

CAREER LADDER AND TIERED LICENSURE MAY 27, 2014 MEETING NOTES

Present: Rod Lewis, Chair; Linda Clark, Co-Chair, Senator John Goedde, Representative Marc Gibbs, Representative Wendy Horman; Representative Lance Clow, Superintendent Tom Luna, Rob Winslow, Penni Cyr, Karen Echeverria, Wayne Freedman, Rod Gramer, Brian Smith, Christina Linda (via telephone)

Not Present: Senator Janie Ward-Engelking, Geoffrey Thomas

Others present: Taylor Raney, Jason Hancock, Rick Kennedy, Jeff Church, State Department of Education; Marilyn Whitney, State Board of Education; Blas Telleria, Boise School District

Superintendent Luna and Taylor Raney reviewed the status of work from the State Department of Education (SDE)'s Technical Advisory Committee (TAC): TAC has developed and presented recommendations for Initial (Tier 1) licensure and Professional (Tier 2) licensure. Since these recommendations include "Measureable Student Achievement" as a requirement, this committee had asked TAC to more specifically define Measureable Student Achievement."

Taylor Raney presented TAC's recommendation. The committee raised several issues including spring-to-spring testing, summer loss, applicability to non-math, non-English language arts subjects; district choice of measures to be included, pre-testing, student learning objectives (SLOs), Smarter Balanced Assessment; performance classes, and most importantly, the weight given to growth assessments versus proficiency assessments.

With Mr. Raney's assistance, the committee revised the initial statement of Measureable Student Achievement to read:

"For movement to Tier 2: At least three assessments must be used in demonstration of a teacher's student achievement. Of those three, the Idaho Reading Indicator [IRI] and Smarter Balanced Assessment (or equivalent statewide test) must be included as applicable. Student Learning Objectives, including pre and post assessment for student learning must be included for non-tested (SBA IRI) subjects. Other measures shall be chosen at the district level, selected from the attached list. The majority of student achievement evaluation shall be based on student growth."

The "attached list":

Smarter Balanced Assessment (or the equivalent statewide measure)
Student Learning Objectives (includes pre and post assessments)
Formative assessments

Teacher-constructed assessments of student growth
Pre and Post Tests
Performance-based assessments
Idaho Reading Indicator
PSAT/SAT
District-adopted assessment
End of Course exams
ACT
Advanced Placement Exams
International Baccalaureate
ISAT Science
Professional-Technical Exams

In response to discussion on Tier 1 to Tier 2 licensure from the previous meeting, Superintendent Luna said that he would like to show training tool videos which are available for teachers to understand the Danielson framework in relationship to evaluation. He said that TAC upholds its initial recommendation of proficiency in all 22 components of the Danielson in order for a candidate to move from Tier 1 to Tier 2 licensure. TAC did not feel that any should be eliminated or subject to a yes/no mark.

Penni Cyr said that Charlotte Danielson envisions that teachers generally stay in proficient, but sometimes visit basic and sometimes visit exemplary. In her view, the Danielson is used by administrators to promote growth of a teacher. Ms. Cyr stated that she does not believe that licensure should be tied to an evaluation.

Superintendent Luna stated that the work of the TAC was driven by the Governor's Task Force (Task Force) recommendation, which reads:

Recommendation #2.1: Tiered Licensure

The committee recommends a continuum of professional growth and learning that is tied to licensure. Movement through the system would be accomplished in a very specific, objective way using performance measures. Evaluations based upon the Framework for Teaching (FFT) will begin in pre-service and continue throughout a teacher's career. This performance assessment would be supported by multiple artifacts and evidence of the candidate's practice.

...

A teacher's ability to renew his or her current level of teacher certification would be dependent on performance measures throughout the validity period.¹

Superintendent Luna stated that TAC's work is based on the Task Force work. It does not expand outside the Task Force nor take away from their recommendations.

Brian Smith expressed concern that use of the Danielson for licensure would take away the opportunity to use it as a tool for growth. Perhaps a principal wishes to use a "basic" rating in a teacher's evaluation to signify an area for growth or improvement, but because it could

¹ Task Force for Improving Education, Office of the State Board of Education, September 6, 2013

affect that teacher's license, he awards a "proficient" instead. He feared that a teacher could receive all "exemplary" except one "basic" and lose his/her license. Mr. Smith felt that the Danielson is subjective in nature and could be used vindictively. It assumes that every principal will be proficient and certified. He was concerned that the system might be implemented in 2015-16, yet full training of principals may not be completed until 2018.

Superintendent Luna and Christina Linder assured the committee that evaluations would only be conducted by certified evaluators. Certification requires training, and is found in rule:

Please see IDAPA 08.02.02.120.05

(c) Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (3-20-14)

(k) Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

Christina Linder said that the Task Force had discussed ongoing training for recertification every five years.

Wendy Horman learned that under New Mexico's tiered licensure program, they had found that teachers were very rarely evaluated negatively. New Mexico was not able to solve the problem, and so they employed independent evaluators. Linda Clark said that Joint District #2 requires two administrators for every summative evaluation.

Penni Cyr stated that under the current system, requirements to renew certification – ongoing professional development – are in the control of the individual. The proposed new system eliminates that control and places it in the hands of the administrator. Additionally, she stressed that when a new teacher arrives from college, a basic rating is good enough, but five years later, a candidate for Tier 2 cannot have any basics. Ms. Cyr felt that the issue goes to the fundamental question of whether or not license renewal should be tied to performance.

Representative Horman and Senator Goedde recommended that the committee consult with the Attorney General's office to determine whether or not licensure is a property right in each tier. Senator Goedde suggested that perhaps instead of losing a license, a teacher with basic ratings might drop from Tier 2 to Tier 1, with a corresponding decrease on the career ladder scale.

Rob Winslow said that in talking with administrators, most said that when they were originally trained in Danielson, its purpose was to identify areas for teachers to improve. He expressed concern about “three out of five years,” because a teacher could dip. Mr. Winslow thought administrators would be under stress if they were not able to deal with reality.

Linda Clark said that she wants strong teachers in every classroom but is concerned that the licensure and career ladder system appear similar. She suggested that considerable energy be put at the university and Tier 1 levels, and on the other end, put energy on differentiated compensation and a stringent means to identify the highest level of compensation. Ms. Clark did not believe that in the middle, a teacher must maintain “proficient” ratings in all 22 Danielson components in order to renew a license. Representative Horman questioned if the Danielson model was dated and not an effective measure.

Rod Gramer and Wayne Freedman envisioned Tier 1 as a gateway to professional status. They agreed the transition from Tier 1 to Professional Tier 2 should be a high bar so that every child has an effective teacher.

Representative Clow said that the \$250 million in funding requires a high standard, and he favors proficient on all 22 components of the Danielson. Representative Gibbs agreed. He said that if the committee does not raise the bar, they will not be able to sell the funding to the legislature.

The committee agreed that legal questions needed to be answered in order to vote on recommendations. Among those questions were:

- Is it legal to grant a provisional license that can be taken away;
- Can the committee set criteria from Tier 2 to Tier 3
- Can a teacher lose their license in Tier 2;
- If the bar is raised from Tier 1 to Tier 2, and then Tier 2 to Tier 3, can a teacher legally be moved down a tier.
- Property rights in general.

The committee agreed that Deputy Attorneys General from SDE and OSBE would be appropriate, and Marilyn Whitney will provide them with preliminary direction.

Taylor Raney presented the TAC’s recommendation for Tier 2 maintenance:

Performance Assessment: *All 22 components* of the Danielson Framework must be rated as proficient during *three of the five years* of certification, including the final year prior to recertification. Teachers with four or fewer basic ratings during their fifth year of Tier 2 certification will have a *one-year provisional certification to meet proficiency* in all components.

Professional Growth:

- Maintain current professional development (credits) requirement
- Completed Individualized Professional Learning Plan, with the goal of increasing student achievement
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Student Achievement: *At least three assessments* must be used in demonstration of a teacher's student achievement. Of those three, the *Idaho Reading Indicator* and *Smarter Balanced Assessment* (or equivalent statewide test) must be included as applicable. *Student Learning Objectives* including pre and post assessment for student learning must be included *for non-tested (SBA, IRI) subjects*. Other measures chosen at the district level, to include the attached list. The majority of student achievement evaluation shall be based on student growth.

The committee noted that the bar had been raised from Tier 1 to Tier 2, and discussed whether or not 3 out of 5 years of proficiency in all 22 components of Danielson was a necessary requirement to renew a Tier 2 license. A Tier 2 teacher could lose his/her job for lack of performance and still be hired in another district. Despite the Idaho requirement that a teacher's file be made available to a new district upon request, not all districts require those files. The committee agreed to hold further discussion until after the Attorney General's office answers their questions.

Taylor Raney next presented an outline for a proposed three-step appeals process. It could be used by any second year or later teacher to contest an evaluation proficiency ranking, and only when pertinent to licensure. The first step would allow an evaluation by a second reviewer. If no agreement is reached, the teacher could request an informal review by the school board. Finally, the teacher could appeal to the Professional Standards Commission (PSC) concerning disagreement of the outcome, the process, or extenuating circumstances.

The committee discussed the proposal at length. Linda Clark said that Meridian employs 2,500 teachers, and under this proposal, every teacher who disagrees with any of the 22 Danielson elements could bring an appeal. An argument could be made that every year affects licensure. Her district would not have the manpower to manage it. Each year, Meridian hires 250 teachers, and approximately 150 are brand new. Most will be fine, and an improvement plan, usually concerning classroom management or lesson planning, saves many. Meridian currently has two evaluators for each evaluation which makes teachers feel more comfortable with the process.

Penni Cyr said that if evaluations were tied to licensure, then teachers need a place to appeal, especially if s/he is not put on an improvement plan. Ms. Cyr also questioned why the PSC was tied to the SDE instead of stand-alone. She also noted that review of certification rules has been reduced. Rod Gramer agreed that if a teacher's license is at stake s/he should be given every opportunity for an appeal process. He also favored keeping the decision making to the local level – as second evaluator and the local school board.

Senator Goedde thought that a distinction needed to be made between due process and outcome. He felt that many parts of the process might be appealable, but not the evaluation.

The committee reached no agreement on the proposal, and held further discussion pending the Attorney General discussions.

The committee briefly discussed career ladder funding and merit raises, but agreed to postpone further discussion until tiered licensure was concluded at the end of July.

The agenda for the next meeting on June 11, 2014 includes legal issues and a presentation from TAC on Tier 3 licensure.