

Advisory Team: Educator Equity and Support

MINUTES

APRIL 7, 2016

4:00 – 6:00 PM DEPARTMENT OF EDUCATION

ADVISORY TEAM LEAD	Ashley Frame, NHDOE Title II-A Education Consultant Karen Soule, NHDOE Consultant Virginia Clifford (not in attendance) Nicole Heimarck (not in attendance)
NOTE TAKER	Michelle Gauthier, NHDOE
ATTENDEES	Susan Copley, NHASCD Brendan Minnihan, SAU 1 Con-Val School District Ethel Gaides, SAU 48 Pemi-Baker School District Peter Durso, Former Principal and NHDOE Consultant Nan Parsons, Upper Valley Educators Institute Irv Richardson, NEA-NH Paul Yergeau, Deerfield Community School Gerard Buteau, Plymouth State University Page Tompkins, Upper Valley Educators Institute Sharon Sparks, SAU 50 / NEA-NH Diane Vienneau, SAU 42 Nashua Lyn Healy, Consultant Bethany Bernasconi, SAU 39 Laurie Johnson, Retired Asst. Superintendent of Milford School District Scott Prescott, Virtual Learning Academy Charter School Alisha Hansen-Proulx, Manchester School District Andrea Reade, New England Comprehensive Center Tracy Bricchi, Gilford School District Marcia McCaffrey, Arts Education Consultant Jennifer Rainie, Math and Science Partnership, Rural and Low Income Schools
OBSERVERS	
PRE-READ MATERIALS	Every Student Succeeds Act

DISCUSSION	
<p>Ashley Frame welcomed members and introductions were given. Each member received a folder of information with an agenda, readings, and a response sheet.</p> <p><u>NH's Process and Timeline for Implementation of ESSA</u></p> <p>On December 10, 2015, President Obama signed <u>the Every Student Succeeds Act (ESSA)</u>, replacing the Elementary and Secondary Education Act (ESEA) or "No Child Left Behind Act."</p> <p>ESSA requires a state accountability plan, which will outline the state's strategies for implementing key requirements of the new law, including accountability and school improvement. The NHDOE will facilitate advisory teams of educators, policymakers, partners and other stakeholders to gather input into the plan design.</p> <p>The Equity and Support Advisory Team will focus on Title II of ESSA — equity, educator preparation, teacher and leader quality, certification and professional learning. The NHDOE Leadership team will develop a vision based on the information provided by the advisory teams.</p>	

Ashley Frame provided an overview of the ESSA state plan with a PowerPoint presentation. After the meeting, the PowerPoint presentation will be emailed to the advisory team. Meeting minutes will be posted on the [ESSA webpage](#).

At the federal level, Frequently Asked Questions: *Transitioning to the Every Student Succeeds Act (ESSA)* can be found at the following link: <http://www2.ed.gov/policy/elsec/leg/essa/faq/essa-faqs.pdf>. To receive automatic ESSA email updates, please click on the following link: https://public.govdelivery.com/accounts/USED/subscriber/new?topic_id=USED_28

Review Guiding Principles and Team's Directive

Ashley Frame reviewed the guiding principles for the team: *All students deserve equitable access to high quality educators. High quality preparation and continuous professional learning are essential for supporting effective teachers.*

Discussion took place Initial thoughts were discussed among the advisory team to include:

- A plan that is effective for all educators.
- What is an effective educator (replacing hqt) definition? How are we defining effectiveness?
- Marcia - Equitable access – ed 306 to teach 50% or less in section...a little dynamic there.
- looking at this through the lens of Title II-A? also have a purpose of how the state overall does the certification process?
- High quality and effective educators – the effectiveness – mean the same thing. Excellent and effective mean the same thing. Keep consistent; use the same word.
- high continuous – developing instead – true professional development.

Team Directive: To research and design the major components of the state accountability plan for the Every Student Succeeds Act, focusing on Title II, Educator Equity and Support.

Deep-Dive into the Components of Title II in ESSA - Jigsaw Activity

Handouts: Four sections of the ESSA law re: Local Uses of Funds and State Activities and Use of Funds

Advisory team members were asked to review the handouts and broke into four (4) groups. Each group was asked to write down their thoughts and ideas on a particular section of the law.

Review of Initial Questions

Each group then shared their feedback.

Group 1 Feedback – Local Uses of Funds (Part 1)

Summary: This section of the Title II-A law addresses the programs and activities school district

What questions or realizations do you have after reading the text?

- Agreed upon definition for “evidence-based?”
- To increase student achievement means recruitment, hiring and retention of high quality staff, incentives to recruit
- What is meant by student growth?
- Emphasis on professional development for renewed focus on leadership, i.e., principals.

What are implementation opportunities or challenges for state agencies?

- Increased flexibility
- Challenge - providing adequate and highly effective support
- Gifted & Talented program

- Multiple career paths
- System for auditing quality of teacher evaluation
- Recruitment of others from different fields – what will certification look like?
- Performance-based pay systems

What are implementation opportunities or challenges for local agencies?

- Class size could be financial burden
- Equity in evaluation systems
- Performance-based pay system
- Opportunities for induction and mentoring programs
- Multiple career paths
- Teacher retention program
- Paraprofessional advancement

Group 2 Feedback – Local Uses of Funds (Part 2)

What questions or realizations do you have after reading the text?

- The focus is broad
- STEM not STEAM
- Gifted & Talented included
- How do we innovate when needing evidence-based programs?
- How do we build cohesion with the list of requirements?
- What is meant by “working conditions?”
- What planning do school districts need to do to identify specific priorities?
- How will early childhood/preschool be involved?

What are implementation opportunities or challenges for state agencies?

- Defining evidence-based activities
- Will preschool teachers need the same professional development
- What does the state own and what does the LEA own?
- State agencies are already understaffed
- Designing a structure for applicable funding programs

What are implementation opportunities or challenges for local agencies?

- Creating organic change not mandated change
- Link to PD Master Plans
- How do we assist school districts broaden PD categories?
- How do we support schools in organically developing teacher and leadership capacity?
- How do we link professional learning, teacher effectiveness and evidence-based systems?
- How do we define gifted & talented?
- Other evidence-based strategies

Group 3 Feedback – State Activities and Use of Funds

What questions or realizations do you have after reading the text?

- Menu of activities geared to increase teacher capacity
- Evidence-based professional development
- Law is not citizen friendly; hard to understand
- Large task - how will this be implemented? Prioritized?

What are implementation opportunities or challenges for state agencies?

- Challenge: Balance between state and local
- Connections to higher education
- Opportunity to shift emphasis towards professional development and teacher leadership

- Expansion of certification options
- Alternative certification means different things in different states.

What are implementation opportunities or challenges for local agencies?

- Opportunities to increase mentorship programs for new teachers and paraprofessionals
- Student achievement still linked with evidence-based activities
- Challenge: shifting school cultures, effect on collective bargaining language
- Presents a wonderful opportunity for students where teachers are held to a higher level.

Group 4 Feedback – State Activities and Use of Funds

What questions or realizations do you have after reading the text?

- Further focus on principals and leadership
- Further professional development for teachers.
- Performance-based pay
- Capacity-building for LEAs.
- What are the subgrants for capacity-building?

What are implementation opportunities or challenges for state agencies?

- Could support many exciting “evidence-based” innovations
- How will the state decide which priorities to fund/assess needs?
- How will the state oversee how a district chooses to spend allocation in high need areas vs. desired areas?
- Transfer of certification/licensure to other states
- Merit pay - both a challenge and opportunity. Mentor programs may be better.
- High quality professional development means leadership opportunities
- Colleges/Universities as resource
- Could lose focus and be spread too thin, supporting too many kinds of activities
- District becoming risk tolerant

What are implementation opportunities or challenges for local agencies?

- Mirrors challenges/opportunities from previous question
- Data reporting for teacher effectiveness – Universal Rating System?
- Questions surrounding strategies for differential pay = Title II funding for more effective teachers? Especially in low income schools/districts
- Retention of effective teachers in low income schools/districts
- Early childhood challenges
- Opportunity for induction and mentoring programs; integrate technology into curricula and instruction/blended learning
- Challenge of the transition to elementary school/school readiness

New Hampshire currently receives roughly \$10.3 million in Title II-A federal funds; 1% goes to administrative funds. There is a provision currently that allows certain school districts to transfer Title II-A funds to Title I funds and will be able to in the future (rural schools). More details to follow.

CONCLUSIONS

Next Steps

- Consolidate group work from today.
- Five (5) questions to review and each member decide which area they would like to work on in

more detail?

- Group work will be done at next meeting on specific areas. With one doe staff on each work group.
- Title II-A link provided in each folder. Please call Ashley if you need help with resources

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Email PowerPoint to Advisory Team		
Post meeting minutes on ESSA webpage		