Meeting Minutes


Not present: Marlboro, Union, CERRA, & SCASA

I. Welcome by Mark Mitchell
II. Introduction of Special Guests – Mary Chandler
III. State Department Special Guests – Dr. Cindy Van Buren and Dr. Briana Timmerman
   a. Overview of the Division of School Effectiveness – Dr. Cindy Van Buren
      (Please see attached document – DSE ORG 2014)
      • Cindy Van Buren – Deputy Superintendent for School Effectiveness
      • Tammy Jeffers – Administrative Assistant
      • Mary Hipp – Director Educator Services
      • Briana Timmerman – Director Instructional Practices & Evaluations
      • Bruce Moseley – Director School Leadership
      • Jennifer Morrison – Director School Transformation
      • Bradley Mitchell – Director Virtual Education
   b. Update on Standards – Dr. Briana Timmerman
      SC College and Career Ready Standards – English Language Arts and Mathematics
      a. How were they written?
         • Construction of college and career ready graduate portrait
         • Teams met twice a week face-to-face and collaborated electronically throughout the process
         • Reviewed common core and standards from other states and additional resources (ACT College/ SAT)
         • Based on knowledge of SC needs
b. College and Career Ready Portrait ELA

- In order for the standards to be developed, we need to know what a student looks like when he/she leaves our K-12 system. The portrait was developed to demonstrate this.
- Team was compiled of teachers, district and school level administrators, reading and instructional coaches, and higher education faculty.
- Variety of resources used to identify *key concepts and key ideas*.
  - Key Concepts
    - Inquiry-based literacy practices
    - Reading literary text
    - Reading informational text
    - Writing
    - Communication
    - Disciplinary literacy
  - For each of the key concepts, define the Key Ideas
    - Meaning and context
    - Language, structure, and craft
    - Range and complexity
    - Fundamentals of reading, writing, and communication
- Innovations
  - Research-based
  - Time tested
  - Explicit
  - Concrete suggestions and resources to support teachers
  - The classrooms look different. The students do the majority of the talking, writing, and reading.
  - Fundamentals of Reading, Writing, and Communication
    - Foundational skills needed
    - Applies to all students (not all are proficient by grade 3)
    - Support teachers to understand what is necessary for proficiency
  - Literacy Inquiry Practices
    - Questions based on interests or needs that can be investigated
    - Texts to formulate questions, propose explanations and consider alternative view
    - Construct knowledge – build deeper understanding
    - Reflect to assess metacognition
  - Disciplinary Literacy
    - how the author’s intent, strategies, craft and structure vary depending on the discipline
    - How to read, write, listen, speak, think critically depending on the disciplinary context
c. College and Career Ready Portrait Mathematics
   - The process
     - Grade band teams
     - Divided workload into key concepts and subjects
     - Drafts created by grades or courses
   - Key Concepts
     - **In K-5**: Number sense / base ten, algebraic thinking, geometry, and measurement and data analysis
     - **In 6-8**: Number systems, expression, equations, inequalities, geometry, and measurement
     - **In 6**: Data analysis and statistics
     - **In 6-7**: Ratios and proportional relationships
     - **In 7-8**: Data analysis, statistics, and probability
     - **In 8**: Functions
     - **In High School**: Algebra 1, Algebra 2, Geometry, Foundations in Algebra, Intermediate Algebra, Probability and Statistics, Pre-calculus, and Calculus
   - Mathematics Process Standards
     - make sense of problems and persevere in solving
     - reason contextually and abstractly
     - think critically to justify mathematical reasoning and critique others’ reasoning
     - through modeling connect mathematical ideas and real-world situations
     - use mathematical tools effectively and strategically
     - communicate mathematically
     - identify and use structure and patterns


d. Standards Timeline
   - Drafts available on website on Nov. 3
   - **Public comment period until Nov. 30**
   - Final draft in December > 1st reading by State Board Jan 14 > ASA subcommittee Jan 26 > Full EOC Feb 9> 2nd reading by State Board March 11 > Release to public


e. Additional Information
   - These standards are aligned with the common core standards, but go beyond the common core. They are specialized to SC students. They are a win for our students.
   - These new standards will not be assessed until they are implemented for two years (it will take that long to create an assessment with a vendor).
   - Principals, as the instructional leaders, will be a key piece in the implementation of these standards. They will need to be able to role-model these standards. Professional development will be offered.
c. Educator Support and Evaluation System Guidelines – Dr. Briana Timmerman

- The evaluation system is based upon the professional growth model. This is an opportunity for teachers to grow professionally from feedback. The evaluation system identifies and supports struggling skills so that teachers can grow professionally. Instructional practices are context and content specific. The evaluators must be certified and demonstrate competence in the evaluation.
- The beta year, 2012-13, had 22 schools participating and value added measures calculated.
- In 2013-14, 47 schools participated using one of two rubrics, enhanced ADEPT or SC teaching standards. Components included were: all teachers were observed twice a year, online data management system, roster verification, and value added measures calculated at teacher level and provided for information.
- In 2014-15, the evaluation system will be statewide. Teachers in tested grades will need to do roster verification in May 2015. Value added measures will be calculated for:
  - Grade 4 – ELA and Math
  - Grade 5-8 – ELA, Math, Science, Social Studies
  - High School – Algebra 1, English, Biology, US History

  *SC has requested to delay the value added measures in educator evaluation until 2015-16*

- Observation and Professional Practice RFP
  - Procurement is pending for the observation rubric, online data management system, and the video-based evaluator certification system
  - The observation RFP
    - The rubric is based on ADEPT standards.
    - Open communication between teacher and observers.
    - Scores, comments, feedback, and suggestions are immediately available to educator.
    - Automatic emails and reminders.
    - Aggregate data at classroom, school, and district level.
    - Replace ADS (historical data will be available)
  - Over the course of the school year, several classroom observations will take place. They will look at the quality of teacher’s planning/preparation, effectiveness of teacher, classroom culture facilitating learning, and professionalism – contributions to other teachers at the school.
- 2015-16 and after, all classroom teachers will be evaluated on this scale: 50% - observation and practice, 30% student growth, and 20% district choice. All principals will be evaluated with scores configured with 50% PADEPP standards 1-9 and 50% student growth.
- In 2014-2015, it is critical that districts: attend SLO training, identify goals and data sources, train teachers, construct practice SLOs and growth targets
for the spring semester, collect data and measure growth, learn and adjust, and that SLOs equal data informed instruction. Practice and make mistakes this year to get it right for next year!

- SLOs are teacher-driven, student-centered, standards-based set of goals that establish expectations for students’ academic growth, directly link instruction to student growth, centered on rigorous and attainable growth targets, and focus on the most important learning for the school year, semester, or quarter.

- **Timeline:**

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Before 10/31/14</td>
<td>Meet with principals and instructional leaders in district to discuss various district choice options</td>
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<td>Before 12/1/14</td>
<td>Make decision about district choice and inform principals and instructional leaders.</td>
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<td>Before 1/30/15</td>
<td>Develop LOI including scoring rubric</td>
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<td>1/30/15</td>
<td>Letter of Intent Due to SCDE</td>
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<td>Within 30 days of receipt of LOI</td>
<td>SCDE will provide either approval or feedback on selected option. If feedback is provided, district will convene appropriate staff and make changes.</td>
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<td>Within 30 days of receipt of feedback</td>
<td>District will submit revisions to SCDE. This iterative process will continue until approval is reached.</td>
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<td>Before 4/15/15</td>
<td>Inform and educate teachers regarding the district’s choice so that they may make whatever relevant preparations are necessary for the 2015-16 school year.</td>
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<td>On or before 6/1/15</td>
<td>Submit final ADEPT plan to SCDE</td>
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- **District Choice options:**
  1. District-wide value-add measures provided by state-contracted vendor
  2. School-wide value-add measures provided by state-contracted vendor
  3. Value-add measures based on formative assessments or locally procured assessments and calculated by a vendor contracted by the District
  4. Surveys of parents
  5. Surveys of students
  6. District-wide Student Learning Objective (SLO)
  7. Teacher self-reflection
  8. District-created option*  
    - Options 4-8 require additional information. Must be able to translate into 1-5 scale.

- **Questions??**
  - Contact Briana Timmerman, Director, Office of Instructional Practices and Evaluations, Btimmerman@ed.sc.gov or 803-734-8046.

**d. Read to Succeed Initiative – Dr. Cindy Van Buren**

- Please see Read to Succeed Update handout. This document is a work in progress and will be updated often. Please go to the website for the most current information: [http://ed.sc.gov/agency/se/Read-to-Succeed/](http://ed.sc.gov/agency/se/Read-to-Succeed/).
- The state department is currently meeting with deans at colleges and universities throughout the state to outline and establish guidelines to provide professional development and courses.
Currently in the process of establishing a R2S Advisory Committee to implement the law and to ensure all stakeholders voices are heard. There will be an application process to ensure a diverse and effective committee.

Eight Components – (see handout)
7. Teacher Preparation
   ▪ Colleges and universities will be required to have the R2S endorsement for all students graduating from their programs that start the program fall 2016 and after. Existing teachers will need to participate in graduate study, undergraduate study, or approved PD to meet the R2S guidelines.

8. Reading Coaches. There are only eight certified reading coaches in SC. The program will need around 600.

IV. Evaluation of NetLEAD Year 5 – Felix Blumhardt
   a. APR
      • The final APR for year 4 is due on October 31st.
   b. Evaluation
      • PIMRS surveys will go out on October 27th to mentees, their teachers, and their supervisors. Please assist us in gathering this valuable data.
      • There has been a great response rate in the past. Thank you for your help.
      • We will have several mentees that we will be able to track the data on throughout the project. The data will help tell the story of NetLEAD and the district.
      • The data we are able to gather will help to establish the case for a no-cost extension and we may be able to use successful components of the grant for future projects and grants.

V. Important Business
   a. NetLEAD Mini-Grants Year 5
      • NetLEAD has $6000+ to use on mini-grants this year.
      • Mini-grant applications have been sent out via email earlier this month. They are due on November 21st. Decisions will be made by December 15th.
      • Please encourage your schools to apply.
   b. Administrator Mentor Handbook – Mary Chandler
      • The administrator mentor handbook was shared at the last GMT meeting. It was also presented at the School Leadership Program Conference in September. This handbook is a work in progress.
      • The district administrator mentors will meet again in January or February.
      • The handbook was shared electronically with the GMT via Google Drive. Please let Tara Comer know if you have difficulty getting to it.

VI. Other
   a. The next GMT Meeting will be held Tuesday, November 18, 2014 in Columbia, SC at the SCASA office