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◆ **MINUTES** ◆

**11th Meeting for Phase II**

May 21, 2012

Walker Building ◆ Room 100

**Scott Marion**

The meeting began at 4:16 pm with Scott welcoming everyone and letting everyone know about the documents in their folders. Scott then reminded everyone that the next meeting was scheduled for Tuesday, June 19, 2012 from 9:00 am – 4:00 pm in Room 15 at Londergan Hall. The goal of that meeting is to bring as complete a draft as possible of a state model system. He then opened up the discussion to the group so they could address any key issues they may have. Some of the questions and comments are listed as follows:

- Randy Bell said he does not believe that Smarter Balance (or any iteration of it) should be used to evaluate individual teachers. It looks like an outstanding system for schools or districts to be able to do things. Randy feels the same way about NECAP.
  - Scott said that it is a part of the measurement framework. Scott said that is an important decision to make as a group. It does not mean that it is the sole measure, but it has been a recommended measure that is available. He believes that it should be used shared among appropriate teams (as has been done in the SIG schools).
- Cindy Chagnon then stated that wishes there would be student accountability, but it makes more sense to do that if the students know they are being held accountable.
  - Scott then asked with regard to SLO's why we would perform a learning objective and have a measure on things that are not part of the regular classroom curriculum. He said he does not see any way that SLO's do not count for students.

- Ashley Frame suggested changing the wording in the *Summative Evaluation Determinations* section of the document to state “To the extent possible, yearly evaluations shall include multiple years of student performance results.” She then said that it could include that some schools may be willing to take the plunge and look at things that they cannot control.
- Commissioner Barry then said that one way or another every state has to report their results on Smarter Balance. Principal evaluations are tied to whole-school achievement using the growth model and Smarter Balance. Isn't it possible to then to use those kinds of multiple measures that teachers currently use to determine, in a formative way, are the students making progress? After the teachers do that, what do they do with the students that are not improving? They use a child study approach, an inter-disciplinary approach and develop interventions. What part does that play in the assessment of teachers? Part of the evaluation is that you have to be part of the team that comes together to develop strategies to help students that are not achieving. What are the teachers doing to make sure that all students are successful?
- Commissioner Barry then said that one of the policies that needs to be developed once we come together with a model is that the district has to show evidence that the teacher was given the support necessary to be able to be successful. Those are kinds of policies that need to go into the contract or we need to get state support on that, but more importantly we need to get it into the contract. If a district cannot submit evidence that they provided support to a teacher that is having difficulty, then whose responsibility is it? We have to provide a level of protection for teachers that are giving it their best as they come out of the preparation program or they do not have the skill set the need. We have to keep everything in the model, but we have to come up with a system that protects all parties. Other states, such as Maine, are putting policies in place with no interaction from the educators. We do not want that to happen to us. Commissioner Barry then stated that at a previous meeting everyone was saying that they wanted a model that was hard and fast. Given that, Scott wrote something that was hard and fast and now after reading it, everyone wants soft and simple. She suggested that since it a piece of paper, we should take it apart and come up with language that gets everyone where they want to be. She also reminded everyone that they have all agreed several times that student achievement has to be a part of the process.
- Cindy Chagnon then stated that she likes the SLO concept and setting up the goals for the class, but we get nervous when it says state test score.
- Commissioner Barry then reminded everyone that state test scores will be reported one way or another. What do you want to use for our teachers that will give them a context for their everyday work to determine whether their students are achieving, (at a fast pace or a pace that needs a lot of support)? What do you do in your school that shows evidence?

### **Karen Soule**

Karen began by saying that she would like to begin the group work so discussions can be had and everyone can be heard. Karen asked everyone to take about ten minutes to reflect on what you agree on, what you have questions on, what you want to discuss and what is missing. After that, each group should identify three to four priorities that you want to be discussed further. The small groups will then report out to the larger group.

## Group Work

The groups then began their discussions and listed their feedback on the flipcharts. The feedback from the groups is as follows:

### Group 1

- **Assumptions**
  - #1 - ✓
  - #2 – Add: Commendations and career development
- **Summative Evaluation Determinations**
  - #1 - ✓
  - #2 – Delete: “To the extent...”
  - #3 – Change to: “The district shall enact a policy and set of procedures to differentiate evaluation processes for its different levels (e.g. novice, professional, master) of educators.”
- **Differentiation**
  - #1 – Change “non-probationary” to “professional” status
  - #2 – Novice 3 years effective → professional
  - #3 – Professional status: Summative every two years
  - #4 – Okay
  - #5 – Okay
  - #6 – Only highly effective
- **Supports**
  - #1 – Okay
  - #2 – “Shall” → “should” (2x)
  - #3 – Improvement plan = Directed professional growth plan
  - #4A – Professional educator
    - Year 1 – Ineffective
    - Year 2 – Ineffective after receiving targeted support for year two leads to non-renewal
  - #4B – Professional educator
    - Year 1 – Partially effective
    - Year 2 – Partially effective with support
    - Year 3 – At the end of three years, partially effective rating leads to non-renewal
- **Consequences**
  - #1 – Delete (too much time)
  - #2 – Delete (too much time)
  - #3 – Move to non-renew (put below the positive)
  - #4 = #1
  - Should receive additional compensation
  - Could...(vs. shall) assume a teacher leader role

### Group 2

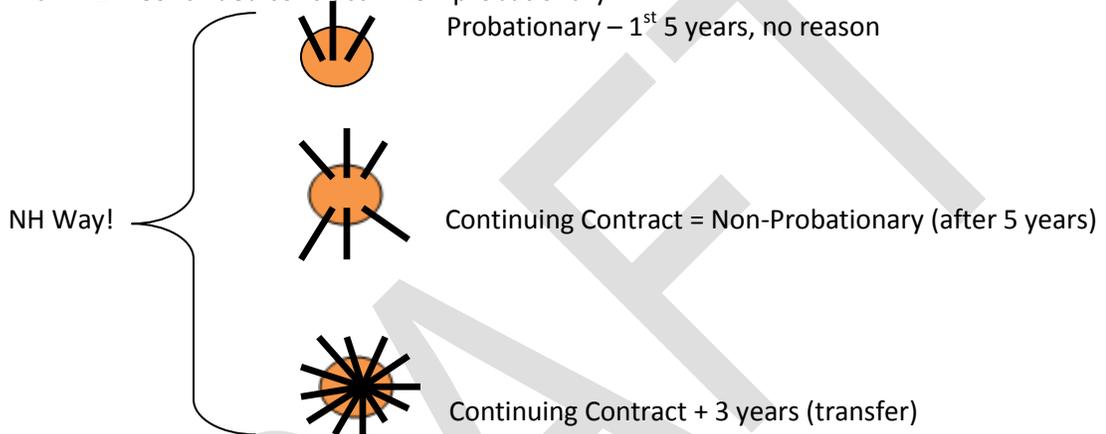
- **Introductory Note**
  - ✓
- **Assumptions**
  - ✓ - Purpose & intent
  - “High stakes” & support vs. “professional growth system”
  - Total pro’s evaluation: Employment & promotion ↷

- **Decision Points**

- Okay with 5 pies at 20% = 100%
- Okay – Student growth
- #1 – Ineffective, Developing, Effective, Highly Effective
- #2 – Multi-year performance – New hire? Whole building scores?
  - Pro-growth – Teachers at multiple entry points
    - We need clarification on intent
    - Successful veterans entering a new system – entry point of professional growth system
- #3 – We agree – don’t wait – begin at varied entry point – Professional growth system

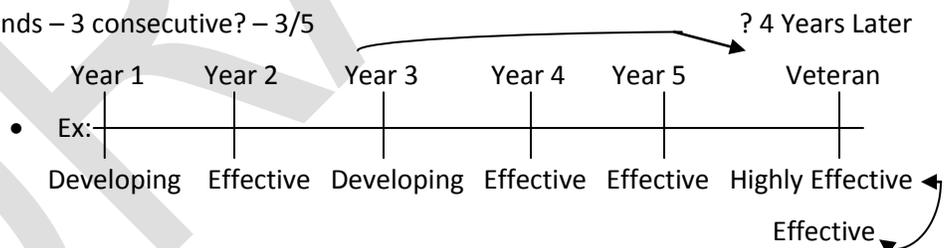
- **Differentiation**

- #1 – Continued contract = Non-probationary



- #2 – Build 1 & 2 together – Goal 5 years – 3 as effective, change in state law

- Trends – 3 consecutive? – 3/5



- #3 } Treat Highly Effective/Effective the same
- #4 } for employment support. Ex: NECAP – 3-4 = Prof, you’re in!
  - Drop = Support.....
  - Drop again.....Yikes!
  - Bi-annual, but if you drop see 1 & 2
- #5 – Multi-tiered system of support
  - Mentoring & Monitoring (Eyes on you)
  - Highly Effective – Lead Teacher Research Innovations (“Freedom”)
- #6 - ✓✓ - We agree – With training as i.d. in document

- **Supports**

- #1 – Pro-training – Participate vs. competent differentiation by admin, teacher, user, receiver

- #2 – Mentor & Induction – Connect to PD plan? Connect to SINI/DINI – AYP – Connect Peer Coaching
- #3 – Improvement Plan? Professional Development Plan? What’s the difference? Author?
  - Developing/Ineffective – Yes, you get support with improvement plan, year 2 or 3
  - Effective/Highly Effective – Mentoring – No written plan required/optional
  - Developing/Ineffective – Addresses the dip
    - Year 1 - Help
    - Year 2 - Improvement Plan
    - Year 3 } Cause?
    - Year 4 }
- #4 – Sustained dip
  - 2 Year – Ineffective – Your professional improvement plan by your administrator
  - Mentor?????
- **Consequences – a.k.a. Face the Truth**
  - #1 – Dismissal = Moral, legal, insubordinate
  - #2 – How do you dismiss a continuing contract 2 year ineffective teacher? A player to be named later?
  - #3 – Limit ineffective by years or evaluation cycles?

#### Group 4

- **Assumptions**
  - #1 - ...actionable information...to improve practice (+)
  - #2 - ...overall rating... (-)
- **Summative Evaluation Determinations**
  - #1 – Highly Effective/Effective/Needs Improvement/Not Meeting Standards (-)
  - #2 – State test data (-)
  - #3 – Novice vs. veteran educators (-)
- **Differentiation**
  - #1 – “Non-probationary” (-)
  - #2 – “Non-probationary” (-)
  - #3 – Words inconsistent with law; every teacher – every year (-)
  - #4 – Impractical (-)
  - #5 – (+)
  - #6 – Observations vs. evaluations (-)
- **Supports**
  - #1 – Include supporting teachers’ understanding of program (+)
  - #2 – Collaboration – leave to district (-)
  - #3 – (+)
  - #4 – Delete – leave to districts (-)
- **Consequences**
  - #1 – (-)
  - #2 – (-)
  - #3 – (-)
  - #4 – Additional step increase (-)

\*Group 4 used “-“ to mark those items that the group could not come to a consensus on.

## Group 5

- **Summative**
  - ? #2 – “During first 3 years...”
  - ? Clarify non-probationary status vis-à-vis state continuing contract law
  - ? Novice vs. beginning
  - ? Highly effective –
  - Effective = good! (?)
- **Consequences**
  - ? #3

\*Group 5 also made the following edits to the handout “*Determinations, Supports, and Consequences for the NH State Model System*” by Scott Marion. The changes were based on their group discussion and are as follows:

- **Assumptions**
  - #1 – The system must be designed to report ~~fine-grain~~ (detailed) and actionable information so that educators and their leaders (and/or mentors) have the data they need to figure out how to improve their practice.
  - #2 - Teachers will receive an overall rating that guides support and employment decisions. ~~have consequences related to support and ultimately employment decisions.~~
- **Summative Evaluation Determinations**
  - #2 - ~~Within the first three years, each educator shall undergo an evaluation. During the first three years of implementation, each educator shall undergo a full evaluation each year.~~ To the extent possible, ~~yearly~~ evaluations shall include multiple years (and multiple measures) of student performance results; such results are derived from determinations of growth using multiple measures. ~~when such results are derived from state determinations of growth using state test data.~~
  - #3 - After the first three years, the district shall enact a policy and set of procedures to differentiate evaluation systems for its different classes (e.g., novice, veteran of educators. (Within the first three years, each educator shall undergo an evaluation.)
- **Differentiation**
  - #1 - A novice or otherwise new educator must be rated as “effective” for three consecutive years before they can be granted non-probationary status.? ~~Conflict with continuing contract, etc?~~
  - #2 - Novice educators shall undergo yearly evaluations until they reach non-probationary status **and** receive “effective” ratings. ~~ratings for at least three consecutive years.~~ These events can happen concurrently.
  - #3 - Teachers with non-probationary status shall be evaluated each year until they receive “effective” ratings for three consecutive years. Once these teachers ~~receive three consecutive years of effective ratings,~~ they shall receive summative evaluations every three years. ~~On an annual basis, educators shall set goals collaboratively with the evaluator, incorporating reflection and student data. while producing interim evaluation results each year.~~ A yearly evaluation schedule shall not be required as long as the educator continues to receive effective or better ratings.
  - #4 - ~~Each experienced educator with a rating of at least three consecutive ratings of “highly effective”?~~ shall undergo formal evaluations every three years as long as they maintain their highly effective status. ~~If the educator’s rating drops to effective, partially effective, or ineffective, the guidelines for differentiated evaluations discussed above shall apply.~~

- #5 - The evaluations of educators in the year following an ineffective or partially effective rating shall include additional data sources **targeting the areas needing support**. ~~beyond the standard system<sup>1</sup>~~. These data can and should include information gathered as part of the mentoring process along the lines of an RTI system.
- #6 - ~~Only educators with consistent ratings of effective or highly effective may participate in the evaluations of other educators in their district or building.~~
- **Supports**
  - #2 - Each New Hampshire school district shall include **a clear** system of mentoring and support designed to improve the performance of all educators in the district. The support and mentoring systems shall be designed in collaboration with teachers, administrators, and other key stakeholders (e.g., parents, Board members) and based on research and documented best practices.
  - #3 - Educators rated ineffective or partially effective in one year must be placed on improvement plans that includes receiving targeted mentoring and support. ~~for the subsequent year~~. These support systems must be research-based to the maximum extent possible.
  - #4 - Educators rated ineffective or partially effective for a second consecutive year ~~or for the second year in a four year span~~ shall be placed on a more specific and targeted mentoring and improvement plan which may impact employment decisions.
- **Consequences**
  - #1 - An experienced, ~~non-probationary~~ educator **on a continuing contract** with two consecutive years of ineffective ratings shall lose their ~~non-probationary~~ continuing contract status.
  - #2 - An experienced, ~~non-probationary~~ educator **on continuing contract** with three consecutive years of ineffective ratings or two ineffective ratings in three years along with one partially effective rating may be dismissed without additional cause.
  - #3 - An educator with three consecutive years of partially effective ratings ~~(or two years of partially effective and one year of ineffective ratings)~~ shall be moved to ineffective status.
  - #4 - Educators rated highly effective in two years in a consecutive three year period shall receive **a monetary bonus or reward** ~~an additional step increase in their salary~~ and shall be expected to assume a “teacher leader role” as part of the mentoring and support system.

The meeting ended at 6:35 pm.

*Submitted by Trisha Allen*

*June 5, 2012*

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<sup>1</sup> In other words, we are trying to avoid Einstein’s definition of insanity by not just doing the same thing and expecting a different result.