



Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals



Every student, every step of the way

Meeting Logistics & Desired Outcomes

Meeting:	Effective Instruction & Leadership Spoke Committee				
Date:	10/14/16	Time:	10:00-12:00	Location:	6000 East Evans Ave, Denver; Bldg. #2; Suite 100
Meeting Lead:	Colleen O’Neil, ED, Educator Development, Licensing & Ed Effectiveness Jennifer Simons, Title I Specialist				
Meeting Participants:	<u>Attendees:</u> Mike Gradoz, CEI; Sue Sava, PEBC; Kerry Dalman, CEA; Jill Lewis, ASCD; Theress Pidick, DPS; Ty Valentine, Fountain-Ft. Carson; Sarah Almy, DPS; Heidi Frederiksen, CSU; Chris Selle, Meeker; Jessica Cuthbertson, TQ; Mary Bivens, CDE; Karen Martinez, CDE				
Meeting Objectives:	<ul style="list-style-type: none"> ➤ Debrief Hub and SBE presentations ➤ Explore our definition of “in-field/out-of-field” ➤ Discuss para-professionals standards and meeting those standards 				

Agenda

Time	Agenda Item	Notes & Next Steps
10:00	Debrief Hub and SBE presentations	<u>Updates on definitions</u> Definition of experienced/inexperienced: Hub just asked about the switch from 1-3 to 0-2 [just need the rationale, including research] Definition of ineffective/effective teachers: No critique/commentary; we can hold true to SB 191 definition
10:20	In-field/Out-of-field definitions	What is in need of further discussion: Definition of out-of-field Reminder: <ul style="list-style-type: none"> • ESSA: We must report on teachers who are not certified in the subject-matter for which they are licensed and that they are teaching (this goes back to state law with regards to endorsements) • Equity in ESSA: Define in/out-of-field with regards to equitable access to teachers (inexperienced, ineffective, out-of-field)

		<ul style="list-style-type: none"> • Note: Charter school teachers: Might have a degree in the subject that they are teaching but don't have a license • Note: We need data as well to support our work • Note: Clarity with regards to "labels" → Perhaps we need to look at scenarios <ul style="list-style-type: none"> • Some voicing that path is what matters, not the actual license [but our legislators have already indicated via statute that a path that culminates in a license is what matters] [what was not said was that you need to demonstrate the content] <ul style="list-style-type: none"> • Time – Could we consider granting time for someone to acquire the content for an endorsement? <p>Proposed definition of in-field and out-of-field [statutory definition] and [current] flexibilities</p> <ul style="list-style-type: none"> • Endorsement pathway (undergraduate, post-bac, graduate preparation) • Added endorsement via 24 semester hours as defined by content evaluation worksheet (various coursework) • Some added endorsements are able to be obtained via content assessment [e.g., I am a current secondary social studies teacher; if I take and pass the elementary exam, I can add the elementary endorsement to my license) • Alternative licensure <ul style="list-style-type: none"> ○ Content assessment ○ Degree ○ 24 semester hours as defined by content evaluation worksheet (including up to 6 semester hours of professional experience) <p>Question: Can determination of in-field happen at the local level? → concern about equity across contexts to high-quality teachers and workload for districts to complete themselves</p> <ul style="list-style-type: none"> • We need examples of what this might look like. <p>Pipelines and funding issues: What legislation might be helpful down the road? Pipeline issue? Is access to the alt pathway the issue? Title II money can help pay for teachers to obtain endorsements / get to in-field Run a bill to create a pot of money for teachers to get in-field/endorsements?</p> <p>One way to organize the conversation:</p> <ul style="list-style-type: none"> ✓ Recommendation for definitions ✓ Resources/pathways available to meet those definitions – and access to resources/pathways ✓ Scenarios/case examples at the local level ✓ Legislative asks ✓ Funding asks
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		<p>Equitable looks different across contexts Defining these terms will not solve rural shortages.</p> <p>Do we need a flowchart?</p> <ul style="list-style-type: none"> • District hiring <ul style="list-style-type: none"> With license Without license- options • Reporting <p>Group votes and consensus happens on: DEFINITION = License + endorsement that matches are in which candidate is teaching [degree, 24 semester hours, content assessment] HIRING = Districts can determine who they want to hire</p> <p>Summative Consensus agreed upon by unanimous vote of present Spoke members (documented by Ty Valentine email to full Spoke Committee)</p> <p>Regarding “in-field” definition:</p> <ul style="list-style-type: none"> - License + endorsement = in-field - Methods to get endorsement: <ul style="list-style-type: none"> o 24 credit hours o Exam o Degree in program - Districts could still hire a person who didn’t have the endorsement for the content area they want them to teach, but the district would have to either report them as “out-of-field” <u>OR</u> have the teacher apply for the endorsement so that they can report them as “in-field.” <p>Key drivers:</p> <ul style="list-style-type: none"> • Equity • Flexibility: including alternative • Education around pathways
11:20	Para Pro Standards	Not discussed at the meeting
10:50	Next Steps	<ul style="list-style-type: none"> ✓ We did not get to paraprofessional or ECE work; Colleen will send out for responses ✓ Next meeting: November 2nd (10:00-2:00 at Evans) including preparation for Hub and SBE presentation in December <ul style="list-style-type: none"> o Hub: December 12th o SBE: December 14th-15th