personal funds to fund this or is the legislation is going to give the funds, or the state department?

A: Ms. White – Again the state department does have funds reserved for the initial round of training to make sure that teachers and administrations know how to use the tool. We do not want a teacher to find out they are not strong in a particular area and then not give them any additional assistance. In fact, the law requires them to have a plan for improvement and coaching in order to get better in those areas. Currently, if a teacher earns a low evaluation, the administrator will provide additional professional resources to help that teacher get better. Now, we are going to help them get better in those things that we are evaluating them on. So it may be that the goal of the professional development may change, but the cost does not have to change.

A: Superintendent Barresi – There’s almost two components to this. The department here has set aside some funds for the training component of this. This will be used to go out statewide, particularly during the pilot year. One of the other things that we will look at is the professional development so that the district will take some of that money and put it towards this. If it is directly applicable to districts and to teacher performance within their district.

13) Q: Sen. Lerblance – My main concern is that we will not have enough money for each district for this. Enough money for each district before we even begin talking about professional development. Is there going to be sufficient money to implement this in each district in each state?

A: Superintendent Barresi – We have been looking at this. I can tell you in discussions with Tulsa there are a lot of materials that they are turning over. With Marzano, we know the framework has no fee to it. We can put out an RFP for training; we can do some things ourselves at the Department. When I tried to press Dr. Marzano on an exact fee, he is a gentleman who is incredibly altruistic. So, I wish I could give you a specific amount, but he actually alters his fee based on need. I would like to be more specific than that but we have tried to press him on the issue. I know he is not going to lose money on this, but it is my impression that he is not out there to make money, as is Tulsa. It is not their intent to make this a profit center. I hope I am correct in saying that Dr. Ballard.

A: Dr. Ballard – Absolutely.

14) Q: Rep Cannaday - To follow up on that a little bit, the statutory requirement that requires a principal to put a teacher on a plan for improvement. What will that principal do to allow that teacher to achieve success?

A: Ms. White – The only change to the law is that it requires teachers who score ineffective or needs improvement to be put on a plan of improvement and instructional coaching.

15) Q: Rep. Cannaday – But not from the building principal?

A: Ms. White – The law does not specify who will conduct the coaching.

16) Q: Ms. Tinney – Is iObservation the only one that can provide software on the Marzano plan? Are there any other systems that have been used to transfer data?

A: Mr. Toth – Typically, what happens when a state selects a framework, there is a negotiation. But in my experience, for example with Florida, it is written in the contract with Dr. Marzano and LSI, that there is technical assistance that will be used to report the data. Therefore, the districts are never in a hostage situation. In Florida, they received 700 million from Race To the Top, and used a significant portion of that for the Value Added piece. They had the districts then select the data system- it was a free market.

17) Q: Ms. Tinney – So in Florida, not everyone that is using the Marzano plan uses iObservation?

A: Mr. Toth – Yes

18) Q: Ms. Tinney – Do you have the names of the other ones used?

A: Mr. Toth – Several do a very good job with student data. PD360 has a version; there are about a half dozen. One very large district in Florida spent 22 million on a data system; another one spent a few thousand. So there were dramatic differences.

19) Q: Ms. Groves – What data system does Tulsa Public Schools use?

A: Ms. Burke – The technology system we have been using to date is homegrown software that we would be able to provide districts free of charge. It is essential an excel access base and it will need to be customized to the data system in place at the district. Therefore, there will be customization charges.

20) Q: Ms. White – What hardware do your administrators have?

A. Ms. Burke – Right now I believe it is usable on net books and we are pursuing the option of looking at a bells and whistles system that is available for about 30,000 a year, but it is not required to use our system.

21) Q: Superintendent Barresi – So the software needs to be adapted to a district's system?

A: Ms. Burke – Right, but I am not a data person.

A: Ms. Shaul – So the current system that Tulsa is using is homegrown. It is basically an excel data base. A Microsoft product that most districts will have, so principals can put the information on Axis and that database can be manipulated; queries and reports can be pulled. Any district can do it; they would just have to do it based on our shell. So we would provide the steps on how we built it so that other districts can do the same. There is no cost for that system.

We are also in the process of looking at technology that can be accessed from anywhere. It will also allow us to use many platforms.

22) Q: Mr. Stone – If the Tulsa model were able to scale up for the State, where would the ownership of the infrastructure; where would that reside? Would that come to the department or would it be shared with the other districts?

A: Ms. Shaul – The part involving implementation would reside with us, for the roll out and the professional development of implementation. We would have the capacity to provide that.

23) Q: Sen. Lerblance – What if we pass with Marzano, what will Tulsa and Crutchko do? Will they be able to continue to use their system?

A: Superintendent Barresi – They can continue to use their system based on the preliminary recommendations made. If you take a look at the preliminary recommendations, and if they are adopted as the permanent recommendations; anyone that does not use the default, can

use the other two models. Currently, as it stands, the default implies that budget for the implementation goes with the default.

24) Q: Sen. Lerblance – It says that we shall adopt a new statewide system, so by reading that it means that everybody has to use the same system.

A: Superintendent Barresi – This is something that was discussed at point A when we began and put together this Commission. What does a system mean? Does it mean a system of several models? Does it mean a system of only one model? What does it mean? Through our meetings and discussions, this Commission is making a recommendation that it is a system of several models and a default.

25) Q: Sen. Lerblance – But it is singular and not plural.

A: Superintendent Barresi – Is it a system of several models, or one? We have wrestled with this definition quite a bit.

26) A: Sen. Ford – When we passed legislation we put in a framework in place where we could move forward and pick and choose within that framework. So, to me a system works better when there are multiple entities within a system. That is certainly appropriate within the intent of the legislation. The intent is not to come with something so specific that it cannot be changed. The intent was to give some directions, some guidelines. And it is up to this Commission, and its input, and the Department, to do what is best for Oklahoma.

27) Q: Rep. Cannaday – when you read the language of section 6 it is very specific, so how can it be general and specific at the same time?

A: Sen. Ford – I would have to get section 6 out. It says that it is correlated to student performance including but not limited to, so to me this is going to it being general. We gave guidance. That is why we have this Commission, to give some additional guidance to the State Department as to what we think is best as far as implementation.

28) Q: Rep. Cannaday – So, we as the Commission can decide which part we will accept and which we will reject? Do we accept the 35% involving state mandated testing?

A: Sen. Ford – Well, that is one of the guidelines. But what goes into making up some of these guidelines, the 35% is up to discretion. Those are the things we have had prior meetings on.

Ms. Harris noted that the crosswalk showed which things are required by statute and which were not.

Rep. Cannaday stated that some of the items are irrelevant.

29) Q: Ms. White – Can you be more specific? (referring to Rep. Cannaday’s irrelevant comment) I do not remember that.

A: Rep. Cannaday – I apologize, that would be Tulsa’s (inaudible)

Ms. White responded by saying that Tulsa went through each component of the law and showed how their tool matched the law. Their qualitative tool was not designed to meet the quantitative portion; that is going to be a separate calculation. None of the three models are for the quantitative portion. It was not that the piece was irrelevant, but that it was not relevant to the qualitative portion. All three tools do meet the requirements of the law.

PRESENTATION AND DISCUSSION OF PUBLIC COMMENT ON PRELIMINARY RECOMMENDATIONS 1-5

Ms. Currin-Moore outlined some of the public comments that were provided to the Department. She informed the Commission that 1,158 persons responded to the public comment and 76% of the responders were teachers. The vast majority of the responders were supportive of the qualitative portion being 50% of the TLE system. She then went on to discuss some of the open-ended responses. In regards to preliminary recommendation number 1, there was high interest in naming a default, as well as selecting a teacher default from Marzano, Danielson, or Tulsa and for the leaders, between McREL or Reeves. 56.7% of the responders wanted Danielson to be included as an option, 36.9% of the responders did not want to include Danielson as an option, and 7.5% of the responders would like to name Danielson as the default. 52.2% of the responders wanted Marzano to be included as an option, 25.3% of the responders did not want to include Marzano as an option, and 22.3% of the responders would like to name Marzano as the default. 49.3% of the responders wanted Tulsa to be included as an option, 41.2% of the responders did not want to include Tulsa as an option, and 12% of the responders would like to name Tulsa as the default.

Ms. Currin-Moore then went on to discuss specific positive emails she received regarding the Marzano model. She also stated that she did not receive any comments for either Tulsa or Danielson.

Ms. Currin-Moore stated that very few of the public comments related to the leader frameworks. 53.8% of the responders wanted Marzano’s Leadership model to be included as an option, 26.5% of the responders did not want to include Marzano’s Leadership model as an option, and 21.4% of the responders would like to name Marzano’s Leadership model as the default. 53.8% of the responders wanted McREL to be included as an option, 39% of the responders did not want to include McREL as an option, and 8.1 % of the responders would like to name McREL as the default. 51.2% of the responders wanted Reeves to be included as an option, 39.7% of the responders did not want to include Reeves as an option, and 6.4% of the responders would like to name Reeves as the default.

The majority of the responders agreed or strongly agreed with Board approval of district’s modifications of any approved frameworks. Ms. Currin-Moore stated that many responders did not understand that a Value Added Model is a version of a Growth Model. She believed that this issue would be elevated once more education on the subject is provided.

**DISCUSSION AND POSSIBLE ACTION ON PRELIMINARY RECOMMENDATIONS
TO THE OKLAHOMA STATE BOARD OF EDUCATION RELATED TO THE
QUALITATIVE ASSESSMENTS FOR THE TEACHER AND LEADER
EFFECTIVENESS EVALUATION SYSTEM (TLE)**

Ms. White explained that the Commission will review each of the Preliminary Recommendations separately and each will be voted on separately.

Mr. Allen made a motion to approve Preliminary Recommendation 1a. Seconded by Mr. Robison.

30) Q: Rep. Lerblance – Is this what we are recommending to the State Board? Is this in compliance with the statute?

A: Ms. White – Yes, this is what you will be sending to the State Board for them to take action on December 15th.

31) Q: Mr. Ross – Is everyone in total agreement that we need to have more than one? If there is more than one how do we make sure proper resources are given to the districts to implement?

A: Rep. Cannaday – At the last meeting we had a proposal for two, and that was voted down. So that tells me that the Commission wanted one.

A: Sen. Ford – The motion was to allow the State Board to adopt up to two models, it gave the Board some latitude. That was the motion that was defeated.

32) Q: Mr. Ross – So don't we need to decide this first? Are we going to have one or two?

A: Ms. Allen – I thought that through our numerous meetings we had already decided this. I thought we were all pretty clear that we wanted the default plus some others.

A: Ms. White – One of the things I added into 1c is that a portion of the state funding would be reserved for those who do not choose the default and that this may be done through Average Daily Membership or Average Daily Attendance. So that was a placeholder for us to discuss funding for districts who choose something other than the default.

33) Q: Mr. Ross – Why do we want to offer more than one if they can all convert to one?

32) Q: Dr. Berkenbile – Are 1a and 1c in direct conflict with each other? One is talking about one evaluation system and the other is talking about a variety?

A: Ms. White – perhaps they could be in a better order. The intent of 1a and 1c is that the preliminary recommendation were to approve three (frameworks) and that perhaps in the future the State Board might approve another one or two as they become available. But, 1a is

saying to select from those three, one that would be the default behind which the energies of the State Department would focus.

33) Q: Dr. Ballard – Is there anything that would preclude financial assistance to one or even two of the other choices.

A: Superintendent Barresi – Certainly, if that is the recommendation of the Commission I think that would be in the purview of the State Board to distribute the budget in the implementation of these models. I think they would like guidance from this Commission before they make that decision. We have thought about different ways to do this. We are constantly searching for a fair and equitable way to do that while also recognizing that the dollars for implementation are limited. The implementation will be costly. We want to, as best we can, appropriate the dollars to meet the desire of the Commission.

Ms. Harris commented on the Tulsa’s model and its teacher input. She acknowledged that not all districts will be able to have as much teacher input, but that having a choice in models is important. She reminded the Commission that our State is very diverse and she would like to have a default with options. In regards to funding for implementation, Ms. Harris supports the funding based on Average Daily Attendance.

Superintendent Barresi informed the Commission that the language was derived from the Department’s discussions with districts and its desire to allow the funding to be based on ADA. Most of the training will emanate from the Department and the district can also use local budgeted PD dollars. Superintendent Barresi said that the Department is trying to hit a balance of district choice and quality implementation.

36) Q: Mr. Allen – Does 1a mean that if you select the default, 100% of your training needs would be met and 1c would be a way through ADA to find funds if someone wanted to go to another model. Is that accurate? Or are we not going to fully fund through 1a, which means we would have three defaults?

A: Ms. White – The way I envisioned how this would play out- Any district that selected the default would be fully funded and supported unless there was no money left. Then, if a district choose one of the others, then 1c would say that any additional money that was available would be provided to those districts to assist. It may not be fully funded. So, 100% of the default funded and as much as possible of the others based on ADA or ADM or a percentage.

Mr. Allen agreed with Ms. White but stated that 1a needs to mirror the Commission’s desires.

Ms. White was concerned to put such language in the recommendations because it is not clear what funding for TLE will be in future years.

37) Q: Rep. Cannaday – If we selected preliminary recommendation 1a, then when we move to 1c, are we picking one?

A: Ms. White - So, 1b is where you are picking your one default and 1c would allow the others to be included as options.

38) Q: Ms. Tinney – Superintendent Barresi, how much funding is available this year?

A: Superintendent Barresi – we have identified about 1.5 (million) for training implementation.

39) Q: Mr. Ross – But when you talk about statewide training, it is a lot more than that?

A: Ms. White – Tennessee, with their initial training, they accomplished it with just under a million dollars for the entire state.

40) Q: Ms. Tinney – How many teachers do they have? How many districts?

A: Ms. White – Tennessee is comparable to Oklahoma in the way they are organized.

41) Q: Mr. Ross – Dr. Ballard, what is Tulsa’s budget for training its teachers, isn’t that what we are talking about?

A: Dr. Ballard – I would say that our total amount spent on training... well it is all done in-house. We hire a consultant for about \$200,000 and the rest of it is in-house.

41) Q: Mr. Ross – But there is a cost associated with that?

A: Dr. Ballard – There is a cost associated with that and, it just depends. If it were Tulsa, we would do a train the trainer model. There would be some cost associated with that. Some districts would take it from that point and do all the training themselves. So, it is hard to say. I would say our training the trainer would be no more than what we pay our consultant.

A: Superintendent Barresi – The primary obligation is that training occurs throughout the state to obtain the all-important inter-rater reliability. Not only the training of the trainers but the teachers. We need to look to Tulsa and Marzano for the training videos. One of the things that need to be considered is that Tulsa’s has been developed for an urban school district, so, there are going to have to be some slight changes to it. I do not know what dollar impact would be. It is absolutely critical that there is uniform training throughout the state.

Ms. Reid discussed the idea of putting all of the focus around a single model, but the school board could opt to provide partial funding to avoid stifling of creativity.

Superintendent Barresi – Remember we are going to have a pilot year and the Commission will review the results of the pilot year and make recommendations based on that pilot year. With the information that Gates is interested in doing a MET analysis with both Tulsa and Marzano, that will help.

Mr. Stone stated that because the Commission will be able to come back and analyze the pilot year data, it would be easier to make decisions regarding frameworks.

42) Q: Mr. Allen – So could we end up with three models with funding 1/3, 1/3, and 1/3?

A: Ms. Tinney – Well, with only one getting the funding the others may fizzle out. I would like to see the models after the year with both having funding.

Superintendent Barresi reminded the Commission that whatever decisions the Commission makes, three models would be run next year. She would like to see Tulsa's model run in a rural and suburban districts.

43) Q: Ms. Reid – Do you think the Board would be amenable to funding the Tulsa model in a rural and suburban district, unlike Tulsa, if Marzano were selected as the default?

A: Superintendent Barresi – I cannot speak for the State Board.

44) Q: Sen. Ford – Could we propose that 75% of the funds be used on the default model and 25% will be made available to the other two models? Can we take whatever funds there are and use the majority of the funds to support the default and not just leave the other options.

A: Rep. Cannaday – Would you have to amend preliminary recommendation 1a?

A: Sen. Ford – Yes, I have not looked specifically at these, this is just a concept we might want to consider.

Mr. Allen withdrew his motion to approve 1a and moved to approve 1c. Seconded by Mr. Berkenbile.

45) Q: Mr. Ross – How will we pay for the models other than the default? Superintendent Barresi, do you want a 75/25 or do you want discretion?

A: Superintendent Barresi – I am getting to know my Board members better and I think they would say, "What does the Commission recommend". If it is the desire of the Commission to give discretion then we will go ahead with that.

Superintendent Barresi stated that the 75/25 would be a better option in terms of all that is required to roll this out at the level of fidelity that the state would like.

Dr. Ross moved to amend Mr. Allen's motion to add 25% to the funding allocation be used for the non-default models. My concern is that if money is not set aside, it will all be used in 1a, so target some money for the others.

46) Q: Superintendent Barresi – Are you wanting to omit language regarding the formula based on ADA?

A: Dr. Ross – Yes

A: Ms. White – May I make a recommendation on wording – 1c second sentence – begins “frameworks other than the default be provided by local funds” If we were to scratch the rest of that sentence and add “and 25% of available state funds”. The sentence would read, “Frameworks other than the default will be supported by local funds and 25% of available state funds.”

Dr. Ross’ motion was seconded by Mr. Allen.

47) Q: Mr. Ross – Won’t we need to delete the default from 1c? Or will we keep that in 1c? Do we need to vote on 1b first?

48) Q: Ms. Groves – Do we need to remove the words “pending correlation to statutory criteria?”

A: Ms. White – We do.

This amendment was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, y Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, yes; Mr. Stone, yes; Ms. Tinney, yes. The amendment carries.

This motion was then voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, yes; Mr. Stone, yes; Ms. Tinney, yes. The motion carries.

Preliminary Recommendation 1a

Mr. Allen asked to add language regarding the 75% funding within the recommendation. Other Commission members did not feel it was necessary. Mr. Allen moved to approve 1a. Seconded by Ms. Tinney.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, yes; Mr. Stone, yes; Ms. Tinney, yes. The motion carries.

Preliminary Recommendation 1b

Mr. Allen moved to approve the Marzano framework as the default model. Ms. Reid seconded.

49) Q: Rep. Cannaday – If a motion has been made and seconded for Marzano, will that same procedure be applied for each of the three? Or if there were a majority vote, there would be no need for additional votes.

A: Superintendent Barresi – I do not think there will be a need for additional votes.

50) Q: Mr. Ross – So if Marzano is not the desired one, you would vote no and then there would be a new motion and you could vote yes.

Ms. Harris – I would like to ask the consideration of the Commission to consider making the Tulsa Model the default model. We have a unique opportunity here to take a model that was developed by educators and teachers in this state, for children in this state, that’s been supported by the largest foundation in the United States. Ms. Harris went on to explain Tulsa’s relationship to the Gates Foundation. Ms. Harris stated that selecting the Tulsa model might give the state national attention. Ms. Harris also stated that selecting the Tulsa model “might bear extensive fruits” and “the Gates Foundation is intently watching what is happening, not only with Tulsa but with this Commission.” “They (The Gates Foundation) are making investments in innovative models throughout the country. It would be nice if Oklahoma were on the list of States to keep their eye on.”

Mr. Allen – We want to pay attention to the responses of our survey. Marzano is... almost twice as many people who wanted Marzano as the default model than the Tulsa Model.

52) Q: Mr. Stone – How many people took the survey?

A: Mr. Allen – 1158

A: Superintendent Barresi – Over the entire time that the Commission gave its preliminary recommendations, the public comment went out.

52) Q: Mr. Stone – What percentage of those people have been following the discussion?

A: Ms. Currin-Moore – The following has been low, but the way that the question was worded was “the following of the Commission”. So that does not necessarily mean that they don’t have a grasp or an understanding of the frameworks. My interpretation of the question was “do you know what the Commission is doing, when they are meeting, what’s going on in the meetings, have you read the minutes?” That is what my understanding of the question was.

A: Ms. White – In the question that specifically asked about whether to choose the framework as a default said, “If you were familiar with the frameworks, please respond to the following question.”

A: Superintendent Barresi – We have made multiple attempts in many different fashions to ask the public for public comment. I think it has even been mentioned in the newspaper and on our website. There are multiple ways that we have done it.

53) Q: Mr. Stone – I am not a professional educator, unlike many of you around the table. I know how complicated it is in attending the meetings, reading the materials, discussing it with people who I respect that have knowledge of the situation. I do think the outreach that you have done, you have done a fantastic job, by asking about, in a general sense, about qualitative models, is a great way. But asking specifics about these three programs, I just do not take a lot of confidence in that any of their responses, with a very limited sample size, who have had any experience with any of these models.

Ms. Tinney – Well, one of the things that interested me with what you said Ms. Harris, is if the Gates Foundation would help fund, perhaps...

Ms. Harris – I did not say they would, I said that I think it would impress them very much if the state recognized the effort that happened in Tulsa. I do not think we have any indication now.

Mr. Mills – So is there an amendment to the original motion?

Ms. Harris – I was just making a statement, hoping that we would get to vote again.

54) Q: Dr. Berkenbile - Do we have an idea of geographically where these responses came from?

A: Ms. Currin-Moore – No sir.

A: Superintendent Barresi – This was an open survey. We did not go out and survey, we do not have the money for that.

Mr. Allen – In response to Renzi's point, I would say the vast majority of the responders were educators, and I think that they have a little bit of an idea of what they have expressed their opinion on.

Mr. Robison – Just to debate this, I agree with you. Obviously, the vast majority of these responses were teachers. I know from OEA's perspective, we've had a website up, we've tried to educate people, we've been driving people as best we can to take those surveys, and I am sure other groups have as well. So, what I suspect what you might see is some more of an organizational type push on some of the votes that were taken. So, I am not sure, while lots of our members have been calling me and talking to me about the different plans, I am kind of with Mr. Stone. I do not know if I would look at those results and make the case that they are reflective of much out there other than what people have been led to do.

Mr. Allen – In response to that, our organization asked people to take the survey. We did not ask them to look at one model over another; we just said if you are interested. We did not have anything in our correspondence that said you have to lean one way or another. We are asking for a public response, and now I am hearing conversations that the response does not really matter and on top of that, they really do not know what they are talking about. I take offense to that.

Mr. Ross discussed his role in his private foundation work and that he thought it was logical to name Tulsa as the default because of the chance that the Gates Foundation might fund it statewide.

Dr. Ross expressed that her biggest concern was whether each framework met the letter of the law. Because they all do meet the letter of the law, Dr. Ross stated that she leaned towards Tulsa because of Tulsa's teacher support.

Ms. Reid stated that classroom teachers know Marzano. While she is intrigued by Tulsa's framework, she is concerned about its ability to be implemented statewide.

Ms. Groves stated that she does not want to back something that is an unfunded mandate. Her concern with Tulsa is with the type of product that Tulsa currently has and how much of a burden financially it may be on the part of the State Department to enhance the product. She also stated that Tulsa does not have the long-term studies to show us the impact on student learning.

Sen. Lerblance stated that he had an issue with Dr. Marzano not knowing how much the training will cost. He also stated that in regards to the Tulsa system, Tulsa had the cooperation of the teachers, which is important.

Rep. Cannaday said that he would lean towards Tulsa because it narrows down the rubrics, which can be related to a teacher. He believed that the Marzano model did not have a common language.

55) Q: Ms. Reid – Does the Tulsa model have a student evaluation component?

A: Dr. Ballard – I know that it is not in there.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, no; Representative Cannaday, no; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, no; Secretary Hudecki, no; Senator Lerblance, no; Dr. Mills, no;; Ms. Reid, yes; Mr. Robinson, no; Mr. Robison, no; Dr. Ross, no; Mr. Ross, no; Representative Sears, yes; Mr. Stone, no; Ms. Tinney, no. The motion failed.

Ms. Harris moved to name the Tulsa framework as the default framework. The motion was seconded.

This motion was voted on with the following votes: Mr. Allen, no; Superintendent Barresi, no; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, no; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, no; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, no; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

Preliminary Recommendation 1d

Ms. White informed the Commission that 1d, 1e, and 1f all follow the same model as 1a, 1b, and 1c except that we are discussing the leader framework as opposed to teacher frameworks. Ms. White notified the Commission that the Marzano Leadership Framework had not been fully developed; therefore, it was not an option for adoption.

Mr. Allen moved to approve 1d and seconded by Rep. Sears.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, absent; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, yes; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

Preliminary Recommendation 1f

Ms. White noted that the language “pending correlation with state statute” would not need to be removed because both of the leader frameworks need minor adjustments in order to be aligned to state statute.

Rep. Sears moved to approve 1f and seconded by Dr. Berkenbile.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, absent; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, yes; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

Preliminary Recommendation 1e

Mr. Mills made a motion to name McREL as the default leader evaluation system. Seconded by Mr. Robison.

This motion was voted on with the following votes: Mr. Allen, no; Superintendent Barresi, no; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, no; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

Preliminary Recommendation 2

Ms. White reminded the Commission that Preliminary Recommendation 2 states that any modifications to the default framework or the other frameworks would be approved by the State Board before the modifications could be made in the district.

Rep. Sears made a motion to approve Preliminary Recommendation 2. Seconded by Mr. Robison.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, absent; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, no; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

**DISCUSSION AND POSSIBLE ACTION ON PRELIMINARY RECOMMENDATIONS
TO THE OKLAHOMA STATE BOARD OF EDUCATION RELATED TO THE
QUANTITATIVE MEASURES FOR THE TEACHER AND LEADER EFFECTIVENESS
EVALUATION SYSTEM (TLE)**

Ms. White explained that Preliminary Recommendation 3a and 3b references the Value Added Model. 3a specifically discuss using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth for those teachers in grades and subjects for which multiple years of standardized test data exist.

Preliminary Recommendation 3a

Rep. Sears moved to approve Preliminary Recommendation 3a. Seconded by Ms. Harris.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, absent; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, absent; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, no; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

Preliminary Recommendation 3b

Ms. White reminded the Commission that Preliminary Recommendation 3b discussed using a Value Added Model in calculating the thirty-five percentage points attributed to student academic growth using multiple years of standardized test data for those leaders of buildings containing grades and subjects for which multiple years of standardized test data exist.

Mr. Robison moved to approve Preliminary Recommendation 3b. Seconded by Rep. Sears.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, abstain; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, absent; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, no; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

Preliminary Recommendation 4

Ms. White explained that Preliminary Recommendation 4 is for teachers and leaders in grades and subjects for which there is no state-mandated testing measure to create a quantitative assessment, It is recommended that more research be conducted to determine the appropriate measure(s) of student achievement taking into account a combination of multiple measures and including teacher, leader, and specialist input.

Mr. Allen moved to approve Preliminary Recommendation 4. Seconded by Dr. Berkenbile.

56) Q: Sen. Lerblance – Is there any sunset provision for this?

A: Superintendent Barresi – Over the next year, as other states look to wrestle with this issue, we are looking at those and the data that they are collecting and we will bring the data back on those. When we think we have a formula to offer, we will bring this to you. Our desire is to move quickly so that we can have full implementation on this.

57) Q: Sen. Lerblance – So what will those teachers do? Will they be evaluated at all?

A: Ms. White – This only relates to the 35% regarding student growth measures. So 35% would be vacant at this time, but because it is not required to be in place by the 2013-2014 school year and I believe we will have it in place by then. But if not the Commission could recommend what could fill in that gap.

A: Superintendent Barresi – we are going to pilot the qualitative in the 2012-2013 school year.

Rep. Cannaday raised an issue of a lack of equity for teachers that have state mandated testing and those that do not.

Sen. Ford noted that Section 7 of SB 2033 states that one of the responsibilities of this Commission is to provide oversight and provide recommendations. So if the legislature meant for the statute to be very specific, the legislature would not have created a Commission.

This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, yes; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, no; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

Preliminary Recommendation 5

Ms. White noted that Preliminary Recommendation 5 deals with the last 15 percent. It recommends that further study be conducted of best practices across the country as well as inviting Oklahoma educators to provide input to develop a list of appropriate measures for Oklahoma.

Mr. Robison moved to approve Preliminary Recommendation 5. Seconded by Dr. Berkenbile.

58) Q: Mr. Allen – Is the wording a little bit different that number 4?

A: Ms. White – I believe that is the way it was phrased at the last commission meeting.

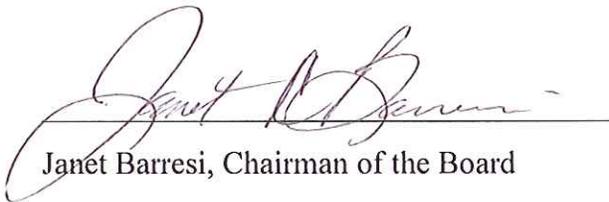
This motion was voted on with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Ballard, abstain; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Secretary Hudecki, yes; Senator Lerblance, yes; Dr. Mills, absent; Ms. Reid, yes; Mr. Robinson, yes; Mr. Robison, yes; Dr. Ross, yes; Mr. Ross, yes; Representative Sears, yes; Mr. Stone, yes; Ms. Tinney, yes. The motion passed.

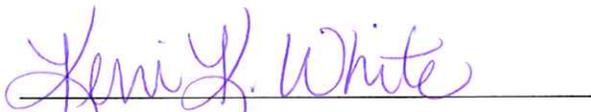
NEW BUSINESS

There was no new business.

ADJOURNMENT

There being no further business to come before the Commission, Superintendent Barresi adjourned the meeting.


Janet Barresi, Chairman of the Board


Kerri White, Assistant State Superintendent

Attachment A

Oklahoma State Department of Education attendees:

Ms. Malissa Cook, Oklahoma State Department of Education
Ms. Mary Colvin, Oklahoma State Department of Education
Ms. Gloria Bayouth, Oklahoma State Department of Education
Ms. Ramona Coats, Oklahoma State Department of Education
Mr. Marty Fulk, Oklahoma State Department of Education
Dr. Maridyth McBee, Oklahoma State Department of Education
Mr. Scott Goldman, Oklahoma State Department of Education
Ms. Melodie Fulmer, Oklahoma State Department of Education

Other guests:

Mr. Robert Killian, Crutcho Public Schools
Ms. Teresa McAfee, Crutcho Public Schools
Ms. Susan Newkhan, The University of Oklahoma
Ms. Tina Williams, Oklahoma City Public Schools
Ms. Jan Barrick, Alpha Plus
Mr. Lou Barlow, Barlow and Associates
Ms. Toni Duke, Oklahoma City Public Schools
Ms. Reagan Haas, Oklahoma City Public Schools
Mr. Wil Norton, Oklahoma City Public Schools
Ms. Vickie Williams, CCOSA
Ms. Victoria Dacalio, Oklahoma City Public Schools
Ms. Jana Burk, Tulsa Public Schools
Mr. Michael Barlow, Barlow and Associates
Mr. Ted Gillespie, OACTE
Mr. Jimmie Smith, Darlington Public School
Ms. Dottie Hager, OEA
Ms. Katie Hawk, OEA
Ms. Erin Boeckman, eCapitol
Ms. Karen Patton, OKC AFT
Mr. Brian Staples, Oklahoma City Public Schools
Ms. Pamela Greathouse, Oklahoma City Public Schools
Ms. Randa Pirrong, Oklahoma City Public Schools
Ms. Delphia Hughes, Oklahoma City Public Schools
Ms. Emily Wilkins, POE
Dr. Jack Herron, POE
Ms. Carless Cox, Oklahoma City Public Schools
Mr. Orlando Smith, Oklahoma City Public Schools
Ms. G. Greathouse, Oklahoma City Public Schools
Ms. Dottie Hager, OEA
Ms. Daniela Neaville, OEA
Ms. Katie Hall, OEA
Ms. Alicia Priest, OEA

Ms. Jennifer Pettit, MC3
Ms. Lisa Holder, Oklahoma State Regents for Higher Education
Ms. Amy Polonchek, Tulsa Public Schools
Ms. Lynn Stockley, Tulsa Public Schools