

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

July 27, 2011

The Teacher and Leader Effectiveness Commission began its regular meeting at 1:00 p.m., July 27, 2011, at the Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The Agenda was posted at 1:00 p.m., Tuesday, July 26, 2011, in accordance with 70 O.S. § 6-101-.17.

The following were present:

Mr. Michael Toth, Chief Executive Officer, Learning Sciences International
Ms. Kerri White, Assistant State Superintendent of Student Support, Oklahoma State
Department of Education

Members of the Teacher and Leader Effectiveness Commission present:

Dr. Janet Barresi, State Superintendent of Public Instruction (Chair)
Mr. Ed Allen, American Federation of Teachers
Bruce DeMuth, designee for Dr. Phil Berkenbile, Oklahoma State Department of Career
and Technology Education
Representative Ed Cannaday, Oklahoma House of Representatives
Senator John Ford, Oklahoma State Senate
Mr. Ted Gillespie, Oklahoma Commission for Teacher Preparation
Mrs. 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
Mr. Joel Robison, Oklahoma Education Association
Mr. Robert Ross, Inasmuch Foundation
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 1:08 p.m.. Ms. White 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 JUNE 29, 2011, REGULAR MEETING APPROVED

Superintendent Barresi requested approval on the June 29, 2011, minutes. Senator Lerblance requested a change on page 4, next to the last paragraph, for a comment that was attributed to Senator Ford. It should have been attributed to Senator Lerblance. Senator Ford agreed. Senator Lerblance moved to approve, Mr. Allen seconded. With this change, the motion carried with the following votes: Mr. Allen, yes; Supt. Barresi, yes; Dr. Robinson, yes; Representative Cannaday, yes; Senator Ford, yes; Mrs. Groves, yes; Ms. Harris, yes; Senator Lerblance, yes; Dr. Mills, yes; Mr. Robison, yes; Mr. Ross, yes; Ms. Tinney, yes.

REPORT ON THE NATIONAL GOVERNOR'S ASSOCIATION POLICY FORUM ON EVALUATING TEACHER EFFECTIVENESS

Ms. White provided information that she and Superintendent Barresi obtained from the National Governor's Association Policy Forum in Providence, Rhode Island. The Forum was attended by 17 states that are moving in the direction of adopting teacher evaluation systems, including teacher effectiveness components. Rhode Island, Maryland, and Tennessee have agreed to share their information at an upcoming TLE Commission meeting. There were no questions or comments.

REVIEW OF THE CRITERIA FOR SELECTION OF A FRAMEWORK FOR TEACHER AND LEADER EVALUATION

Ms. White gave a brief review of the legislative requirements for the TLE evaluation system. It is a requirement that 50% of the evaluation be qualitative, 35% be quantitative in relation to student academic growth, and 15% be quantitative in reference to other academic measurements. There were no questions or discussion.

PRESENTATION AND DISCUSSION OF MODELS

- a. Danielson's Framework for Teaching
 - Dr. Peggy Schooling, LSI Director, Teacher Evaluation Services

Purpose of Teacher Evaluation
Teachers held accountable
Sources of evidence
Evidence based on subjective not objective
Danielson's framework built around four domains:

Planning and preparation,
Classroom environment,
Instruction, and
Professional responsibilities.

Included in these four domains are: 22 components that are distinct, yet inter-related aspects of each domain, and then there are 76 elements that provide guidance around specific features of a component. In addition to that there are rubrics that organize each of these characteristics.

Two major priorities of this particular framework or philosophical process:
Proficient teacher have to have students cognitively engaged in their learning
Distinguished Teacher who go beyond, not just having students engaged, but students are taking ownership of their learning.

Danielson's model is a constructivist, cognitive approach.

Questions or comments:

- 1) Q: Ms. Tinney - As a teacher, does your evaluation tool give room for situations involving student behavior, even though the teacher is doing what they are supposed to do?
A: Dr. Schooling - Yes, there are elements that address how the teachers respond and what the teacher does when the behaviors occur.
- 2) Q: Rep. Cannaday - Over the course of the year, a preponderance of evidence. Can you clarify that?
A: Dr. Schooling - In Charlotte's model, what is recommended is that schools and districts determine what number of observations would be made. There are two types of observations. One is formal, which is where you have a pre and a post conference, typically observing an entire lesson, and one is informal, which might be 15-30 minutes, typically unannounced.
- 3) Q: Mr. Robison - If a teacher wants to improve, does the program provide some instruction or examples that the teacher can see, to determine what good practices look like?
A: Dr. Schooling - Yes. The first most important part is making sure there is a link between what the teacher's performance is and what their professional development goal is going to be. So that is really a critical piece. Narrowing down the areas of weaknesses and identifying the areas of support. Sometimes those supports are going to be in the building, teachers and other resources, and then sometimes they are going to outside of the building.
- 4) Q: Supt. Barresi - Could you give us a description of the training for principals, observers, or raters? Is there any kind of certification or process involved in that training?

- A: Dr. Schooling - With the Danielson's model, all principals are trained extensively. The training is for 3-6 days initially and involves helping them to understand the framework and as part of that framework, looking at videos in order to rate the teachers performance to gain a shared understanding and common ground. That is something that happens over time as principals work together. They also recommend that within the school setting once the training is over, that all schools establish a methodology for principals to come together to review videos, talk about instruction, and continue that process.
- 5) Q: Supt. Barresi - Is there a formal way to determine inter-rater reliability if there is more than one rater evaluating the teachers?
- A: Dr. Schooling - Yes, in order to have inter-rater reliability, the first thing you have to have is a common language. You have to have the framework that you understand and talk about. That is the first step. The extent to which the common language is clear and specific forms a foundation of inter-rater reliability. In this framework there is information provided to the teachers and the observer to make those decisions. The schools and districts sometimes have to go back and clarify some of the elements in the framework in order to get better inter-rater reliability. Inter-rater reliability is a process that happens over time.
- 6) Q: Rep. Cannaday - Is the video you are referring to a real time video in a real classroom situation, with students, etc.?
- A: Dr. Schooling - Yes, with both frameworks, in our training we always use real classrooms.
- Q: Rep. Cannaday - For the training, but what about the application. Would it be done from videos?
- A: Dr. Schooling - Yes, both. Moving from videos, then into practice, typically what we see and have principals do is work together, then in teams, go into schools and be able to work together to rate teachers. That is one way to get inter-rater reliability.
- 7) Q: Mr. Allen - What kind of attention is being given into training to school culture, in changing attitudes and events in the process?
- A: Dr. Schooling - Yes, changing culture is significant and part of that is for teachers to be a predominant factor in a school in terms of student learning. Principals are also responsible for that because as they lead, so does the school. Part of what we do in our training to help administrators shift the culture.
- 8) Q: Mrs. Groves - I find this very helpful. Could we get a copy of the domains?
- A: Ms. White - Yes, you have them on the CD in your packet.

- 9) Q: Sen. Lerblance - Where do we measure the student academic growth. How is that reflected here?
- A: Dr. Schooling - All of the strategies within this particular framework are based on research that have been tied to student academic growth.
- Q: Sen. Lerblance - So if 50% of ours has to be quantitative, then how will that be reflected in this form here?
- A: Ms. White - Our framework does require 50% quantitative and 50% qualitative. All of the models we are looking at today are how we would measure the qualitative. At future meetings, we will look at how we should measure the quantitative components that would be combined with this type of a score to get our overall five performance level ratings.
- Q: Sen. Lerblance – Would this be half of the performance evaluation?
- A: Dr. Schooling - Correct. I think you may also be asking about the link directly to the strategies that are a part of this model that affect student learning.
- 10) Q: Ms. Harris - I'm assuming that because we must have five levels for Oklahoma, if we were to settle on this model as our basis we would have to add another level.
- A: Dr. Schooling - Yes.
- Q: Ms. Harris - And how difficult would that be? Would that be something we do or...?
- A: Dr. Schooling - I think that we would work in concert with Charlotte Danielson, ASCD and ourselves to provide guidance for you and then you would make the final decision.
- 11) Q: Sen. Ford - How does the teacher know what is expected, in this case in these four levels? Is there more detail?
- A: Dr. Schooling - Yes, there is more detail in a variety of forms. Details have been articulated in a number of books written by Charlotte Danielson about the framework, including handbooks that are really teacher friendly and provide teachers with additional support. It also comes through the training that teachers receive on the model that provides additional levels of support.
- Q: Mr. Robison - So the teacher will know what is expected in each level and what improvements they will have to make to get to a higher level.
- A: Dr. Schooling - Yes, it provides that guidance.

- Q: Mr. Robison - One of the complaints I hear is that a teacher is identified as being sufficient in some area and is brought in, at least in our system in Oklahoma, and they are put on a plan for improvement. As part of the plan for improvement, the administrator is to identify resources to help them and in many cases, they are given a book to read. Is that what your company is also offering?
- A: Dr. Schooling - In both models that I am going to be sharing with you, there are two elements of support for teachers. Part of that support comes from the instructional leadership of the principal, and the other part comes from support through colleagues, professional learning communities, and other outside resources.
- 12) Q: Mr. Allen - You mentioned earlier the number of days that principals would be in training. How much training will teachers receive?
- A: Dr. Schooling - It really is the same thing. Professional development is an ongoing process. Typically, when we are working with the district it is a one, two, and three year plan.
- 13) Q: Ms. Harris - The district that I work most closely with has found videos to be most useful to help the teachers understand this. (Discussion and examples on different video presentations) Are these videos going to be available?
- A: Dr. Schooling - Yes. However, we really recommend that you use your own videos.
- 14) Q: Mr. Allen - What are you finding out about these different models regarding the time it takes to do all of this process?
- A: Dr. Schooling - Time is always an issue. If the predominate factor that impacts student achievement is the quality of the teaching that happens in the classroom, then it requires us to shift our thinking from being more managerial to being more instructional leaders.
- 15) Q: Sen. Lerblance - Do we have to be careful that we do not prepare the teacher to pass the evaluation like we have talked about tape testing? We want teachers to be in a natural environment, but at the same time, with specific performances in mind.
- A: Dr. Schooling - Yes, absolutely. Teacher evaluation systems in this framework, for example, would recommend having formal observations that are announced and informal. The framework is used as guidance.
- Q: Sen. Lerblance - I understand if they use the video they would try to adapt what the video says which would not be comfortable to them, therefore they are not sufficient.
- A: Dr. Schooling - That's right.

16) Q: Sen. Ford - Going back to the evaluation “worth having”. The one I wrote down is the one that helps teachers become more effective in educating their students. It is important is to let teachers know what they can do to improve and be more effective.

A: Dr. Schooling - I agree.

17) Q: Supt. Barresi - Essentially the lens that we want to put all of this through is that we are not here to set a minimum bar, under which if a teacher falls beneath is grounds for dismissal. That is not going to be productive. As I said at the last meeting, we are taking an effective teacher and making them exemplary. We are taking a teacher that may be struggling, giving them real strategies that they can use to begin to first be effective and then exemplary. We are about putting effective teachers in every classroom; therefore, you must define what is effective teaching as well as leadership. I would ask the commission to think about this and evaluate through that type of a lens. We are not setting a minimum bar we are actually talking about what are “knocking it out of the park” type of teachers. To that point, let me ask you, do you have methodology to correlate student outcomes on their quantitative results to the qualitative results here? Have you been able to show that positive relationship or not?

A: Dr. Schooling - I can show you that in the next framework, it is not here. It is in the Marzano framework.

18) Q: Sen. Ford - Going back to Kerri’s question, since there are only four levels, do we have to expand to five. If half is quantitative and half is qualitative, could we have four levels and combine this with the other 50% without having to totally redo this? Could we use this as it is today? Would it still meet the requirements in the legislation?

A: Ms. White - The legislation does say that the overall evaluation does have to be five tier. It does not specify that the qualitative portion alone has to be five tier.

Michael Toth gives more information.

Q: Supt. Barresi asks if there are any more questions.

- Teresa McAfee, Superintendent, Robert Killian, Principal, and teachers from Crutch Public School

Processes they went through:

Adopted a different evaluation model, after reviewing several models, they chose the Danielson model. They liked the rubric in this one.

Been working on culture shift.

Five-day academy training, 88 coaching days.

First year worked on allowing everyone to understand the language a have conversations around that rubric.

Make sure students were learning and have an effective practice.

This upcoming year, they will focus on:

More training.

Audiovisual camera system in all classrooms to develop video archive of good professional practices. A good way to share good practices.
Student-centered environment
Personal professional development

Questions or comments:

- 19) Q: Supt. Barresi - I understand you are doing some modifications to this. Is this based on teacher input? Do you visit with them?
- A: Ms. McAfee - Absolutely. They assist in all phases of the decisions made, after they have done their own self-assessment.
- 20) Q: Rep. Cannaday - As superintendent and principal do you have an expectation that irrespective of a teacher's rating there will be recommendation for improvement?
- A: Ms. McAfee - Absolutely. No teacher should coming away from that process without recommendation for improvement.
- Q: Rep. Cannaday - If I can follow up on that, how did the teachers handle that the first time?
- A: Ms. McAfee - Actually, some of the dialogue that has occurred through our SIG process and self-evaluations, is what we need to improve as a school.
- 21) Q: Sen. Lerblance - How many observations would you perform a year? How many years have you been using this? You do not have any historical data now to determine if it is an effective system or not. You are a small dependent district, how do you think that this will work in those larger districts?
- A: Ms. McAfee - We are in the classrooms every day for at least a couple of minutes, but we follow the law mandates. At least six or seven times a year we are going in the classroom for the express purpose of getting a snapshot or a formal observation. Last year was our first year.
- We selected this model because it closely correlates with the Marzano framework. My recommendation is that you make instructional leadership a priority and whether it is a principal or an instructional coach, somebody needs to be observing and giving feedback constantly.
- 22) Q: Rep. Cannaday - Do you distinguish between probationary and career teachers in terms of your observations?
- A: Ms. McAfee - We actually distinguish between entry year and 20-year vets. We are going to have different expectations of a person who has been working for 20 years or even an entry teacher who has 10 years experience, but it is their first year at Crutcho.
- 23) Q: Mr. Gillespie - Question for Dr. Schooling. My interest is towards higher education. Do you feel this model is adaptable to higher education with teacher

education candidates? Is there training available to higher education faculty and do you feel like it is adaptable?

A: Ms. McAfee - I think you will see that it is critical. The frameworks that we will present can certainly be and should be used in preparation programs.. As teachers leave their preparations program they, in essence, have a portfolio of their strengths and weaknesses, and the districts that receive them can then start capitalizing on those strengths and areas of improvement. In addition, if universities and K-12 systems were using similar kinds of frameworks it would really facilitate the growth of that teacher as a preservice into professional practices.

- b. Marzano's Art and Science Teaching Casual Teacher Evaluation Model
- Dr. Peggy Schooling, LSI Director, Teacher Evaluation Services

This model is linked to student achievement.
Similar to Danielson's model, this has 4 domains also;
Classroom strategies and behaviors,
Planning and preparing,
Reflecting on teaching, and
Collegiality and professionalism.

Domain 1 has direct relationship to student achievement.
Domain 2 has direct link to classroom strategies and behaviors.
Domain 3 has direct relationship to planning and preparing and subsequently has a direct relationship to classroom strategies and behaviors.
Domain 4 where teachers are exchanging ideas and practices in professional learning communities.

Included in these four domains are: 22 components and there are 60 elements.
In this framework, the emphasis is on Domain 1.

With this model there is the expectation that all teachers can increase their expertise from year to year.

Questions or comments:

1) Q: Sen. Ford - Under superior there are 60 elements and 65% of those elements have to be level four or higher, but only 1% can be at level one or zero. If there are 60 elements, then 1% of 60 is .6 for one element. If they have one element that is zero or one, they are over 1% for superior. So if you have 1 or 0 and 1, you can't be level 5 because they are more than 1%.

A: No, just level 4 for superior. You could have multiple ratings.

- Dr. Brian Staples, Principal, and Kim Greathouse from Douglass Middle School and High School, Oklahoma City Public Schools

Use of the tool for one year
Exited several teachers over the course of the year who refused to change even with all of the supports of the tool and the Marzano Associates
Teachers who were willing and able to change saw growth through the tool

Questions or comments:

- 2) Q: Ms. Tinney – Why did those teachers not want to change?
- A: Dr. Staples - Some just did not want to or could not change and perform at the level that was expected.
- 3) Q: Supt. Barresi - Could you tell us or relate for us the work you're doing with Marzano in terms of this evaluation system and things that you have experienced related to using it?
- A: Dr. Staples - We began using this in reflection, the observational protocol and instructional rounds and focused walks and then discussion. This fall we are in full implementation of the Model.
- 4) Q: Sen. Ford - Talk about the teachers that were average performers, but because of this system became good teachers. At this point having Marzano with the definition of what is required to move up to a higher level, hasn't really helped you move up to the next level.
- A: Dr. Staples - Our expectation level is high because of where our kids come to us. It is a long slow process from way below to highly effective.
- Q: Ms. Tinney - It seems that if administrators had done their job or been trained to do their job and evaluating teachers correctly, then we would not be where we are today.
- A: Dr. Staples - I agree. However, the Marzano model is not designed to remove teachers, but to take teachers wherever they are and help move them along.
- 5) Q: Mr. Robison - One thing we hear about persistently low performing schools is the teacher turnover. Basically every year they have a large turnover. And it sounds like you are perpetuating the large turnover with the highest expectations.
- A: Dr. Staples - Well, the teachers we removed had been there a long time. But you have to change that culture; it has to be a cultural change.
- 6) Q: Rep. Cannaday - How many leaders, principals, etc. were changed in your school? How many of those moved on? Were they held to the same level as the teachers?
- A: Dr. Staples - Well I have improved because of resources provided. I am a better principal today and a more effective teacher. Evaluating principals should be about moving teachers the same way that teachers should be evaluating about do they move students.
- Q: Ms. Tinney – The view of many educators in the state right now is that to prove that I am an effective administrator, I have got to fire teachers every year.

A: Dr. Staples - No, but I think we have done a very poor job of not removing those ineffective teachers.

c. Reeve's Leadership Performance Matrix

- Dr. Raymond Smith, Senior Professional Development Associate, The Leadership and Learning Center

We are here to accomplish 3 objectives:

- 1) Help you understand why the leadership/teacher evaluation is broken.
- 2) Help you understand Doug Reeve's Framework that aligns with the Oklahoma Statutes, as well as the Teacher and Leader Effectiveness System requirements.
- 3) And why this commission should recommend the adoption of the Reeve's Model for your principal evaluation system.

As important as it is to fix the leadership evaluation model, it is equally important the evaluation model ultimately selected is not just an accountability system, a rating system, even though you will have 5 tiers, and you will rate principals. The strength of the Reeve's model is the fact that it is a formative assessment model.

The reason to choose the Reeve's Model, is it offers a clear, coherent facts-based assessment tool.

Questions or comments:

1) Q: Rep. Cannaday - Would you use some kind of quantifiable correlation that could be put into a formula, and say this result is a result of that, around a t-score?

A: Dr. Smith – I wish I could be as scientific as that. Actually what we are doing, is because almost nothing is causal, most of it is multi-variable in relationship. So you are looking for relationships in adult performance against how kids are performing. You could do a flipchart to compare your % proficient with the months, or other comparisons.

Q: Rep. Cannaday - This would be a qualitative rather than quantitative?

A: Yes. This is facts based evidence.

2) Q: Ms. Tinney - Have you seen an increase in student learning in the schools where this is being implemented?

A: Dr. Smith - The schools that we have awareness of have indicated increases in student learning, yes. Because they are implementing the research that whether it's Marzano, Waters, and McNulty research or Hatie's research, or the findings coming from the Wallace Foundation, we understand that principals that are most closely connected to instruction which this model does improves student achievement and causes them to focus on things that are most important.

Q: Supt. Barresi - Do you have data that you could get to us that we could review, that connects those student gains with those schools that are utilizing your model?

A: Molly Reynolds, Project Manager, The Leadership and Learning Center - We can ask for that.

Q: Supt. Barresi - It could be important. And from the two other models that would be helpful too.

Comments from Kerri White regarding TLE information.

Superintendent Barresi thanked the representatives for presenting their information. Molly Reynolds, as well as the other groups, said they could provide data regarding the three models at the next meeting.

NEW BUSINESS

Kerri White announced the groups that will be at the next meeting. Senator Ford asked if there is a phone option to call in and participate by phone. Superintendent Barresi said we could make that happen.

ADJOURNMENT

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

The next regular meeting of the Teacher and Leader Effectiveness Commission will be held on Tuesday, August 23, at 1:00 p.m. The meeting will convene at the Hodge Education Building, 2500 North Lincoln, Suite 1-20, Oklahoma City, Oklahoma.

Janet Barresi, Chairman of the Board

Kerri White, Assistant State Superintendent

Attachment A

Oklahoma State Department of Education attendees:

Ms. Mary Colvin, Oklahoma State Department of Education
Ms. Malissa Cook, Oklahoma State Department of Education
Mr. Marty Fulk, Oklahoma State Department of Education

Other guests:

Mr. Lou Barlow, Barlow and Associates
Mr. Michael Barlow, Barlow and Associates
Dr. Vickie Williams, Oklahoma Cooperative Council for Oklahoma School
Administration (CCOSA)
Mr. Brian Staples, Oklahoma City Public Schools
Mr. Robert Killian, Crutcho Public School
Ms. Molly Reynolds
Mr. Raymond Smith
Mr. Scott Dittner, Riverside Publishing
Ms. Linda Reid
Ms. Rainey Servell
Ms. Pamela Greathouse
Ms. Jan Barrick
M. Jimmie Smith
Ms. Teresa McAfee, Crutcho Public Schools
Ms. Karen Patton, American Federation of Teachers
Mr. Jack Herron, Professional Oklahoma Educators
Mr. Howard Hurst, Cameron University
Ms. Talia Shaul, Tulsa Public Schools
Ms. Jana Burk, Tulsa Public Schools
Mr. Joe Robinson, Oklahoma State Department of Career and Technology Education
Ms. Megan Rolland
Ms. Sharon Witten
Ms. Nancy Young