



Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.



Goals

Every student, every step of the way

Meeting Logistics & Desired Outcomes

Meeting:	Effective Instruction & Leadership Spoke Committee				
Date:	8/4/16	Time:	1:00-4:00	Location:	1580 Logan Street, Suite 550, Denver 80203
Meeting Leads:	Colleen O'Neil, Executive Director, Educator Development, Licensing & Ed Eff Mary Bivens, Educator Development, CDE Karen Martinez, Educator Development, CDE				
Meeting Participants:	Sue Sava, PEBC Mark Rangel, CBOCES Heidi Frederickson, CSU Kerrie Dallman, CEA Randall Peterson, CEA Ty Valentine, Fountain-Ft. Carson Chris Selle, Meeker Jessica Cuthbertson, Aurora Jill Lewis, ASCD Sarah Almy, DPS [not in attendance] Jennifer Simmons, CDE [not in attendance] [on leave] Angie Denning, CDE [joined via phone at 1:45] Scott Ross, CDE [left at 2:45] [on another spoke committee as well] Mike Gradoz, CEI [left at 2:20]				
Meeting Objectives:	<ul style="list-style-type: none"> ➤ Provide necessary background on ESSA, including decision-making points for this spoke committee ➤ Support members' understandings of their commitment and role ➤ Form working groups around decision-making points 				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps
1:00	Introductions <ul style="list-style-type: none"> ➤ Who's in the room ➤ 	<ul style="list-style-type: none"> ✓ Who is in the room: Various roles and expertise → Teacher, HR director, Superintendent, CDE, Policy, CEA, CEI, CBOCES, teacher prep, longer-term history with ESSA

	<ul style="list-style-type: none"> ➤ Norms and commitments ➤ ESSA-What have you heard? 	<ul style="list-style-type: none"> ✓ Norms reviewed ✓ Worries, “opportunities,” Title II, flexibility and don’t lower standards
<p>1:45</p> <p>2:50 BREAK</p>	<p>ESSA</p> <ul style="list-style-type: none"> ➤ Clarity of Charge ➤ Key decisions points ➤ Alignment with State Equity Plan 	<p>Colleen gives an overview:</p> <ul style="list-style-type: none"> • Hub and spoke structure for working groups • Roles, responsibilities • Draft by September 30th re: key points • Lens: Equity – equitable distribution of teachers • Review of key decision points using synthesis document [Key Decision Points for Effective Instruction & Leadership Spoke Committee]
<p>3:00</p>	<p>Work time</p> <ul style="list-style-type: none"> ➤ Decision-making point practice 	<p>Work time centers on decision-making point practice with definition of “ineffective”</p>
<p>3:30</p>	<p>Next steps</p> <ul style="list-style-type: none"> ➤ Working groups ➤ Common message and external communications ➤ details on working group outcomes coming from CDE 	<p>Group decided to bundle the key decision-making points into 4 categories:</p> <ol style="list-style-type: none"> 1. Equity [1, 3, 5] 2. Continuum of supports [6, 7, 8] 3. Paraprofessionals [4] 4. ECE [2] <p>Working groups will meet prior to September 7th Spoke mtg to explore critical questions and draft ideas to address their key decision(s).</p>

Next meetings:

- Wednesday, September 7th 10:00-2:00
- Wednesday, November 2nd 10:00-2:00
- Both of these meetings will be at our south Denver office, **6000 East Evans Street, Bldg. #2 Suite 100, Denver, CO 80222**, and **lunch will be provided**.

Introductions:

- ✓ Jessica: Teacher voice
- ✓ Jill: Teacher voice
- ✓ Ty: HR, School administrators
- ✓ Chris: Superintendent
- ✓ Scott: Office of learning supports at CDE
- ✓ Sue: Policy, teacher prep
- ✓ Mike: CEI for 3 years; prior EE
- ✓ Randall: CEA, Director of Professional Learning (make sure it is done well)
- ✓ Kerrie: CEA President; original member for State Council for Educator Effectiveness
- ✓ Heidi: CSU: Co-director for center for teacher preparation
- ✓ Mark: ED of innovative services; alt programs and induction

What have you heard?

Worries:

- How far do we get before federal regulations come out? Quick timeline?
- Putting plan out in March when legislative session is 2 months in; tight window with General Assembly
- Absence of definition of HQ and implications for Colorado
- Where does SBE stand? [in relation to the final plan]
- Will SBE honor expertise, time of spoke group?
- Carryover with Committee of Practitioners? (especially in light of Title initiatives)

What we have heard:

- Flexibility for states & contradictions with feds' latest
- Opt-out conflict with SBE, regs

Excited about a way to look at equity in a different way

Worried about what I am not hearing:

- ESSA speculations
- Superintendent mentioning opportunities this morning – might have been first time for teachers to have heard this
- Wondering about parents
- Teacher retention issues in our most-impacted schools → how might policy help us in a real, local way to meet our needs

Hope and optimistic → hope-tistic

Title II money: How do we tap into this at the local level so that local schools/districts can provide what they need for their educators?

Embrace flexibility, hopeful to moving to more supportive, less punitive – and please, God, don't lower the bar in the name of flexibility

ESSA overview:

Colleen provides information to the group

- Listening tours; and did not touch enough folks
- Spoke committees to engage constituents who represent lots of folks behind them
- As a CDE staff: Bring our best thinking to the table with our constituents with a clear understanding that we are not the Board, and we have incredible representation
- Entire contextual and political lens around this work
- Expected output of a draft by end of September and start to October → to Hub Committee
- Organizational protocols re: CDE's spoke committees (tab 2 of binder)
- This shapes the CDE's support moving forward
- Working consensus of the team
- Draft by September 30th

Questions:

1. Will there be an opportunity at the Hub or Spoke level to test our product? → The expectation is yes; we take our recommendations back and test them. Would expect this to be happening – and continue beyond as individuals

2. What is consensus? → A: Happy to talk about this now; Can I live with it? Is this a hill I want to die on? 3 options: support, support if group wants this, cannot support. Minority report as an option
3. Can we get a list of all of the participants on the spoke committees? And a list of the Hub members? → Yes
4. Even though we have organized our work in buckets, the work definitely informs and intersects with other spokes; how will this dialogue happen? → Spoke leads; Colleen to check to see about our reporting
5. Presume that we would have time to learn with and from other spoke groups → is that an intention we can have happen?
6. What are the key decision points for the other spoke groups? What is primarily in their sandbox? Colleen has a master document that could be helpful.

Decision points:

Colleen reviews the Key Decision Points for Effective Instruction & Leadership Spoke Committee document [tab 3]

- Tensions in the field: Half asking for statute to indicate highly-qualified when it comes to hiring; others indicating that they do not
- Office of Civil Rights is a player → watching who is served and not by in and out of field teachers [only way of measuring is by endorsement, effectiveness, and experience]; liability, risk, inquiry, consent decrees going on right now with regards to ELLs (teachers with CLD credential or lack thereof)

Questions:

1. Are requirements about state statute or federal regulations? → Requirements are regulations from the feds (see Key Decision Points document)
2. How does our work impact accountability spoke group? For example, our definition of inexperienced teachers impacts what accountability group enacts.
3. Are we starting from ground zero or are you bringing models for how to engage with the parameters of “highly qualified” or professional competence? Field is very split on this in terms of qualifications. How do we consider effectiveness?
 - a. Example of teacher licensed in English who should not teach math
 - b. Example of a secondary science teacher who is excellent with kindergartners
 - What would definition of in-field be? → Field takes on whole new meaning in rural Colorado; this is about the right person; how do we keep rigor and add flexibility without having to choose the ‘best bad idea?’
 - Perhaps we need to consider level of training, learning, competencies → body of evidence that could be considered?
 - Could a state have 2 accountability systems that allow for rural differentiation?
 - A lot might ride on the support for the person in terms of what that person needs. What support is offered at the school level? This is about professional learning...
 - Is this about the person’s mindset? Is the person open to learning?
 - Teacher preparation: Conversation right now is about dispositions; we know that we can teach content, and we can teach pedagogy; let’s work on teaching dispositions

4. What is our role with the equity audit as a spoke committee? Is the data of in and out of field available for us? What are the consequences of having in and out of field teachers for students who are low-income, who are minority?
5. What effort will be made to include paraprofessionals in on all of these conversations and the key decision point about paraprofessionals? They are absent.
 - Paras are doing some of the hardest work with the lowest pay
 - ECE teachers, too
 - Colorado funding for teachers...”money elephant”
 - Paras are working in the zip code where they live; tremendous investment in their communities; generally a closer representation of our student body; untapped talent pipeline
 - If we are going to raise the expectations, where are the programs? And how will they be paid for?

Work time:

How do we define “ineffective?” 1111(g)(1)(B) – 299.18(c)

- Mary presents a few slides that show how the 2 categories less than effective are grouped together (“less than effective”)

How do we define “inexperienced?”

- For ed prep, less than 3 years of experience
- EE adopted this

We are going to have to come up with definitions.

Question:

With the EE law, many professionals will take issue with ratings, etc. If you can’t find a teacher, and in applicant pool someone comes from another district with an ineffective rating → what does a rural leader think and is that a red flag? A: It certainly is a red flag. Would need more context. Also: would not see that rating unless teacher is requesting portability. Same thing as calling to get the answer from a reference that says that the employer might not hire candidate back.

The terminology → teachers who believe they are being told that they are ineffective – when overall, they were partially ineffective

How do we want to organize the work? These are the groups that evolved in terms of grouping key decision-making points.

- Equity: 1, 3, 5 together
- Paraprofessionals: 4 stands on its own
- Continuum of support: 6, 7, 8 → there is a sense that the group wants to build a continuum of support over time for educators [Angie probably is a great fit for this group]
- ECE: 2 [Colleen] [Randall would like to be included] [Jill volunteers to also support because of her experiences]

Drafted work groups for key decision-making points

Equity: 1, 3, 5 [Mary]

1. Kerrie
2. Ty
3. Chris
4. Sara
5. Jessica
6. Sue

Supports: 6, 7, 8 [Karen]

1. Angela
2. Jill
3. Heidi
4. Mike
5. Scott
6. Mark

ECE: 2 [Colleen]

1. Jill
2. Randal
3. CO – ECE groups

Paraprofessionals: 4 [Colleen]

1. Randall
2. Ty
3. Angela (team members?)
4. District focus group?