

**Task Force for Improving Education  
Effective Teachers and Leaders  
May 17, 2013**

Committee members present: Rod Lewis, Karen Echeverria, Janie Ward-Engelking, Phyllis Nichols, Mary Ann Ranells, Penni Cyr, Brian Smith, Katie Pemberton, Mary Huff.

The group discussed professional development for Idaho Core Standards implementation and the funding that is being provided in FY 2014.

The Chair asked how many recommendations this group thought it could realistically work on by the end of August.

The group discussed using the framework of professional learning communities (PLCs) with emphasis on collaboration as the overlay.

Professional Development will be a priority. The group discussed job embedded professional development. Katie Pemberton described how the CDA District does embedded professional development. They start at 7:00 AM and go to 8:30 AM every Monday.

Janie Ward-Engelking stated that the #1 thing teachers say they need is collaboration time with peers. This could be left to districts to decide what works best.

The Chair asked the group to go through the list of recommendations and talk about what they think they can get done and what are the priorities.

1) Training in Danielson model (evaluation)

There is an evaluation Task Force that has been out getting public comment. This has been led by the State Dept. of Education. Interstate School Leaders Licensure Consortium (ISLLC) Standards is the precursor. They are trying to create Idaho standards for administrators that have ISLLC embedded. It may be possible to take this off the list as another group is addressing it. However, the Chair wants to make sure it is being addressed.

2) Mentoring for teachers and administrators.

The group discussed the need to look at information, research and best practices associated with mentoring. Is pay incentive attached to mentoring? Can there be mentoring outside your district, especially for small districts?

The Boise and Coeur d'Alene districts have mandatory mentoring for first and second year teachers. What about administrators? There are a number of districts that have intern programs for administrators. Penni Cyr told the group that the recommendation from the IEA is that the internship be a full-time internship, which would require a salary.

The Chair shared a chart that details state policies related to administrator induction requirements. Some states have a 1-year induction, while others require 2 years. The Chair would like to look at these as well as any in-state examples. Mary Anne Ranells stated she can only remember a teacher mentoring program, but it was only funded for 2-3 years.

Many districts kept doing the best they could. For administrators, the certification requirements were rigorous.

- 3) College training -- Teacher and Administrator Preparation. The group will schedule a presentation from the deans of the colleges of education to learn about their recent efforts with the Council for the Accreditation of Educator Preparation (CAEP) standards for accreditation.
- 4) Data driven decision making. Phyllis Nichols remarked that districts are discouraged with ISEE. Many times they go to the system and it isn't working. Professional development and collaboration with time to access and analyze data is needed. The group decided to pass this item off to the Structural Change group.
- 5) Increase ownership, authority and ability to manage with increased accountability. Schools need a leadership structure that drives more accountability. If the best way to improve system effectiveness is to give the funding and funding decisions to local leadership, there is more appeal if there is an accountability system behind it.

What is the most effective way to put that into place. What are the best systems to accomplish that? Would New Plymouth's model work in Lakeland?

Does more local control with accountability work? New Plymouth is a good in state example. There are probably examples from each district. Don't always hear our own success stories. Need to identify some of the better success stories in Idaho? Look at high performing schools and invite them.

Rod asked Richard Westerberg to clarify the expectations for the group's recommendations. Is the expectation that there be high level recommendations? Or is the expectation that the group will dig into the details?

Richard provided the guidance that if all the group can do is give high level recommendations, then the State Board could take those up, but his advice would be to get as specific as possible. The State Board has staff to assist in developing legislation, administrative rules or policy.

Janie Ward Engelking noted that the legislature wants oversight but having it go through the State Board is a good route.

Richard noted that there are three filters the recommendations must go through – the State Board, Governor and legislature. The State Board could implement by rule. Rod noted that if specifics aren't included, you run the risk that the result is someone else's idea the right thing.

Richard explained that it is more important to come up with 1 or 2 recommendations with details rather than 4 or 5 non-specific recommendations.

Rod asked the group what is the barrier to getting rid of a poor administrator? Karen and Mary Anne explained that only the local school board can hire and fire. Superintendents usually have rolling 3-year contracts. There is generally intervention first with assistance provided to correct issues.

Superintendents don't generally have the power to hire and fire principals. They can make recommendations to their board. That might be a policy change to make. How can you be an effective super if you don't have power to hire and fire principals?

Brian Smith discussed that there is already the 5-Star system for accountability in place. This system addresses administrators. This does allow for a principal to be released. There are models and options for schools to address deficiencies.

Christina Linder, Professional Standards Director for the State Department of Education, addressed the group.

In answer to why do we have mediocre administrators?

1. We have been preparing building managers not instructional leaders.
2. We didn't have performance-based measurement

Christina talked about evaluation based on school climate, culture, communication, advocacy, leadership, collaboration, innovation, instructional vision, and accountability. The Task Force created a rubric based on this framework of best practices. While this is geared toward teachers, it can be used for administrators as well.

With respect to administrator capability, Christina explained that by 2018 to recertify as an administrator, individuals will have to pass a proficiency test.

Idaho doesn't currently have good, strong mentoring. Christina explained that Idaho did have a mentoring program for a couple of years, but the legislature has not funded the program and districts haven't had the funding to use the programs that do exist. Christina could put together materials and recommendations on mentoring for the Task Force.

Katie Pemberton clarified that at the last meeting, the group identified three main areas for recommendations. The group discussed and reached consensus on those three areas:

1) Professional Development

2) Teacher and Administrator Effectiveness

Job Embedded collaboration and PLCs – should be district lead, not state mandated and should include peer observation

3) Recruit and Retain quality teachers – including mentoring, loan forgiveness, etc.

The group asked Christina to come back with more information about the evaluation task force at a later meeting. She explained that the goal is to regroup that Task Force regularly to see how the implementation is going.

The Effective Teachers and Leaders group could recommend that the Task Force continue to meet to flesh out the administrator evaluations. Alternately, the Idaho Association of School Administrators could do it. There is a need to address administrator effectiveness.

Rod asked if there are more effective systems than the 5-star rating system.

Karen told the group that there will be legislation this year that would require training for school board members, which would include financial training. This legislative proposal will be reviewed by Idaho School Board Association membership at their annual convention next fall. Sen. John Goedde was going to request an AG's opinion on the legality of this requirement. Karen will follow up with Sen. Goedde on that. Karen will see if the legislator will let the committee see the proposed legislation.

The group had discussion around recruiting and retaining good teachers. Too many teachers are leaving Idaho for other states.

Katie pointed out the "A Blueprint for Respect" – Recognizing educational success, professional excellence and collaborative teaching. This includes a policy framework for transforming teaching and leading. Copies were provided to the group.

The group discussed recruiting and retaining teachers. Rod commented that there is uniform support for more teacher pay. However, legislators want more accountability. He feels the group needs a recommendation on teacher compensation. Are there models that show increases in student achievement and abilities to continue to recruit and retain teachers? Rod directed staff to pull together best practices and models.

Next meetings were discussed and proposed:

May 30<sup>th</sup> 3:00 p.m. Boise time  
June 17<sup>th</sup> in Boise 9:00 a.m. in Board office  
July 12<sup>th</sup>  
July 29<sup>th</sup> ½ day

Agenda, tentative schedule and deliverables will be sent out.