

**Minutes of the Meeting of the
TEACHER AND LEADER EFFECTIVENESS COMMISSION
OLIVER HODGE EDUCATION BUILDING
2500 NORTH LINCOLN BOULEVARD, ROOM 1-20
OKLAHOMA CITY, OKLAHOMA**

August 15, 2012

The Teacher and Leader Effectiveness Commission met in regular session at 1:10 p.m. on Wednesday, August 15, 2012, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 1:00 p.m. on Tuesday, August 14, 2012.

The following were present:

Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness,
Oklahoma State Department of Education
Ms. Connie Holland, Chief Executive Secretary, State Board 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
Dr. Phil Berkenbile, State Director, Department of Career and Technology Education
Representative Ed Cannaday, House of Representatives
Senator John Ford, State Senate
Ms. Susan Harris, Tulsa Chamber of Commerce
Phyllis Hudecki, Secretary of Education
Ms. Anna King, Oklahoma State PTA President
Dr. Jeff Mills, Executive Director, Oklahoma State School Boards Association
Ms. Alicia Priest, Oklahoma Education Association
Mr. Robert Ross, President/CEO, INASMUCH Foundation (arrived 1:15 p.m.)
Ms. Ginger Tinney, Professional Oklahoma Educators

Members of the Teacher and Leader Effectiveness Commission absent:

Dr. Keith Ballard, Superintendent, Tulsa Public Schools
Dr. Don Betz, President, University of Central Oklahoma
Senator Richard Lerblance, State Senate
Mr. Ben Robinson
Representative Earl Sears, House of Representatives

Others in attendance are shown as an attachment.

**CALL TO ORDER
AND
ROLL CALL**

Superintendent Barresi called the Teacher and Leaders Effectiveness Commission meeting to order at 1:10 p.m. and welcomed everyone to the meeting. Ms. Holland called the roll and ascertained there was a quorum.

OPENING COMMENTS

Superintendent Barresi welcomed Anna King, Representative, State PTA. Superintendent Barresi asked everyone to remember Teena Nations, who recently passed away. She was a great educator.

**MINUTES OF THE JULY 18, 2012 TEACHER AND LEADER
EFFECTIVENESS COMMISSION MEETING APPROVED**

Dr. Berkenbile made a motion to approve the July 18, 2012 Teacher and Leader Effectiveness Commission Meeting and Susan Harris seconded the motion.

The motion carried with the following votes: Mr. Allen, yes; Superintendent Barresi, yes; Dr. Berkenbile, yes; Representative Cannaday, yes; Senator Ford, yes; Ms. Harris, yes; Secretary Hudecki, yes; Ms. King, yes; Dr. Mills, yes; Ms. Priest, yes; and Ms. Tinney, abstain.

**PRESENTATION REGARDING INFORMATION
GATHERED FROM EDUCATOR WORK GROUPS**

Ms. Alicia Currin-Moore, Executive Director, Teacher and Leader Effectiveness presented an overview of information collected from a variety of groups. The focus of the discussion was the other academic measures portion of the evaluation system, which accounts for 15 percent of the quantitative portion of the evaluation system. The State Board of Education determined further study was needed regarding practices across the country as well as inviting Oklahoma educators to provide input on the best measures for this portion of the system.

In June, a WebEx was held with teachers nominated by their principal or superintendent to discuss issues regarding other academic measures for the evaluation system. On August 7, the 12 finalists for the Oklahoma Teacher of the Year program met, and on August 13, a WebEx with members of the REAC3H network took place. One question discussed during the meetings was whether the selection of the "Other Academic Measure" should be at site level, district level, or the state level. The teacher groups wanted the decision to be made at the site level, based on their specific needs in their building. The administrators liked the idea of the district level.

Ms. Harris asked if the administrators said it should be at the district level for teachers and administrators or just teachers.

Ms. Currin-Moore said both.

Representative Cannaday asked for an example of what the administrators want at the district level.

Ms. Currin-Moore said the administrators want, as a district every teacher in the district to create a portfolio. The teachers want their principal to make that decision.

Other topics of discussion were surveys and teacher portfolios. When discussing surveys the teacher groups were concerned about the process. The Teacher of the Year finalists had a different perspective. They found that a very rigorous teacher could build relationships with students and still score highly. In addition, a concern was professional development and how data would be used.

The administrator groups liked the survey option if it was easy to administer and score.

Senator Ford asked whether the Gallup Survey and the Tripod Survey are different.

Ms. Currin-Moore said yes.

Senator Ford asked about the cost of the Gallup Survey.

Ms. Currin-Moore said the Gallup Survey is free and pertains to Grades 5-12. Another focus was on portfolios. The teacher groups liked the idea of portfolios.

Representative Cannaday asked Ms. Currin-Moore to identify a difference between the portfolio approach, at a secondary level versus elementary level.

Ms. Currin-Moore said she believes the creation of a portfolio is more natural for elementary teachers as opposed to high school teachers, but the content would be the same. There would need to be many conversations between the administrator and teacher about what is in the portfolio and any needed changes. Administrators felt the portfolio would be too time consuming and similar results could be had using something less time consuming. Administrators were concerned about how to score a portfolio.

Dr. Berkenbile asked about measures for career tech teachers.

Ms. Currin-Moore said that measures for career tech need to be made by the career tech administration. At a career tech level it may be more appropriate to do portfolios or it may be more important to have a student exit survey.

Superintendent Barresi said the same question could be asked regarding high school teachers in specific subject areas. She said she had the opportunity to talk with teachers in Norman Public Schools, and that they were intrigued by the Tripod and thought it could be universally applicable and would be a positive thing to add. They thought the Gallup Poll was also intriguing. They were at first concerned about the student interviews and student surveys. The teachers that were National Board Certified were more accepting of the portfolio process, but the others were a bit more hesitant because of the time.

Ms. Priest asked if a rubric needed to be developed to score a portfolio.

Ms. Currin-Moore said yes to be consistent.

Representative Cannaday agreed.

A representative from The Commission for Teacher Prep said she has heard concerns from principals regarding the difficulty of fitting the development of a rubric with teachers in addition to the intensive focus on identifying practices in the classroom that lead to student achievement. She said she was very sympathetic to principals.

Ms. Currin-Moore said other academic measures discussed included additional usage of tests.

Ms. Priest asked how many teachers and administrators did Ms. Currin-Moore talk with to gather the data.

Ms. Currin-Moore said the first group that met in June was a group of 15-20 people. Many emails have been sent with a limited response. The second meeting was the group of 12 Teacher of the Year finalists, and the third group was approximately 30 people.

Ms. Tinney asked that Ms. Currin-Moore include the TLE Commission members in emails she sends to teachers and administrators so the Commission will be aware of questions asked.

Dr. Berkenbile asked that a copy of the PowerPoint be sent.

Representative Cannaday asked are surveys and portfolios measurements.

Ms. Currin-Moore said yes.

Ms. Priest asked who would be surveyed for the leader.

Ms. Currin-Moore said within the characteristics of an evaluation stakeholder perceptions would include peers, teachers within the building, and parents.

PRESENTATION REGARDING OTHER ACADEMIC MEASURES

Ms. Currin-Moore introduced Dr. Laura Goe, Principal Investigator for Research and Dissemination, National Comprehensive Center for Teacher Quality in partnership with the Mid-Continent Comprehensive Center. Dr. Goe made a presentation regarding other academic measures.

Dr. Goe said the ultimate goal of teacher evaluation should be to improve teaching and learning. Moving forward it is important to think about the training and how to help teachers and administrators understand what they are supposed to be scoring and how to be consistent. Teachers need to be held accountable for their students' outcomes and their own professional practice. Each type of measure provides a different type of evidence and that is why multiple measures are needed.

Surveys are not going to show much change in a single year that would be of use to the accountability purposes. What teachers do with the survey results is more important than the beginning and end growth.

Ms. Tinney said middle school teachers have voiced the concern that students can hurt a teacher by comments they make on a survey. If a teacher gives a grade to a student and that

keeps the child from playing football on Friday night, that student would probably not respond happily on a survey about the teacher giving that grade.

Dr. Goe said with the Tripod survey, those outliers can be found. If a student wants to ding the teacher and give them a one on pretty much everything, that shows up and that can be pointed out in the data results. If half the class is doing that, it might be a sign that there is something wrong in the classroom. If the survey results make a teacher look bad, then the observation results, other student measures would need to be considered. The survey questions are not about personality.

Representative Cannaday asked about statistics regarding whether or not teacher preparation is effective and teachers are entering the classroom ready to teach.

Dr. Goe said surveys have not reflected that information. The survey research is extremely limited. There is very little research on parent surveys. A good parent survey could provide valuable input. Research on peer surveys is all at the higher education level. The research on student surveys is more advanced but only with the Harvard Tripod survey. The focus of the Tripod Survey is the relationships within the classroom and the way the teacher clarifies the learning experience. The Tripod Survey could be used for Grades K-2, Grades 3-5, and Grades 6-12.

Representative Cannaday said this is very similar to the qualitative already in place.

Dr. Goe said putting surveys and portfolios into an evaluation system may not be academic measures of student learning. Scores on a high quality survey do predict student learning growth. The measures looked at are student engagement, school climate, and home learning conditions. All of those areas are taken into consideration when the analysis of the Tripod Survey is done.

Creating a survey is not an easy process. The first step could be to convene a working group, determine which aspects of teaching standards can be measured with survey questions, create the question, ask some of the same questions in the student, peer, parent, and self-assessment surveys, field test, and have a psychometrician analyze the results.

Dr. Goe said service learning is an interesting idea. It can allow combination of classes and subjects. The goal should be to achieve comparability in results across students and teachers within a district as much as possible. Teachers within the same subject and grade should try to do the same project and use the same assessments. There is great value in service learning. Most subject and grade standards can be measured with a service-learning project. Learning goals and assessments can be differentiated for special needs students and English language learners to encompass everybody and nobody is left out.

Senator Ford asked if service learning had been defined.

Dr. Goe said yes. Service learning is typically involved in helping the community with a need, such as a project at the local nursing home. That project could pertain to Grades K-12. A city wide recycling project could be another project. The idea would be to have multiple measures of student learning over time. Research on service learning indicates better academic results through the use of service learning projects rather than ordinary teaching because students are more engaged.

Senator Ford asked if the projects usually occur during the traditional school day.

Dr. Goe said yes.

Senator Ford asked if other subjects would need to be condensed.

Dr. Goe said not necessarily. Students could learn math from a workbook, but also from calculations about how many recycling bins would be needed for every citizen in the community for example. There are ways to think about math, science and other subjects within the context of a service-learning project if it is broad enough.

Ms. Tinney said the teacher's time should be considered. Some teachers work two and three jobs and would not have outside classroom time.

Dr. Goe said she did not mean outside the classroom time.

Ms. Tinney said it is critical that policymakers comprehend that some teachers have two to three jobs.

Representative Cannaday said service learning is multi-integrated curriculum.

Dr. Goe said teachers want to work as teams and collaborate more than they get the chance to do the way school is now structured.

Dr. Berkenbile asked how the projects are typically funded. A service-learning project could have costs involved that are not usually part of the school budget.

Dr. Goe said part of service learning is finding the funds. Depending on the project there might be resources involved and finding those resources would be part of the project. In other cases, it could be more of a study and giving recommendations type project. It is much easier to find a project that is doable within a smaller district. In large districts like Tulsa and Oklahoma City, it would be almost impossible to do a district wide service-learning project.

Ms. Priest said if done correctly is this more of an academic measure than a survey or portfolio.

Dr. Goe said she did not believe it was either, although the results could be incorporated into a portfolio. Service learning would require some state guidance.

Dr. Goe said teacher portfolios are evidence of how the teacher sets and pursues meaningful goals related to improvement knowledge and instructional practice. It is not a collection of nice letters from parents or good student work. The state's role would be to provide guidance documents, templates, and examples of portfolios at various score levels. Virtual portfolios for teachers to look at as examples would be needed. Principals and others involved would need to be trained to score portfolios. The process should be piloted.

Dr. Goe reviewed popular observation instruments of Kim Marshall, Charlotte Danielson and Marzano. The Kim Marshall Rubric is the only one that is free. All observation instruments require training of evaluators. The classroom observation tool is focused on the classroom relationships.

Senator Ford said legislation states 15 percentage points based on other academic measures and asked Dr. Goe what she would have recommended have been on the 15 percentage points.

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Dr. Goe said most of her work focuses on the non-tested subjects and grades. In a way, that is the 15 percent. The question is how to measure a teacher's contribution to student learning growth if there are no standardized tests for that grade and subject. That 15 percent of academic measures are those kinds of measures. For teachers who have standardized tests, there should be other ways to demonstrate student learning as well, because a standardized test captures a very narrow set of skills and knowledge.

Dr. Mills asked in Dr. Goe's research, if there is an exemplary teacher doing a phenomenal job, is there any data that indicates they do or do not need to be evaluated every year.

Dr. Goe said she believes if the legislation says every teacher should be evaluated every year there are ways to do that without doing the full complete evaluation for every teacher. Several states have the model that requires full evaluation for new teachers for several years and for any teacher identified as being less than effective. It is worth considering if there is room in the legislation to support saying an evaluation is required every year, but that evaluation does not have to be a complete evaluation. It could be one observation or just a portfolio. Some states are on a two-year cycle. Two years of some sort of portfolio and the third year would be a full observation. It would be a good idea to spend resources where most needed which is on the newest teachers and struggling teachers. In Dr. Goe's opinion, having a principal spend time observing a teacher who has been exemplary for years in every observation seems a waste of resources.

Representative Cannaday said the language of the law that created this Commission calls for annual evaluations. He asked for an explanation about the teachers who do not come under the standardized growth.

Dr. Goe said those teachers would need the other measures. For example, in New York and Rhode Island, if there is not a standardized test the entire percentage is based on other measures. Many states are doing student-learning objectives. The teacher sets the student-learning objective, the principal approves and at the end of the year, the principal asks the teacher how much students learned, the teacher shows the principal some documents, and the principal gives a score. In some cases, the building principal approves the student learning objectives and in some cases, district approval is required.

Superintendent Barresi asked regarding the 35 percent value added component did Dr. Goe have experience with states that are using whole school improvement and teachers in non-tested subjects and grades would then become a part of that.

Dr. Goe said yes she has. Tennessee and Delaware started with school wide value added for the non-tested subjects and grades. They are moving away from that. One idea would be to do a team value added so all the seventh grade team would share a single value added based on tested subjects. The point is to create a system where it is clear if the teacher is teaching their subject and standards.

Superintendent Barresi said if the purpose of the system is to have an observational model score that is supposed to have a high level of correlation to a value added model, where would we be in non-tested grades and subjects.

Dr. Goe said the problem is it has only been tested with the tested grades and subjects. An observation can predict student learning growth, but there is also evidence that we tend to

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rate all teachers too high on observations. In many states, incentives or rewards are offered to teachers who are high performing. A small percentage of shared value added is not a bad idea, but when talking about awarding and recognizing teachers, you really need to know if they can teach their subject.

Superintendent Barresi stated that would be reflected in the qualitative observation.

Dr. Goe said the observations and the surveys have shown to be good predictors but have only been tried in two subjects. With a good observation system with trained observers perhaps a case could be made that those teachers are having good results in social studies and science even though it cannot be proved because there was no evidence.

Dr. Berkenbile asked what schools are doing with career tech program. Are they doing the combination of portfolios and school wide projects?

Dr. Goe said typically schools are using a rubric-based measure, but there are exceptions. Delaware is doing a paper/pencil test in every grade and subject.

Dr. Berkenbile said CareerTech is trying to use industry certification if they are nationally recognized.

Dr. Goe said all of those are great except we need to know whether the teacher contributed to that student's ability to ace that certification test. Because there could be students coming in that already know that information because their teacher last year was so good. We still need to be able to show the teacher is adding value. If that cannot be demonstrated, while the certification test is great evidence the student is doing well, it is not as powerful of evidence the teacher is actually made sure the student did well.

Dr. Berkenbile asked if a pre-test and post-test would be needed.

Dr. Goe said a pre-test would be great.

Ms. Currin-Moore said some districts have an issue with fairness with non-tested grades and subjects being able to create their own tests. Even though there is a district approval process there is still going to be levels of rigor within the approval process as compared to everyone working for a common goal. There is a real concern about this issue.

Dr. Goe said there is no research on using SLOs. They were designed as part of teacher incentive pay. It is not an easy process.

Representative Cannaday said in Oklahoma the goal of 80 percent of students going into higher ed or postsecondary education has been set. That percentage is determined largely based on the success they have on the ACT. Success on the ACT determines if a student needs remediation, whether or not they are accepted.

Dr. Goe said it is an important criteria for student success but it is more difficult to say any certain teacher had an impact. A good component of value added is that it takes into consideration teachers in previous grades.

Ms. Harris said it more important to have consistency on the 15 percent or could there be variation.

Dr. Goe said it is important to have the guidance be consistent and within the guidance, there may be some local adaptation. There should not be huge differences. If one choice for the 15 percent would be a portfolio, the state would establish what the portfolio would look like. Individual districts may have the teacher to focus on different things and that would be a local issue. However, how the portfolio is structured would be in the state guidance and template and that is where the consistency would need to be.

DISCUSSION REGARDING OTHER ACADEMIC MEASURES

Superintendent Barresi said the Commission needs to set a firm date to make some decisions regarding the area of other academic measures and the value added model. Intense discussions and possibly assistance from the Legislature will be needed. She suggested making a decision and having a vote on the 15 percent at the September 19, 2012 TLE Commission meeting.

Ms. Harris asked whether a vote would involve the Commission making a determination on the non-tested subjects.

Superintendent Barresi said the greatest body of work would be around the 15 percent.

Ms. Harris said the quantitative and non-tested subjects and grades would be addressed at a different time.

Superintendent Barresi said correct. We will visit with legislative representatives about a preliminary menu for the first year of implementation and then in subsequent years look at adding other issues.

Ms. Harris asked if the SDE is thinking districts would pick one option for 15 percent or a combination.

Superintendent Barresi said probably a minimum of three options. Maybe the Commission needs to decide how much flexibility districts will have in determining what they want to use. Would we ask districts to pick from a list or would the Commission rather prescribe a list that will go out statewide. Perhaps the Commission should discuss that preliminary question. If portfolios and service learning are chosen, the SDE will need some lead-time.

Ms. Harris said service-learning sounds like it is a lot and to figure out what will work for prekindergarten through high school and is comparable from grade to school to district is huge.

Superintendent Barresi said with the large number of National Board Certified teachers in Oklahoma the portfolio might be something that would be more of a foundation that teachers could develop common language and be comfortable.

Dr. Berkenbile said service learning has a place in teaching students about social values. Would there be a different set of measurements for career tech.

Superintendent Barresi said that is a great question, but there is no answer right now.

Ms. King said she is a firm believer in if you do not understand where you come from you will not understand where you are going. For students to be involved in the community where they exist is a good thing. She believes that service learning should be an option.

Representative Cannaday said when options are considered they should be age and grade level appropriate as well. I hope we take that into consideration.

Ms. Currin-Moore said perhaps some issues could be short-term that could be immediately placed on the list of other academic measures to meet statutory requirements and have others as long-term goals. The service learning seems everyone is interested, but it is a heavy lift especially by 2013. That is something to work on and develop and when added to the list it would be a complete product.

Superintendent Barresi asked if the Commission agreed that one of the first decisions to make is, will there will be a prescribed list that all districts will adhere to or will there be a menu created by the Commission and ask districts to select items from the menu. Moving forward the Commission has the flexibility to evaluate and make further recommendations.

Commission members agreed.

ADJOURNMENT

There being no further business the meeting adjourned at 3:30 p.m. Dr. Berkenbile made a motion to adjourn.

The next regular meeting of the Teacher and Leader Effectiveness Commission will be held on Wednesday, September 19, 2012, at 1:00 p.m. The meeting will convene at the State Department of Education, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma



Janet Barresi, Chairperson of the Board