

NGA Policy Academy State Planning Committee Meeting
September 17, 2009

Present:

- Pam Coleman, Director, Teacher Education & Licensure, KSDE
- Diane DeBacker, Deputy Commissioner, Division of Learning Services, KSDE
- Peg Dunlap, Director of Instructional Advocacy, KNEA
- Jarius Jones, Instructional Coach, Kansas City Kansas Public Schools
- Jim Lentz, Superintendent, Augusta USD 402
- Sam Rabiola, Teacher, Lawrence USD 497
- Andy Tompkins, Dean, College of Education, Pittsburg State University
- Linda Wilhelm, Member, Gardner Edgerton USD 231 School Board

Diane welcomed everyone and went over the agenda for today's meeting. Although, the group is small in size the content of its work is huge. A link for this group has been set up on the KSDE webpage, (www.ksde.org), under the Division of Learning Services.

NGA Policy Academy Meeting in Nashville

Pam, Peg and Jarius shared some of the "highlights" and handouts from the NGA Policy Academy meeting in Nashville in August, including:

- Tabitha Grossman's, NGA, "Building a High-Quality Education Workforce." The document was written by Tabitha, who is facilitating the work in Kansas, and is very well written.
- The morning was very rich and gave us something to think about.
- For the most part, Kansas is in the same place as other states.
- During the team time, since Pam had to leave early, Peg and Jarius put together talking points from each of the presentations.
- Laura Goe, ETS, talked about the benefits and challenges of using growth models and using observations as measures of effectiveness. She talked about a 5 point definition of teacher effectiveness:
 - Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
 - Effective teachers contribute to positive academic, attitudinal and social outcomes for student such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy and cooperative behavior.
 - Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
 - Effective teachers contribute to the development of classrooms and schools that value diversity, and civic-mindedness.

- Effective teachers collaborate with other teachers, administrators, parents and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

She also talked about system design suggestions for measuring teacher effectiveness. Measure what's important, using multiple indicators, weight the scores from various components differently, improving teaching and learning. In summary there are no shortcuts. Systems have to be set up to drive effective instruction. Sometimes we forget to do the right stuff for the evaluation system.

- Cary Bair, Denver, talked about communicating on results. As we're developing this, specifically looking at what's going on and how it's affecting children. The communication piece is big. The need to make sure all stakeholders are involved in the design and in the communication of the decisions – community, teacher unions, parents, etc. Shared the ten easy rules of information and advocacy.
- Panel representing three states who had done some work in compensation – Minnesota (statewide system that is more than pilot), Tennessee, and Jason Culbertson talking about the TAP (Milken program).
- Last session Tuesday morning was on data systems.
- The last session was a panel, from the teacher perspective, who talked about implementing alternate compensation systems.

They shared it was an interesting meeting and they got a lot of great information that will assist us as we move forward.

Q&A

In regard to research follow-up, Andy mentioned the Kaufman Foundation is working on a research consortium. They have set-up a website and their 1st meeting is next Friday. The Kaufman Foundation is very involved and they sent a note early on in the application process. They could possibly assist with the design before we even get started. This would be a good question for the conference call later today. **From the conference call: Tabitha will follow-up with Margo Quiriconi, Director of Research and Policy Education, at the Kauffman Foundation to see if they could work with all states.** Diane shared KSDE has a research department and this group may want to consider requesting someone from that team to assist with our work. The Wallace Foundation was also mentioned as a group that could possibly assist in the area of research.

Pam, Peg and Jarius were asked if they felt it would be beneficial to bring in any of the presenters from the national conference.

- Matthew Springer, Vanderbilt, and Laura Goe. It would be beneficial to read, discuss some of their work and then prepare questions before bringing them in.
- Richard Ingersoll
- Jim????
- Someone from Kaufman (Tony??)
- Susan Brookhart, who was mentioned in the grant

- John Poggio or Neil ?? from the Center for Educational Testing and Evaluation, or possibly someone from the TAC. Diane will visit with Tom Foster.

Race to the Top

Diane shared that since Kansas was notified they had been accepted into the NGA Policy Academy for Teacher Compensation (April 8, 2009), Race to the Top has come about. Being in this academy will help with our RTT application. Diane gave a very brief overview about what we're doing and how it ties in with RTT. President Obama said, "Instead, it will be based on a simple principle—whether a state is ready to do what works...Not every state will win and not every district will be happy with the results. But America's children, America's economy, and America itself will be better for it."

- Race to the Top is \$4.35 billion of the \$9.7 billion of the ARRA, etc.
- RTT is a grant application.
- 50% of what the state gets will go to districts for 4 Integrated Core Reform areas:
 - Standards & Assessments – common internationally benchmarked standards with aligned assessments
 - Effective Teachers & Leaders -- effective teachers supported by effective leaders make the difference
 - Data Systems -- quality information enables continuous improvement by all - students, teachers, parents, and policy makers
 - Struggling Schools -- aggressive intervention required in chronically low-performing schools
- We will address two things in our grant application: Reform conditions and Reform Plan. For reform conditions, as a state we are in excellent shape which makes us a very strong contender.
- Money will go to 10-12 states.
- Our grant application is going to have to be fantastic.
- It is anticipated that the grant application will be due in December.

Effective Teachers & Leaders Criteria:

- Allow alternative routes to certification for teachers and administrators
- Have a high-quality plan and annual targets to:
 - Measure student growth
 - Differentiate the effectiveness of teachers and principals using multiple rating categories
 - Provide these data and ratings to each teacher and principal
 - Use this information when evaluating, annually compensating , promoting, granting tenure or dismissing
- Increase the number and percentage of highly effective teachers and principals in high-poverty schools
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects (math, science, special education, ELL)

- Implement incentives and strategies in recruiting, compensating, career continuum and human resources practices
- Have a high-quality plan and annual targets to:
 - Link student achievement data to the student’s teachers and principal
 - Link this data to the preparation programs where they were credentialed
 - Publicly report the findings for each credentialing program that has 20 or more graduates annually
- Use rapid-time student data to inform and guide the supports (professional development, time for planning) to:
 - Improve the effectiveness of the instruction
 - Continuously measure and improve the effectiveness and efficiency of these supports

In thinking about the things we already have in place in Kansas, the work of the Teaching in Kansas Commission (TKC) has laid the path out for us. Also, the work of the Kansas Educational Leadership Commission (KELC)

Kansas will apply in Phase One and if we do not get money, we’ll apply in Phase Two; however, we cannot ask for Phase Two, if we receive Phase One. What we put in that grant application will guide districts. Every school district who wants to get a piece of the RTT money will have to sign something saying that if we receive they grant, they agree to what is included in the plan and would also like to receive money (leap of faith). KSDE is encouraging all districts to sign-up, they can opt out later.

Diane shared that KSDE is doing a survey of what is happening across the state regarding teacher evaluations.

Diane asked members to be thinking about what they would like to see in the RTT grant application.

- The grant application is the next step for the work of TKC and KELC. Need to have discussion beyond those involved in the work on the project. How do we get those discussions happening all over the state – with teachers, administrators, community, etc. The need to guide and facilitate discussions at the grass roots level about how do we make sure our kids are getting everything they need – quality teachers, quality administrators, quality curriculum. What do we have that is working and what do we need? This is where we are and this is what you’ll get with good student learning.
- Do not commit us to something we’re not ready for. Choose carefully what we want.
- Figure out how or if any of that fits with what is part of the application.
- Keep it focused, this is going to help us get something we want.
- Systemic plan (focusing on this area) share with this group.
- Making sure we have a plan for teachers in terms of growth.

One of the difficulties in a local control state is what if you had a requirement that every evaluation system for teachers/administrators had to have a component related to student achievement/growth? What you do is identify on a state level that when you have met these conditions the state pays you an additional stipend, which doesn't take away the local school board authority. We have one example in Kansas and that is National Board certification.

Reading/Resource Materials

There was discussion regarding some of the resource materials that had been shared.

- CTQ's, "Improving Student Learning through Strategic Compensation", funded by CTQ and the Kaufman Foundation. Jarius and Sam were involved with this report. A lot of what they talked about is what we've talked about here. They did spend a lot of time talking about the bonus of underserved areas. There was an honest dialogue and those who created this opportunity allowed us to speak our mind; it was teacher-driven. They looked at various models that were out there. They all agreed that teacher input and teacher participation needs to be there. We know what needs to happen. It was suggested that once this group has something more definite, to bring in the group of teachers who were involved in this project. They could be used as a sounding board and it would provide a wide perspective across the state.
- PowerPoint: *Alternative Compensation for Teachers: Kansas State Board of Education Report, December 11, 2007* -- Tom Foster presented to the State Board in December, 2007 regarding what states were doing in the area of alternative compensation for teachers. Performance pay categories included:
 - Student Achievement
 - Pay for performance
 - Usually utilize state test scores
 - Other measures
 - Knowledge and skills
 - Special needs
 - Local labor market
 - Community
 - School and community leadership

Policy recommendations included:

- Teacher Summit
- Structure for professional growth
 - Accomplished educator
 - Professional educator
 - Initial educator
 - Pre-Service educator

This group has an opportunity to look at this to see if this is something we might to continue with or abandon. Also, how do we all collaborate in the pursuit of student learning from the perspective of the different groups we represent?

- NGA's, "Building a High-Quality Education Workforce: A Governor's Guide to Human Capital Development" -- See notes above from NGA Policy Academy Meeting in Nashville.
- Supplemental Report to the Teaching in Kansas Commission, from the Salary and Benefits Subcommittee – Recommendations:
 - Raise beginning and average teacher salaries across Kansas to the national average.
 - Compact salary schedules for "initial" and "professional" educators
 - Add dimensions to the salary schedule reflecting "accomplished educator" criteria
 - Use best practice in developing compensation systems
- Teacher Performance Pay (prepared by KSDE Research & Evaluation, October, 2007)
- CTQ's, "Creating Conditions for Student and Teacher Success: A Report on the 2006 Kansas Teacher Working Conditions Survey" – Recommendations:
 1. Ensure the data from the Kansas Teacher Working Conditions Survey is used by educators and develop assistance for working conditions reform
 2. Invest in schools and teacher leaders who can create positive teacher working conditions
 3. Close the working conditions gap by targeting resources and engaging communities in schools
 4. Make teacher working conditions data a permanent part of Kansas education reform

Andy asked if there was a way to compile recommendations, etc. from all these reports – bullets categorizing patterns or common themes.

Diane asked that as members come across something they feel the group should read, please let her know.

Follow-up from July 21, 2009 meeting (Next Steps):

- Develop a calendar for leadership team meetings. The following meeting dates were set:
 - a. November 9
 - b. January 7
 - c. February 18
 - d. April – national meeting (date yet to be determined)

e. June 10

- “Stretch goal” to include developing a least two options for districts to implement a new model of teacher compensation -- We are not there yet.
- Identify districts that would be willing to implement either via a pilot or as a district-wide initiatives, one of the options for a new model of teacher compensation -- Again we are not ready.
- Report from the national policy academy meeting– **Completed.**
- Surveying superintendents to query them about the prevalence of differentiated compensation models – At the last meeting, Peg, Jarius and Pam were asked to begin to put together questions and they’ve come up with a draft of those questions. They used the list that was part of the white paper and expanded it. Diane will prepare a draft survey and send it out to members for review and input before distributing to the field.
- Review data – There is a whole host of data from various organizations. We are making process on what we say we do.

Next Meeting

November 9 at KNEA.

Future Meeting Dates

November 9 -- KNEA

January 7 -- KSDE

February 18 -- KSDE

April – national meeting (date yet to be determined)

June 10 – KSDE