

Community District Education Council District 26
Address: 61-15 Oceania St, Bayside, New York 11364
Tel: 718.631.6927 **FAX:** 718.631.6996 **Email:** central/cec26@nycboe.net

MINUTES FROM BUSINESS /CALENDER/ PUBLIC MEETINGS

Date: Thursday, August 29, 2013
Time: Business Meeting - 7:00 P.M.; Calendar/Public Meeting - 8:00 P.M.
Location: PS 173 – 174-10 67th Avenue, Fresh Meadows – Library (2nd fl.)

The meeting of the Community District Education Council of District 26 (CDEC26) was called to order by Jeannette Segal, President at 7:10 p.m.

Roll Call -, Jeannette Segal, Susan Shiroma (Borough Appointee), Lucy Vieco, Jaime Alvarez-Isasi, Leslie Rubenstein, Jaya Patil & Alan Ong (Borough Appointee)
Excused – Ricky Chan & Anastasio Politidis
Excused - Lori Stein-Butera, District Family Advocate & Anita Saunders, Community Superintendent.

The Administrative Asst., Marian Mason introduced herself and explained the performance activity sheet to new members, Personal Expense Summary Form & Request for Reimbursement & the Child Care Expense form stating that a letter stating the amount and babysitter's signature is needed.

Marian also mentioned that “there shall be no proxy or absentee voting or polling by phone or e-mail” as stated in the Bylaws (copy given to members).

Minutes

Jeannette asked the council had they had an opportunity to read/review the June 13th and July 25th minutes.

Susan pointed out an edit on the minutes regarding 107 precincts- they held a National Night Out Against Crime on Aug. 6th at Elect Chester shopping mall.

Motion to approve both minutes by Leslie and seconded by Susan, council voted unanimously to approve.

President’s Report

1. Jeannette thanked Molly Wang, Principal of PS 173 for letting the CDEC host their July & August meetings at her school.
2. Jeannette informed the attendees that Ricky went to represent CDEC at DOE with regards to the Common Core.
3. Attendees asked if everyone went into Aris account to look at child's test information.
4. Council advised that six (6) is the minimum to meet quorum. Jeannette hopes this council will take it more seriously than the last where quorum was not met at some meetings.
5. Council members asked to look over calendar for potential conflicts.

Budget

Council informed of the allocation of \$20,000. Stated that there is a limit of how the CDEC is to spend money. Council advised that the CDEC funds many workshops with Lori Butera, District Family Advocate for parents.

Marian, the Administrative Asst. explained that the P-card is like a credit card that is good until the end of the school term and can be used for items such as copiers, furniture and etc.

Marian & Susan informed members that we returned \$4000 last year.

Council informed that in May, we have a Ballroom dancing ceremony, where the students are given a certificate, gift & flower. We also recognize New Principals, Asst. Principals & Retirees in which they are given certificates. The P-card is used at this function. We are looking to do more for the students this year.

Marian will reach out to the other CDEC's and find out what has been approved in the past at their location. Lucy suggested that we do a Common Core workshop because there has been backlash regarding testing moving also towards the Common Core.

Susan questioned the \$3000 amount under Member Reimbursements & Parent Workshops - Marian explained that this is for outside workshops & member stipends. Meeting Expenses (travel & food) comes out of the \$5000 budget.

Motion to approve budget made by Jaya and seconded by Alan. Council voted unanimously to approve.

EXPENDITURE CATEGORY	QUICK CODE	OBJECT CODE	ACTIVITY CODE	LOCATION CODE	BUDGET.	\$20,000	
					AMOUNT SCHEDULED	AMOUNT EXPENDED	REMAINING BALANCE
General Supplies	062641	198		QS26	\$3,000		
Procurement Card	062641	179		QS26	\$5,753		
Lease of Copier	062641	433		QS26	\$1,872		
Rental of Water Cooler	062641	412		QS26	\$175.00		
Member Reimbursements & Parent workshops	062641	496		QS26	\$3,000		
CONSULTANT	062641	686		QS26	\$1,200		
Meeting Expenses (Travel & Food)	062641	451		QS26	\$5,000		
TOTALS					\$20,000		

School Visits

Jeannette asked council members to reach out to the Parent Coordinator to make an appointment for a school visit. Once appointment is confirmed, let Marian know the date and time of the school visit and she will send an email to members informing them of the visit. Marian will also inform the PTA President of that school of the date and time of the school visit.

Members gave their recommendations for representing the schools but will be looked at again at the next meeting since two of the members were out.

Jeannette spoke about the PVC Resolution again. Leslie made a motion to approve and Susan seconded. The council voted unanimously to approve. Copy will be sent to the SCA, Elected Officials, DOE and Resolution Division plus Mike Schade-Center for Health, Environment & Justice-(CHEJ).

Motion to end Business meeting by Jaya and seconded by Lucy. Council voted unanimously to adjourn Business meeting.

Aug. 29, 2013 mins

CALENDAR/PUBLIC MEETING (followed)

Roll Call

Roll Call - Jeannette Segal, Susan Shiroma (Borough Appointee), Lucy Vieco, Jaime Alvarez-Isasi, Leslie Rubenstein, Jaya Patil & Alan Ong (Borough Appointee)

Excused – Ricky Chan & Anastasio Politidis

Excused - Lori Stein-Butera, District Family Advocate & Anita Saunders, Community Superintendent

Jeannette introduced the speakers:

Speaker #1

1. Mr. Sochet, Principal of Martin Van Buren – informed attendees that he has been principal since July 1, 2012.

Mr. Sochet stated that 100 pupils will be added per year for the first 6 years to the new proposed school.

Mr. Sochet stated that he has been going to DLT meetings and has reached out to MS172 and MS74.

He will transform MVB by introducing several new programs. Including partnership with LIJ (clinical research and a medical program). Second program is a pre engineering robotics program and the third is pre-law/forensics. The fourth program is a computer technology program.

In the last 2 days he took in 50 over the counter students. On 9/15 the DOE will be more specific about their proposal.

Jeannette asked Mr. Sochet if he could tell us the graduation rate since he took over. Will present at the next meeting.

Last year MVBS was deemed A priority school. Mr. Sochet and his administration received a \$4.34M grant over three years from New York State. Thus far they have received \$700,000.

Mr. Sochet has hired 12 new teachers (including 4 Special Ed and 1 Phys Ed) and will be hiring more in the future.

Mr. Sochet's goal is to make MVB a D26 destination because currently MVB gets only a few D26 students. The mission is to make it a district destination. He has spoken at many civic & community board meeting to let them know that MVB's change is real. The school has many students (Level 1 and 2). He has developed a partnership with Teacher's College, Scholastic and Pearson literacy programs. He has Danielson working with his administrators and teachers so they can improve their craft. He also hired a data management specialist to help teachers take data and use it to help students.

Question: Who will be in the 4 programs?

Mr. Sochet stated that about 102 students per year per program.

Question asked: Is any of the grant money contingent upon partnerships?

Response – Partnerships will be included. Principal working with Mark Weprin's office to find an engineering firm for the pre-engineering program.

Guest Speaker - Mary Jo Pisacano - Network Leader CFN 205 - supports 17 of the D26 schools including MS67 and elementary schools.

Presentation on Teacher Evaluation

Introduction to NYCDOE’s New Teacher Evaluation and Development System 1

Guiding Principles of the DOE’s Teacher Evaluation and Development System

1. **Instructionally valuable:** Supports educators in making instructional decisions.
 2. **Supports development:** Helps educators improve their practice.
 3. **School-level Autonomy:** Creates options to support school-level autonomy where possible.
 4. **Reliable and Valid:** Provides consistent and accurate measures of educator effectiveness.
 5. **Fair:** Does not disadvantage educators based on population of students served.
 6. **Transparent:** Clear/understandable to educators.
 7. **Feasible:** Can be implemented without undue burden.
- These guiding principles are designed to support a common vision: Ensure all students graduate college and career ready.**

History of the DOE’s New Teacher Evaluation and Development System

2010-11	2011-12	2012-13	2013-14
Teacher Effectiveness Pilot 20 schools 700+ teachers <i>(Classroom observations and Measures of Student Learning)</i>	Teacher Effectiveness Pilot 106 schools 4,000+ teachers <i>(Classroom observations and Measures of Student Learning)</i>	Teacher Effectiveness Pilot ~200 schools 6,500+ teachers <i>(Classroom observations and feedback)</i>	Implementation of Teacher Evaluation and Development System in every school in NYC
		Local Measure Pilot* ~80 schools <i>(Local Measures of Student Learning)</i>	
		Job-Embedded Professional Dev. All schools in NYC <i>(Classroom observations and feedback)</i>	

Citywide Instructional Expectations

All schools in NYC

* *Research on Measures of Student Learning in 2012-13 took place in a separate Local Measure Pilot, in which NYC educators from 10 lab sites and 70 other schools worked with national assessment experts to design and test performance tasks.*

Sixty percent of a teacher’s overall rating will be based on Measures of Teacher Practice (MOTP).

Aug. 29, 2013 mins

<p>Teacher Evaluation and Development System</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">20%</td> <td rowspan="2" style="text-align: center; vertical-align: middle;">60%</td> </tr> <tr> <td style="text-align: center;">20%</td> </tr> </table> <ul style="list-style-type: none"> • State Assessments or Comparable Measures* • Local Measures of Student Learning* • Measures of Teacher Practice 	20%	60%	20%	<p style="text-align: center;">All teachers will receive:</p> <ul style="list-style-type: none"> • Initial planning conference and summative end of year conference with artifact review • Choice between two observation approaches • Written and/or verbal feedback and observation reports <p style="text-align: center;">Teachers in Grades 3-12 will receive:</p> <ul style="list-style-type: none"> • Student Feedback via Tripod Student Survey (pilot in 2013-14; worth 5 of 60 points beginning in 2014-15)
20%	60%			
20%				

* If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for teachers of Grades 4-8 ELA and Math.

The DOE will use Charlotte Danielson's 2013 Framework for Teaching to evaluate teaching practice, with greater emphasis on the components that focus on classroom instruction.

Domains 2 and 3 (75%)

Domains 1 and 4 (25%)

<u>Domain 2</u> The Classroom Environment	25% ----- 75%	<u>Domain 1</u> Planning and Preparation
<u>Domain 3</u> Instruction		<u>Domain 4</u> Professional Responsibilities

All teachers and school administrators will participate in two or more conferences to support their engagement in the new teacher evaluation and development system.

Conferences

Initial Planning Conference

- School administrator and teacher meet to discuss expectations for evaluation and development system throughout the year
- Teacher selects option for observations (see next slides) Pre- and Post-Observation Conferences
- Mandatory for formal observations
- Optional for informal observations
- Pre-conference and initial planning conference can be combined at the teacher's request
- School administrator and teacher discuss evidence of performance across the year and ways to improve teaching practice
- This conference allows the school administrator to collect information and inform the rating of the teacher's practice along the components of the Danielson *Framework*

End of Year Conference

- School administrator and teacher discuss evidence of performance across the year and ways to improve teaching practice
- This conference allows the school administrator to collect information and inform the rating of the teacher's practice along the components of the Danielson *Framework*

All teachers and school administrators exchange certain information to facilitate the accurate assessment of and support of a teacher's practice.

Aug. 29, 2013 mins

Documentation

Review of Teacher Artifacts

- Teacher may submit up to eight artifacts of their instructional planning and reflection between the Initial Planning Conference and April 11
- School leaders include these artifacts as part of their evaluation
- School leaders can request additional artifacts to inform their rating Observation Reports
- School leaders prepare a short, succinct Observation Report for each observation using a specific form provided by the City
- Reports must be shared with teachers after the post-observation conferences (for formal observations) or after feedback (for informal observations) within 90 school days
- School leaders conduct additional observations and/or request additional artifacts if more evidence is needed for any component

Teachers can choose between two approaches for classroom observations. Both options reduce tedious process points and reporting requirements while emphasizing a focus on observations and succinct feedback to teachers. Option #1:
At least 1 Formal Observation:

<p>Within 20 school days*</p>		<ul style="list-style-type: none"> - An individual, in-person pre-observation conference to discuss the lesson being observed and review artifacts - Can occur during the Initial Planning Conference at the teacher's request - Teacher may provide up to two artifacts - Can be videotaped with teacher's permission - At the meeting, the date of the observation will be determined - Teacher may provide up to two artifacts - School administrator and teacher discuss the observation using the Framework 	<p><i>and at least 3 Informal Observations (See Option #2 for requirements.)</i></p>
<p>Within 20 school days</p>			

**Observation cannot take place on the same day as pre-observation conference*

Teachers can choose between two approaches for classroom observations. Both options reduce tedious process points and reporting requirements while emphasizing a focus on observations and succinct feedback to teachers. Option #2:

<p>At least 6 Informal Observations</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">1. Observe</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">2. Prepare and Share Feedback</p> </div>	<p style="text-align: center;">Observations</p> <ul style="list-style-type: none"> - Can all be unannounced - Minimum of 15 minutes - No limit on number of informal observations - Can be videotaped with teacher's permission <p style="text-align: center;">Feedback</p> <ul style="list-style-type: none"> - No requirement for pre- or post- observation conference - Feedback must be provided after each observation in any format (e.g. email, note in teacher's box, conference) - Observation reports are provided to the teacher and placed in the file within 90 school days of the observation
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Student Surveys as Measure of Teacher Practice

<p>"Tripod surveys capture key dimensions of classroom life and teaching practice as students experience them. Surveys can deliver valid, reliable, and detailed insights on teaching and learning." - From Commissioner King Decision, Appendix E of the <i>Determination and Order</i> for NYCDOE's new teacher evaluation and development system</p>	<ul style="list-style-type: none"> •2013-14: Piloted with no stakes, however, teachers will receive survey data for formative purposes •2014-15 and beyond: Worth 5 points out of the 60 points total for each teacher's overall MOTP rating •Teachers in grade 3-12 will use the Tripod Student Survey as part of their Measures of Teacher Practice. •The Tripod survey generates information about how students experience teaching practice and learning conditions in the classroom, as well as information about how students assess their own engagement •Samples of the types of questions asked include •In this class, it is important for me to thoroughly understand my classwork •My teacher makes sure that I try to do my best. •Teachers who have fewer than 10 students take the survey will not receive a rating to ensure student confidentiality.
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Surveys will be conducted in Spring 2014; more information will be available closer to administration.

Forty percent of a teacher's overall rating will be based on Measures of Student Learning (MOSL).

Teacher Evaluation and Development System

20%
20%
60%

- State Assessments or Comparable Measures*
- Local Measures of Student Learning*
- Measures of Teacher Practice

Measures of Student Learning (40%)

- Every teacher will have 2 different measures of student learning
- State or comparable measure
- Locally-selected measure
- Multiple measures provide a more valid, robust picture of teacher performance, providing teachers with multiple sources of feedback

* If the state approves a value-added measure, the State Assessments or Comparable Measures subcomponent will be worth 25% (and Local Measures worth 15%) for teachers of Grades 4-8 ELA and Math.

State growth or comparable measures are selected by the state and principals (20%*)

- **Teachers of 4-8 Math and ELA** will be evaluated using SED-provided growth or value-added scores
- **Teachers of other courses leading to state tests** will be evaluated using growth on state assessments (Regents exams, 4th and 8th grade Science, 3rd grade Math and ELA, NYSAA, NYSESLAT)
- **Teachers without state tests** will be evaluated using assessments selected by the principal including:
 - **NYC performance assessments** aligned to the Common Core (e.g., research papers)
 - **3rd party assessments** currently used in NYC schools
 - **Group measures** based on school-wide growth on state assessments
- **June (TBD):** The DOE will provide a menu of options to schools of assessments and how they will be used to calculate teachers' scores

Local measures constitute 20% of the student learning measure rating.

General Options (specific options will vary based on grade/subject)

- **NYC performance assessments** aligned to the Common Core (e.g., research papers)*
- **3rd party assessments** currently used in NYC schools
- **State assessments**
- **Group measures** based on school-wide growth on assessments
- **Default choice:** School-wide growth on assessments
 - Principals can choose the default if either 1) they do not believe it is appropriate to implement the Committee's recommendation or 2) if the Committee cannot agree

* Where available, must be used for Grades 4-8 ELA and Math Teachers

Local measures (20%): Teachers have a voice in selecting local measures of student learning

School Committee

Every school will establish a Committee to recommend local measures to the principal who accepts the recommendation or applies the default option

• **June (TBD):** The DOE will provide a menu of options to schools of assessments and how they will be used to calculate teachers' scores

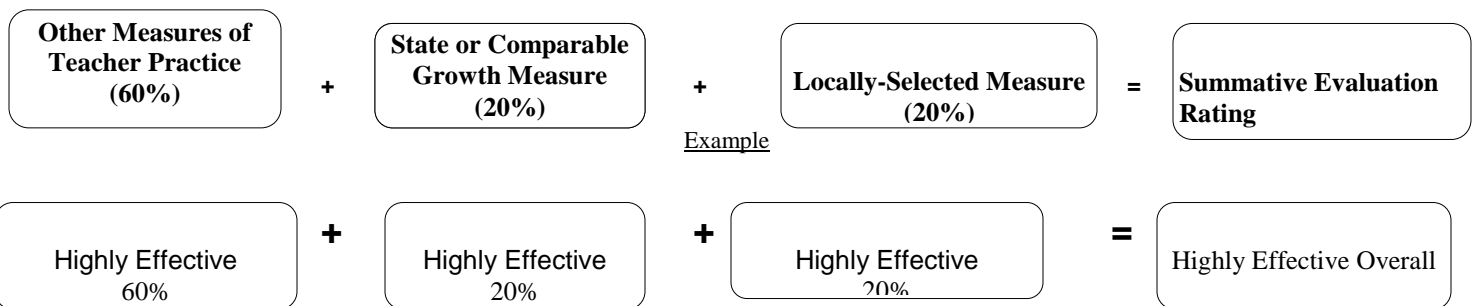
• **June 18:** Members of committee named so principals to select their local measures by the first day of school.*

• Four members identified by UFT Chapter Chair

• Four members (teachers and/or administrators) selected by Principal

* The DOE will provide additional guidance to principals about the creation of school committees.

Every teacher will receive an overall summative rating based on multiple measures of teacher effectiveness.



Teacher evaluation and Development system was renamed. It came into being on June 1, 2013. Pilot schools in 2010-11 started using a new evaluation system. Schools were involved with learning about the rubrics and informal observation was used. The Danielson rubric was used. Now in 2013 a full implementation is planned because the law was passed. In the past teachers rated S or U. Now it's a 4 point rubric from ineffective, developing, effective and highly effective.

Teachers will meet with their principal at the beginning of the year and decide on which Option (1 or 2) to choose & teachers will get feedback and a rating using the rubric. This year students in grades 3-12 will also give feedback which will count towards 5%.

There are 4 domains to Danielson's framework: planning and preparation, classroom environment, instruction and professional responsibilities. Domain 2 and 3 represent 75% and domain 1 and 4 represent 25%.

In September, principals must meet with all teachers. Principals' will be taking notes and comparing. Measures of Student accounts for 40% with 20% local and 20% state tests. For grades K-2 there is no State assessment. In math, students will align K-2 with upper grade reading scores. 76% of NYC teachers scored effective last year. Only 7% scored ineffective and 7% highly effective.

Motion made to adjourn public meeting by Jaime and seconded by Lucy. Council unanimously agreed to adjourn.

Minutes submitted by Lucy Vieco