QPA Advisory Council Agenda Wednesday June 3, 2013 8:30 a.m. Kansas State University Leadership Center Room 123

Present: Katherine Sprott, Mike Ronen for Kelly Gillespie, Brian Jordan, Mark Farr, Nancy Bolz, Laura Kaiser, Jane Groff, Cathy Brandt, Mary Kay Lindh, Ann Garvin, Melinda Stanley, Julie Doyen, Cindi Barta, Mandy Rohr, Jill Dickerson, Karla King, Tammy Bartels, Ron Walker, Gregg Neilson, Pam Stranathan, Jeannine Pfannenstiel, Michael King

Absent: Theresa Steinlage, Lori Goodson, Jerry Hamm, James Neihart, Terry McEwen, Linda Wiley, John Schifferdecker, Davis Laughlin, Nick Compagnone, Jackie Glasgow, Don Potter, Suzan Patton

KSDE: Brad Neuenswander, Scott Myers, Bill Bagshaw, Jessica Noble, Pat Bone, Amanda Noll

8:30 a.m. Introductions/Welcome -- Julie Doyen

Welcome. This council has had exciting times this past year working on the accreditation system. We have a lot to do today but we need to try to wrap up by 3:00.

Agenda Approval:

Laura Kaiser moved to approve the agenda as printed. Amanda Rohr seconded the motion.

Motion Passed.

April Minutes Approval:

Nancy Bolz moved to approve the April Minutes. Karla King seconded the motion.

Motion passed

Election of Officers:

Julie Doyen and Cindi Barta volunteered to serve an additional year as chair and vice chair.

Motion: Cathy Brandt made a motion to have Julie Doyen and Cindi Barta serve as chair and vice chair for the 2013-2014 Advisory Council. Seconded by Amanda Rohr.

Motion approved.

Proposed Dates for Next Year:

September 3, 2013 December 2, 2013 April 14, 2014 June 2, 2014

Motion to approve dates was made by Nancy Bolz and seconded by Mary Kay Lindh.

Motion Approved.

Field Test Results: Jessica Noble - Handouts

People are excited to be moving away from the old system of QPA though fears also exist. Happy the state is looking at more than results and assurances.

All 27 field test forms have now been thoroughly reviewed. Information on who participated and how the test was conducted are included in the handout.

- Training webinar was conducted and recorded prior to the conducting of the field test.
- Districts decided on their own what stakeholders needed to be included for the rubric they were working on.
- Seven districts committed to participating but were not able to provide feedback for us.
- Districts were assigned one R to work on but were given all of the R's so they could see the bigger picture.
- Participating districts listed on page 4
- 1 Northwest, 3 southwest and 3 southeast region districts were unable to complete.
- Included all responses that were received 5 or more times in the 27 responses.
- Findings are divided into 5 areas (starting on page 5 of the handout)
 - Additional information requested
 - Levels of performance
 - Distinction between building and district scoring
 - In-depth and summary rubrics
 - Scoring the rubrics
- What sorts of ideas do you have about training opportunities (complex, detail oriented information that will need to be disseminated.)
 - Face to face is best
 - Video on the website is helpful
 - Like the KEEP dissemination model
 - 2 transition years will ease the stress
 - Start simple so as not to overwhelm
 - Start with very clear definitions
 - Vignettes are good but are not starting points
 - List of exemplars
 - Speakers bureau

- Transitioning to new accreditation does not involve stopping what you are doing and starting over.
- Ready for basic materials and conversation starters in the field
- Definitions of the 5 R's
- District level and principals one on one meetings initial overview with definitions or big rocks(August)
- Package approach, slide show by September 3rd meeting, available to the field to share with others
- Series of training, 101 always in place advancing to 102 will come as districts are ready
- Tools like gap analysis or graphic organizer for using with district teams. How can we add to our current system or where can we fill the gaps we have? Provided in 101 training.
- Connection to evaluation system and common core standards. Part of a system not another thing to be done.

As a state we are moving away from setting floors that equal the minimum needs. We are defining in the new system what it looks like to be better than minimum.

Teachers are the grass roots of implementing any new system. Video Lessons on how to replicate good practices available to teachers as they need to work with the situation. What does this look like in a classroom, Parent meeting, Board meeting, Higher Education training?

Annual conference strands for presentations are the 5 R's. Districts are submitting proposals at this time where they will be sharing information based on one of the 5 R's.

Provide information in a variety of ways to meet different needs.

Videos of examples Lipscom University is creating lesson videos to meet different indicators.

Open education resources. How can teachers grow with other teachers and leaders with other leaders?

Regions – develop collaborative groups from the regional groups that already exist. Implement and define based on the needs of the regions.

Superintendents come to the service centers monthly to get information. Service centers must be a key player in dissemination of the information. Need KSDE to be represented and involved in the service center monthly meetings.

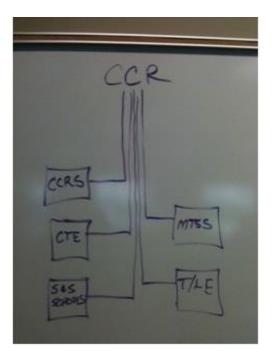
Go slow in presenting new accreditation system information to keep away from backtracking.

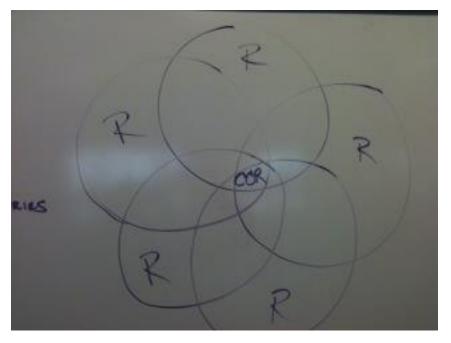
Foundation was built in QPA system 2nd step, incorporates 21st century skills

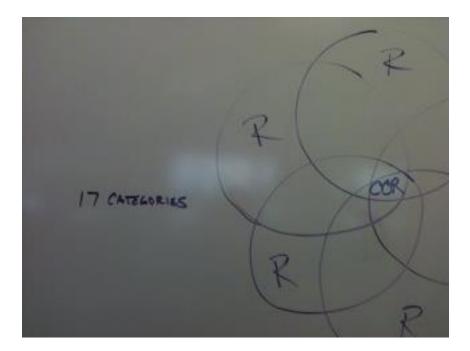
3rd step - builds on current system (local district control)

Introduction of Dean Mercer, college of education – Welcome. We are very glad to host you here at KSU. It was great hearing some of your conversation around the accreditation system. It is helpful to have the higher education voice in your group so the system is known and understood at all levels. This provides for one approach and one voice to serve Kansas students.

College and Career Ready (CCR)







Visual connection between all the pieces and the end result of CCR look in a graphic. How do we connect and learn from each other?

Sunflower, ground, stem

Page 6 of handout – Levels of Performance

- Implementing in not a first step
- Fourth level to keep from choosing the middle
- Why not use the same levels as the evaluation model?
 - o Ineffective, developing, effective, highly effective

Need 4 levels

Not demonstrated possible label for lowest level. Positive and progressive labels, were a problem for districts working on evaluations.

Essential elements – building - Your value in this model is very low. If you are happy with the low score at what point in time does that state need to say you are not accredited?

Expectation is that all 5 areas will be addressed.

First introduction needs to be process oriented not scoring and ranking. See where you are in different areas of staffing? How will accreditation align with your district plan or strategic plan?

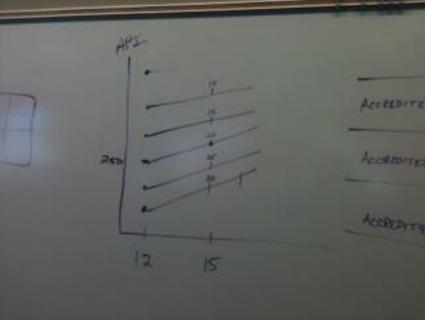
How do we manage change...How will leadership drive the system at the district level?

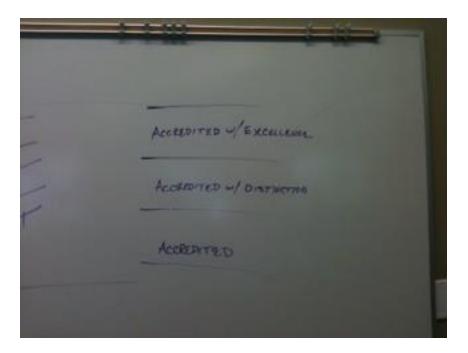
2nd pilot we need to hear from the districts on how to do this

Should we spend all of next year training?

Growth – is it possible for the scoring to reflect growth not where you are and who is best? This is a key point in the message we must put out.

Use an API type system for accreditation and the establishing of growth and levels of accreditation. No number would be published by the state. Numbers could not be compared as they do not represent an achievement level.





Moving forward – what is the next stage in getting it out to the field?

Scott is seeing a need for a deep dive instructional year.

Next field test districts what artifacts do you have that would fit the need of validating the rubric areas.

Time for development of artifact repository Training and information of inter-rater reliability

Need to vote on how to move forward.

Back to Jessica's report -

Artifact expectations were unclear.

Consistently and frequently have different meanings to different people.

Distinction between building and district scoring

- Grade level issues
- How to combine buildings into a district score
- Difference between rubrics language (perspective)

In-depth and summary rubrics

- Too much education jargon that would not be easily understood by different groups of stake holders.
- Different numbers of criteria for different areas
- To open to interpretation of terms

Will look for commonality of which comments applied to which R

Scoring the rubrics

• Unclear scoring, points and weightings not set

- Clarity of scoring for the district
- Avoid use of the word all
- Use of a sliding scale of points
- Point system

Areas not included in the rubrics which are important and should be included: page 7

Sub-Committee Work -

Number of Levels – 3 or more...names and numbers

Scoring of Rubric – API Approach, Percentage to pass, above a watermark, how do buildings feed into district level approach?

Phase-In Approach – what is the expectation – how many of the R's in year 1, year 2, year 3?

Technology Needs/Desires - what other technology ideas have come to mind?

Reporting out: Flip chart papers

Agreement on the use of 4 levels How many would agree at this point? Most agreed.

Scoring system may/will require rewriting of rubrics to differentiate between building and district scores.

Phase in Approach – 15-16 rollout of new system All districts are involved. Pick 4 categories in the first year 2nd year – add 4 more categories and so on so that at the end of 5 years you are ready for the external review by evaluating your district in all 17 categories. Build plan for your growth in the lowest areas over the next three years.

First cycle 5 years Future cycles 3 years.

Today we have fleshed out a scoring system. Do we want points or levels?

Notes from individual groups:

Technology Needs/Desires -

- Pre-Assessment/ Readiness/ Needs Assessment
- FAQ App for Topics (Glossary)/ How to videos
- Electronic Repository Artifacts that support process
- Training Webinars –

- Ongoing
- On demand
- On the job
- Strategic plan
 - Align with LEA Strategic Plan,/Associated with Title I, MTSS and other KSDE required plans and Narratives
 - Artifacts/Documentation of progress
 - \circ Research based
- Community/Experts/Collaboration
 - Blogs/Peer to Peer, etc.
- Ongoing Maintenance, Support, Evolution
- External Eval Team Access
- Compliments strategic plan
- Required fields

Number and Name of Levels for Rubric

- 4 levels
 - Distinguished (open doors to others, leading others servant leadership)
 - Accomplishing (positive data to support implementation)
 - Implementing (programming in place)
 - Emerging (collecting information, knowledge, and planning)

Phase In Approach

- Develop 101 Class
 - Provide resources
 - Fact sheet
 - Face to face
 - Basic overview
 - Subcommittee to put package together
 - Connect to "What you already do" Link to District and Building Strategic Plan
 - Talking Point Fact Sheet
 - Service Centers Included (Affiliated and Non Affiliated trainers)
- Develop Next class (102)
 - Complete district strategic plan templates
- Next classes are "application" focused
- After "101" class a person will go back and look to see what they have for categories.
- Who owns the "Rubrics" now? Is this group going to take ownership?

Scoring

- Self-Assessment/Reflect by building
- Set Goals by District
- Growth model
- API Model
 - Accredit based on your success with established goals

- o 4 levels
- Results area will have to fit into same levels somehow??
- Levels are assigned points
 - Self-assessment at building
 - Point Range for levels
 - District level compile points to set goals
 - Would like reports to have only levels (points behind system)
 - 0

Follow-up on Technology Discussion (handout)

- Repository
- Getting together with KSDE IT folks in the next few days to begin work on these needs
- ASSIMA software that duplicates data

Next year

- Field test # 2 or professional learning to phase in approach
- Trainings Jan-Feb
- Field test March
- Validation May

Professional learning phase (definitions of the R's and the terms and levels, what artifacts exist) in approach motion. Brian and Pam

Rubric should guide the quality of evidence necessary.

Tweaking of rubrics and clarify the process itself. Then go to the districts for a field test to bring in the examples of artifacts.

Are we unanimous with moving from 3 to 4 levels on the rubrics? The new level is emerging and defines the learning and planning process.

Move to four levels was unanimously approved. Use advisory council to provide input and help in updating the rubrics. Clean up and edit rubrics based on field test. Develop training. During trainings talk about what artifacts you have. Ask districts to bring strategic plans etc. to the trainings.

Field test late next spring if we are ready.

Implementing – plans are underway.

Rubrics need to be reworked for four levels

Recognition of Members:

Thank you to each member for your service.

Lori Goodson Jim Niehart Gregg Nielson Laura Kaiser Linda Wiley Jackie Glasgow

Define the R's – send Jessica your name if you are interested in being on the subcommittee.

Common Core:

Senate passed a bill. House declined it. Nothing moves forward this year. As a state we have a lot to do to help our communities and legislators understanding what college and career ready standards really mean.

Thank you to Ron Walker for going to the State Board next week and sharing the field's thoughts on the standards.

Educate teachers and patrons on what college and career ready standards mean for the students in Kansas.

We need to be able to clearly talk about the difference between a standard and curriculum.

Meeting adjourned at 2:45 pm.