

**Maryland Council for Educator Effectiveness (MCEE)**  
**Minutes from Meeting of February 28, 2011**

**Absent:**

*Senator Delores Kelley*  
*Delegate Anne Kaiser*  
*Lee Rutledge*

*David Burton*  
*June Streckfus*

**Minutes**

Nancy Grasmick, MCEE Co-Chair, opened the meeting at 9:10 a.m. and asked members to review the Minutes of February 14, 2011. With no discussion, the minutes were approved as presented.

**Meeting Dates**

Dr. Grasmick provided the group with a revised list of meeting dates noting that several meetings will be held at locations to be determined. Dr. Coleman-Potter offered the use of the Prince George's County Public Schools Office for those meetings.

**Summarization of Prior Meeting Discussions**

*Dr. Meg Dolan*

Dr. Dolan distributed a summary of the work done at the February 14 meeting on defining effective and highly effective teachers and principals. Her summary reflected the need to define "student growth, student growth model, and professional development and advancement opportunities for teachers and principals." Ms. Bost noted that there is language in the Education Reform Act that defines "student growth."

Dr. Dolan explained that the definitions provided at the last meeting did not include measurable items. She suggested using the standards included in Dr. Danielson's Framework or something similar.

Dr. Grasmick reminded members that they are creating a "default" model in which local school systems (LSSs) would use if their evaluation model is not consistent with the Law.

Ms. Bost stated the importance of the group looking at what standards the local school systems are currently using. Dr. Dolan said that the state standards should be general and that school districts could have more or different standards that fall under specific categories.

Dr. Grasmick agreed that the group should look at the teaching standards being used in local school systems but noted that if their models are missing certain pieces, they should be required to revise and include anything that is missing.

In response to a question by Mr. Barclay about what would be done if a local school system's evaluation model is missing a standard, Dr. Grasmick explained that review of the LSS Master Plan would provide an opportunity for the LSS and the State to reach consensus. She said this approach has worked very well in the Master Planning Process. Dr. Dolan suggested that this discussion be tabled until later in the meeting.

Ms. Pipkin stated that the LSSs are waiting for this group to come to consensus and that she feels the MCEE should provide a "general rule" without specifics. Dr. Dolan said that she could provide a large spread sheet that reflects and compares all of the school system model components.

Dr. Dolan asked the group to break into sub-groups and work on teacher and principal standards noting that they should include all four domains as listed in the Danielson Framework. Ms. Bost questioned Dr. Dolan about the inclusion of the domains in the Education Reform Act and Dr. Dolan agreed that the four domains are not included in the Law but rather included in Maryland's Race To The Top (RTTT) Application. She asked group members to designate someone to provide the Sub-committee's work to her by the end of this week.

The Council broke into Sub-Committee's at 9:50 a.m. and reconvened at 11:35 a.m.

## **Sub-committee Work**

### **Non-tested 4-8**

Facilitator: Cheryl Bost

Ms. Bost reported that her sub-committee examined and created "teaching standards" to use for the basis for defining effective and highly effective teachers. She explained that the following are put forth as "general standards" for the model with the goal of having local school systems view these as a guide or to serve as the standard for the model evaluation system if the local parties cannot agree on the evaluation system. She said the group believes that examples of evidence for each standard are needed, as well as descriptors to differentiate between highly effective and effective.

- Effective teachers have high expectations for all students and help students learn, as measured by multiple growth measures.
- Effective teachers know the subjects they teach and how to teach those subjects to all students. (National Board standards)
- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
- Effective teachers are committed to continuous improvement through professional development and actively participate in the professional community. (modified from National Board)
- Effective teacher collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at risk for failure.

Ms. Bost said the group worked on principal standards as a basis to identify highly effective and effective and believe that principal/assistant principal standards must align with the teaching standards above.

She explained that they examined the Maryland Leadership framework with the eight standards as well as the National Board statements and those from Indiana and are working to combine these into 5-6 meaningful general standards.

She said they did not come to consensus on whether the evaluation standards should become part of the Master Plan. The concern is to not lose sight that locals need flexibility and autonomy to create or continue with what they have created, while “gently” working to make sure major components of a good evaluation system aren’t missing. We didn’t complete this discussion.

On the topic of growth and measuring growth, Ms. Bost said her group has not come to a recommendation and is still discussing and looking at feedback from the “think tanks.”

### **Tested 4-8**

Facilitator: Dawn Pipkin

Ms. Pipkin provided the following five teacher standards recommended by her team:

1. Evidence of student growth measures (Student Growth Competency)
2. Planning and preparation (Content Knowledge)
3. Classroom Environment
4. Instruction (Pedagogy)
5. Professional Responsibilities

Ms. Pipkin reported that her group agreed that an effective principal should meet the following outcomes outlined in the Maryland Leadership Framework:

Outcome 2-Align All Aspects of a School Culture to Student and Adult Learning

Outcome 3-Monitor the Alignment of Curriculum, Instruction, and Assessment

Outcome 4-Improve Instructional Practices through the purposeful observation and Evaluation of Teachers

Outcome 7- Provide Staff with focused, sustained, research-based professional development

Outcome 8- Engage all community stakeholders in a shared responsibility for student and school success.

### **High School**

Reporter: Christopher Barclay

Mr. Barclay reported that his group agreed to use the Danielson Model as the framework for their definitions of “highly effective” “effective” and “ineffective” teachers. He said that the group agreed to use the ISLIC standards the definitions of “highly effective” “effective” and “ineffective” principals. He cautioned that within these definitions, there is more work that must be done to determine how to classify a teacher or principal in any of the above categories.

He said his group discussed using the yearly Master plan Review Process to allow MSDE to provide feedback to local school systems. They agreed that there should be an Advisory Panel with representation from teachers to review of the evaluation systems on a regular basis to ensure that the process does not become static and allow for changes and growth over time. He said his group felt that MSDE should be seen as a technical resource.

In regard to the principal evaluation, his group agreed on using the Maryland Leadership Framework as well.

Mr. Barclay urged that his group agreed on the importance of evaluators to be objective.

### **PreK-3**

Facilitator: Judy Walker

Ms. Walker discussed the differences between “effective” and “highly effective” teachers and agreed on the use of the Maryland Leadership Framework for the definition of

“effective” and “highly effective” principals. She provided the following suggested definitions:

- Effective Teacher- in addition to CD Framework- demonstrates reflection and development of personal goals based on State Assessments and School Improvement goals; demonstrates reflection and problem solving of student needs with school team members
- Highly Effective Teacher- in addition to above, demonstrates collaborative reflection and problem solving as well as planning with stakeholders beyond your school team members (example: reading/math specialist)
- Effective Principal- in addition to the Md. Instructional Leadership Framework Indicators- will monitor the alignment of teacher goals with the School Improvement goals ; will provide evidence of professional development that impacts student learning
- Highly Effective Principal- in addition to above- will demonstrate collaboration with the school administration team and content supervisors in achieving the School Improvement goals

There was brief discussion about whether to include a “vision” in the evaluation models.

Dr. Finan expressed her concern that the use of the word “default” is negative and the group agreed to the use of more positive language such as “The Maryland State Model.”

Dr. Dolan provided a PowerPoint summary of examples of the work that is needed and agreed to provide a draft of the material discussed at today’s meeting.

There was some discussion about what is required in the March 15<sup>th</sup> progress report to the USDE. Dr. Pataniczek said that he does feel that final definitions are required by that date and that there are still some discussions to be had around this issue.

Mr. Melendez requested that the Agenda include a more formal schedule of what the Council will be working on at its meetings and the goals to be met. Dr. Dolan reminded members to send their worksheets to Ms. Lichter who will forward them to her to provide a draft to the Council.

In response to a request by Ms. Pipkin, Dr. Dolan said that a draft of the progress report will be completed by March 8<sup>th</sup> and forwarded to Council members.

Ms. Weller said, “I am thrilled with the progress of the groups.”

Dr. Grasmick said, “We are going to be a model State.”

**Adjournment**

Dr. Grasmick reported that the next meeting will be held on March 21, 2011, from 9 a.m. to Noon at the Board of Education Building in Anne Arundel County. With no further discussion, the meeting ended at 12:30 p.m.