

**New York State Council of Educational Associations  
NYSCEA**

**Minutes  
May 14, 2010**

**Holiday Inn  
205 Wolf Road, Albany, NY**

**Phoenix Ballroom** (left side of main hotel entrance, past the restaurant)

8:00 – 8:20 **Registration and Greetings**

8:20 – 8:45 **Call to Order, Welcome, Delegate Introductions**  
**Grace Wilkie, President**

**Executive Manager's Report**

**Robin Wheeler**, Executive Manager- not present

Grace said Robin was ill and that there was a Get Well card in the back and encouraged all attendees to sign it.

**Approval of February 5, 2010 Minutes**

Joan Davidson, Secretary

Delegates received the Minutes via e-mail.

Jim Viola, School Administrators Association of NYS made a motion seconded by Carol Capelis, School Library Association of NYS

**Treasurer Report**

Susan Hildebrandt, Treasurer

**Handout:** Treasurer's Report and Proposed Budget.

Sue explained that our meeting registrations will have to increase to cover the cost of our meetings. She also reported that it would cost \$1500 to migrate our web page.

Jim Viola, SAANYS made a motion to accept, seconded by Dan Moser, NYS School Music Association

**Candidates for Treasurer**

Grace Wilkie explained that Sue Hildebrandt our current Treasurer was the only candidate for Treasurer. Jane Stark, NYS Technology Education Association made a motion to accept the nomination, seconded by Jim Viola, STAANYS. Grace asked the Secretary to cast one vote for Sue Hildebrandt for Treasurer, which she did.

**President's Update**

**Introduction of New Member**

Grace explained that Jeremy Johannesen, Executive Director of the NYS Alliance for Arts Education had completed the paperwork to have the NYSAAE become

a member of NYSCEA. Dennis Tosetto, Past President made a motion to accept his membership seconded by Patricia Shanley , School Library Media Section of NYLA.

Grace interrupted her updates because the Commissioner had come early.

8:50 – 9:50 **Introduction: University of the State of New York and New York State Education Department Introduction**

Dr. David M. Steiner, President University of the State of New York and Commissioner of Education

**Handout:** Letter to District Superintendents and Superintendent Colleagues

The Commissioner began by saying he was delighted to answer our questions and is looking forward to speaking to us individually. He continued by saying, “let us start with fundamentals”. NYS has a Race to the Top agenda.

He presented three challenges:

1. One of the fundamental building stones is what happens between the student and the teacher and what is taught. We look at other countries such as Singapore and Finland, they all have a sequence spiral curriculum. You start with an agreement about what it is to be taught. This is not the case here, because of our diverse population. We have wasted funds by creating many math curriculums that cannot be tested. This is the fundamental problem. Steiner wants to build together a curriculum that actually provide a sequence spiraled curriculum, not lock step, that will encourage teachers to use their ingenuity. Only Louisiana has done this. 95% of the Louisiana schools use it even though it is not compulsory.

2. We are an odd country in that we have created three levels of subjects. We need to treat all subjects equally. We need Regents exams in all subjects. We are in the 21<sup>st</sup> Century, our curriculum should not be the same as 50 years ago. We should have a course in multi media technology. We need to think what an educated person needs to know.

3<sup>rd</sup> Challenge:

Teaching is what holds this whole thing together. We need well-prepared teachers. We are re-thinking teacher preparation. Now, in-service course work consists of course work, a low bar test, a little bit of a dip in the school world and some internship in a school.

Suggested strategy: He did videotaping at Hunter College –watched video of each student along with reviewing the student’s transcript. He discovered there was a lack of correlation between the paper grades and the teaching. It might be that they would be good teachers but not now unless help is given to them. The problem is that the academic knowledge is given, but there is not a lot of academic knowledge about what makes a good teacher.

We need performance-based assessment of new teachers. We should not put teachers in the classroom unless we are assured that they can teach. We have to develop new assessments for new teachers.

We need mentoring-we cannot just drop the new teachers into the classroom. One of the reasons the good charter schools are doing well is because at least one or two master teachers are watching the first year teachers. We need master teachers to be mentor teachers who are paid well to help beginning teachers.

Teacher and principal Evaluation Agreement agreed upon by NYSUT, UFT and SED. 40% based on State tests given to students - student performance, 60% principal evaluation, and peer on peer evaluation. Ratings can be given as follows: “Highly effective,” “effective,” “developing” or “ineffective.” Need to help teacher who needs improvement and if this does not work, through due process terminate the teacher.

National Common Core Standards-Board of Regents will consider them for adoption shortly. Final draft due out May 15<sup>th</sup>.

Steiner explained, “We are going to build curriculum to those standards.” He is skeptical that bubble tests can assess student’s knowledge. Bubble tests, he said, cannot assess student’s thinking and performance.

Only about 18 percent of Americans who start 1<sup>st</sup> grade go on to graduate from college. It is happening because we built a tunnel from two ends with no compass.

We build as system from Primary school upwards and never bother to check what students need in College. There is a mismatch between what is tested in grade school and college. We need people in one subject from elementary, middle, high school, higher ed and we need to map a curriculum.

In NYC: If you score a 3 in Math and English that is a PASS you have a 55% chance of passing the Regents. If you are passing in the 8<sup>th</sup> grade the message should be you are on track. The 8<sup>th</sup> grade and the Regents don’t seem to be the same sequence. The issue is –Is the test a good test?

The issue is not tracks – it is tracks that lead nowhere. We have shut things down for too many students. What is the truth? Only 30% of students in NYS are college material.

What do we think a high school graduate should have in terms of skill sets? Students should have the opportunity to go to college or another choice. What are the routes available that recognizes fields of employment?

Where do we start? We start with Race to the Top because it gives us discretionary funds. It will enable us to give funds to build curriculum models, and schools. SED staff is down to 350 from the 3000 people we need. We need our BOCES, folks in this room to move the agenda forward.

Commissioner feels optimistic. First step is to look in the mirror, that you stay calm, check your information, talk to people who have been in the field, it may look good on paper but it must be real world. We have a terrific challenge-it takes time. Young people are being bombarded by text messages, twitter, video, I-pods. We have an ADHD culture. KIPP School in NYC ran an experiment with a chocolate. If you don't eat the chocolate until the adult comes in the room you will get two chocolates. There is a correlation between result and school success. Students require perseverance, ability to focus/stay with an assignment.

We need to design productive, outcome-based conversations.

Bruce Weiner-School Psychologists asked "What is your perspective on mental health needs?"

Steiner: Lack of funding will reduce mental health staff. Obama administration is supporting Harkins amendment.

Steiner: We have to re-think what we mean by education.

Suzanne Scholberg , School Library Systems Association of NYS, Inc.

What will be the assessment for non-tested areas? The Commissioner standards will give us some models/standards.

Steiner: This is for professional associations who know what is involved with these subjects to develop an assessment instrument.

Steiner explained that he was at the National Endowment for the Arts as the Education Director because he believes arts education is critical.

Steiner suggested we ask ourselves, How do I know I am doing a decent job-what is the accountability? He explained, if you can articulate that, you have the assessment. Non-tested area teachers need to decide what does good teaching look like. All the non-tested areas will have an accountability that is based on student achievement

Laura Bargstedt, NY Association of Continuing/Community Education

Explained that in NYS we have the unfortunate reality of many youth and adults who have not completed high school. Their second chance to enter post-secondary education and training is through the GED. There was the decision to cancel contracts with GED Public Test Sites throughout the State. She asked, "What are your thoughts to extend opportunities to these residents of New York State?"

Steiner explained that tests are being discontinued because SED is broke. Because anyone can take the test we have the highest fail rate in the country. We need an on-line program. For the first time all of the adult ed will be together. Special Ed will be part of P-12.

Jim Viola, SAANYS

Explained that here appears to be a tension between two of the planned reforms:

- The equitable deployment of high quality teachers and leadership across high performing and under-performing classes and schools.
- Basing performance evaluations upon student performance data.

Viola asked, “Do you expect this will have a chilling affect on the receptivity of teachers to accept assignment to lower performing classes, and receptivity of leadership to accept assignment to lower performing school?”

Steiner suggested we look at: What is the distribution of our students? What is the expected gain for those students in that kind of school? He said, “The test may be imperfect but it is not nothing.” We need to look at the scores over a period of years. The evaluation of both the teachers and leadership will be based on a growth model. In addition the evaluation would not be based only upon the extent to which students perform at the proficient and advanced levels on state assessments.

Jan Stark, NYS Technology Education Association

Explained that in STEM we believe the “T” is Technology Education and that our current MST Standard allows for STEM to be taught and should be part of the common core content areas. That being the case, how can STEM be effective with RTTT funds, when a number of Districts are out of compliance and NYC has virtually no Tech Ed programs? What can you and SED do to rectify this?

Steiner advocates a full multi media technology sequence, with a Regents at the end. Eventually, he said, we need longer school days and longer school years. We need to thread technology into all our subjects. We need to have standards so we get serious about the skill levels.

He further explained that the Problem is that existing teachers are techno phobic  
Teachers need access to the tools.  
Thinking about technology learning is just beginning.

Steiner asked, “10 years from now do you want an on-line learning system?”  
He explained that it was a very individualized learning – something like a new IEP is needed each day. It is a very isolating way of learning. He asked, “Where is our socialization?”

Average child gets 5 ½ hours of instruction a day.  
Private School – 8 hours a day.

Arnie Sarotsky, Science Teachers Association of NYS  
Science Teachers Association stands ready to help the Commissioner.

All organizations were asked by Grace to send letters in support for Race to the Top.  
Please send RTTT Round #2 letters of support to this e-mail box: [RTTT@mail.nysed.gov](mailto:RTTT@mail.nysed.gov)

Nancy Villarreal de Adler, NYS Association of Bilingual Education  
Explained that the NYSABE applauds the Commissioner's goals to

1. develop a sequenced, spiral curriculum for the 21<sup>st</sup> century and
2. to expand the clinical model for the preparation of teachers.

NYSABE urges NYSED to ensure that

1. All bilingual learners have optimum access to the new curriculum which will take into consideration their linguistic and cultural diversity, and
2. All new bilingual teachers have the opportunity to participate in statewide teacher preparation programs that implement the clinical model.

She explained that 11 out of 100 bilingual students who begin college, graduate.

Pat Barbanell, NYS Art Teachers Association

Explained that the crucial point is that you design a curriculum.

We thank you for clarifying the dichotomy between the need to address all content equally and the common core standards initiative that focuses only on two areas – ELA and math. What is the timeline for addressing all the standards areas and how do you plan to work with professional educators (associations) to accomplish that?

Steiner: We will be presenting the common core standards work to the Regents at the beginning of June and will begin contacting groups to get input on the other standard areas including the arts on June 2nd.

Robert Rotunda, NYS School Counselor Association

Asked, "Would the NY State Education Department, consider adapting the National and State standards for the School Counseling Program?"

Steiner: Suggested that Robert send some information to him.

Sue Boddan-Ritty, Reading

Asked, "What process will you pursue to educate the public to communicate new ideas?"

Steiner: We will work with the PTA, visiting different school districts.

Send questions/comments to the Commissioner to

Laura Miller, NYSCEA, SED Liaison [Lmiller@mail.nysed.gov](mailto:Lmiller@mail.nysed.gov)

**Laura will work with the Commissioner's staff to insure that NYSCEA's questions are addressed. If NYSCEA delegates use the NYSCEADELE Listserv. SED staff will respond in a timely manner.**

Grace Wilkie, NYSCEA President

Presented revised letter to Chancellor Meryl Tisch signed by Grace. Re: NYSCEA support for New York State's Race to the Top. A suggestion to include support staff was included.

Motion of support for Letter in support of Race to the Top was made by

Jim Viola and seconded by Craig Sherman, President-Elect NYS Association of Music Educators

9:55 – 10:05 **WHAT'S NEXT?**

Grace Wilkie, President

Discussion of 40<sup>th</sup> Anniversary

Wiki and new website

Recognitions to:

Joan Davidson, NYSCEA Secretary and Don Newell (who represented Robin Wheeler) was given a token thanking him for attending today.

10:10 - 10:25 **BREAK**

10:25 – 10:55 **UPDATE: Professional Development**

Alysan Slighter, Interim Coordinator

Office of Teacher Quality and Professional Development

New York State Education Department

**Handouts:**

-NYS Professional Development Standards adopted by the Board of Regents February 10 2009

For PD Standards:

<http://www.highered.nysed.gov/tcert/researchers/pd.html>

- Implementation ideas for alignment of the Professional Development Standards

Need to demonstrate that when teachers come to your conference that there are follow-up activities for professional development. Distributed outline that tells SED resources needed

Jim Viola, SAANYS: Is there a PD plan being out forth by SED.

Alysan: If there is funding the SED will do this. Most of the PD standards are based on the National Standards. Professional organizations can begin to develop the standards.

11:00 – 12:30 **UPDATE:**

Ira Schwartz, Assistant Commissioner

Coordinator, Accountability, Policy And Administration,

Office Of School Improvement And Community Services (NYC)

Contact: [ischwartz@mail.nysed.gov](mailto:ischwartz@mail.nysed.gov) (718) 722 2796

**Handout: New York: The State of Accountability**

**Vision for Educational Excellence**

Primary idea: A vision that causes interactions between the students and the teachers in the classroom.

Who is going to be the school leaders?  
What is going to be the curriculum?

**New York's Vision for Educational Excellence** is focused on the centrality of the teaching and learning experience in the classroom supported by the synergistic efforts of the NYS, regional, district and school-based infrastructures.

The National Goal is college or career ready based upon the education they have received.

College ready –when you graduate from HS they are able to enter a 2 or 4 year institution and not have to receive remedial services.

Career Ready: Development in process.

Information on Graduation rate and Standards

Jeff Baker, Data Analysis Technical Assistance Group (DATAG)

Asked:

-Do you have any idea when the School report cards will be out this year?

-We need clarification on the three areas where NYS is different than the Feds (5 month rule, un-graded students in cohort, and incarcerated youth.)

-No school has been identified for restructuring because of graduation rates alone. Graduation rates have been a hidden indicator. Hopefully schools will begin to focus on groups that are having educational challenges.

-What is the expectation of Districts' ability to make accountability given the new graduation requirements?

Schwartz: Differences between Feds and NYS Districts –one-day rule. The district who had the student for the last day has responsibility for that student.

Grace Wilkie, NYSCEA President

Why don't teachers get scaled tests that day –why do they have to wait?

Schwartz: SED does not know the scales

Schools will have 4 bites of the apple.

4 year cohort meets 80% Goal

5 year cohort meets 80% Goal

4 year cohort meet its progress target

5 year cohort meets its progress target

## **INNOVATIVE PATHS TO GRADUATION**

Different paths to graduation will be used to enable students to take advantage of unique learning opportunities and accommodate special circumstances.

CREDIT RECOVERY: Commencing July 1 2010, a school district, registered nonpublic school, or charter school may provide a student who had the opportunity to complete a unit of study in a given high school subject, but who failed to demonstrate mastery of the learning outcomes for such subject, with an opportunity to make up a unit of credit for such subject toward wither a Regents or local diploma.

For example: A student will go to a program after school for two days a week where they will be prepared for a Regents exam in a course they sat in. Assessment will be done: these are the things that the students are weak on. The course will be based on what the students did not know on the Regents.

INDEPENDENT STUDY: (for advanced students.) To allow students to pursue a subject in greater depth. Proposal that up to three credits can be earned by independent study.

VIRTUAL LEARNING: To provide all students greater access to rigorous, content rich instruction aligned to NYS Learning Standards.

Arnie Saratsky. Science Teachers Association of NYS He hopes that special circumstances will not mean that Science teachers could be eliminated

Grace Wilkie, President, NYSCEA

What involvement will NYSCEA and the Associations have in drafting the accountability decisions? Grace explained she can get any group together at any time. She asked Schwartz to just let her know.

## **STATE ASSESSMENTS**

Accountability Implications Regarding changes in Grade 3-8 ELA and Math Assessments:

Timeline for release of Annual Yearly Progress (AYP) Determinations

Baseline for calculations of Safe Harbor

Adjustment to Annual Measurable Objective (AMO)

Robert Rotunda, NYS School Counselor Association

Explained that many more students pass the English Regents than pass the 8<sup>th</sup> grade ELA.

## **CHANGES TO ACCOUNTABILITY FOR STUDENTS WITH DISABILITIES**

“34 point rule”

You can add 34 points to scores of students with disabilities so school can meet their AYP. The rule sunsets this school year. To compensate for this is that former students with disabilities, who have been classified in the past two years will be included in calculating AYP for the students with disabilities subgroup.

## **RETURN OF THE GROWTH MODEL**

NYSED Growth Model Collaboration: Draft Working principles

Challenging because the tests are changing.

1. Growth determinations to be based on growth to standards and percentile growth (Colorado model -- For example: You look at the performance of the student and look at the test history the next year.) For example, comparing a student to all other students in the State who have comparable assessment histories, to the extent permissible by ESEA.
2. No factors other than the student's assessment history should be the basis of making a determination regarding the student's performance in relationship to growth.
3. The model shall only utilize such data that is collected through State data collection processes.
4. The growth model shall be designed to be implemented Statewide beginning with 2010-11 school year results.
5. The growth model shall be designed to meet the requirements of Chapter 57 of the Laws of 2007 that require that such growth model be one that is determined by external experts in educational testing and measured to be valid, reliable and in accordance with established standards for educational and psychological testing.
6. The model shall be sufficiently flexible, so as to remain valid and reliable as NY's ESEA accountability system is modified over time.
7. The model shall use an "open architecture" in order to replicate the decisions that are being made. Should know the criteria for the model. All calculations should be transparent
8. To the maximum extent, consistent with good psychometric practice, a student's entire state assessment history should be used to determine a students' growth performance.
9. Long-term, the growth model should be extended to include measures of growth for students at the high school levels.

Joan Davidson, Secretary, NYSCEA

What about students coming from other countries –what do you do?

Schwartz: Most models begin grade 4 because it is based on grade 3. Use the statis model. Area where we need growth the most is at the High School level –need to bring up students that come to the HS behind.

## **STUDENT ACHIEVEMENT AND TEACHER AND PRINCIPAL EFFECTIVENESS.**

In April 2010, the board of regents amended commissioner's regulations pertaining to the annual professional Performance Review of Teachers.

Schwartz: We lost points on the Race to the Top because we did not demonstrate that we used the growth model for assessing a school's progress.

## STUDENT ACHIEVEMENT AND TEACHER AND PRINCIPAL EFFECTIVENESS REGENTS PROPOSAL

Schwartz: We don't have answers but have a strong philosophical belief that this is the direction to go towards.

Alysan Slighter , SED

AFT/NYSUT Innovation Grant is working on a pilot program to develop a comprehensive teacher evaluation system.

### **IMPLICATIONS OF 2009-10 CHANGES**

The number of NYS schools that do not make AYP will likely increase.

- New, more rigorous graduation rate goal and targets
- Phase in of score of 65 requirement for Regents exam to graduate with local diploma.
- Loss of "34 point" rule for determining AYP (Annual Yearly Progress) for SWDs (Students with Disabilities)
- Continuing annual increase in AMO's (Adjustment to Annual Measurable Objective)
- Changes to 3-8 ELA and Math Assessments.

- Establishes a comprehensive evaluation system

### **RACE to the TOP**

To qualify for Race to the Top funding (\$4,35B competitive grant), states are required to advance FOUR SPECIFIC REFORMS

- Adopting Standards and Assessments
- Building Data Systems
- Recruiting, Developing, Rewarding and Retaining Effective Teachers & Principals
- Turning Around Lowest-Achieving Schools.

Weak areas in Race to the Top Application #1

- Teacher Effectiveness
- Charter School Issue
- Partnerships with the Union

### Assessment of Readiness for College and Career: Guiding Principals

Idea is both for accountability purpose and to inform teacher and learning.

3 States-3 different points of view: Louisiana, MA and Florida

-Purposes: Improve Accountability and Teaching and Learning by measuring students' college and career readiness. Students meeting the standards will be eligible for placement I college courses without remediation.

-Assessment results should:

- Be comparable across states
- Meet internationally rigorous benchmarks
- Assess student growth over time

-Results should:

- Inform decisions about promotion and graduation
- Teacher and leader evaluations
- School and district accountability

-Design should include:

- End of year component
- Through course periodic components
- Computer Based Testing and Innovative Items Types
- Common Performance Levels and Growth Measures
- Released Items and Item Analysis
- Model Instructional Supports
- Comparable testing conditions and accommodations

-Design should consider development of K-2 Assessments.

12:30 – 1:30 **LUNCH**

1:30-1:45 **President's Update**

Grace told the delegation of the 2010-2011 meeting dates. All meetings will be held at the Holiday Inn.

**Dates of Next Meetings**

October 15, 2010

40<sup>th</sup> Anniversary Eric Cooper Guest Speaker –Elizabeth Sheffer, NYSUT, informed the group that Dr. Cooper was a keynote at a NYSUT conference and he was very engaging.

February 4, 2011

May 20 2011

Pat Barbanell invited people to give her suggestions for the website

Wiki Address: <http://nyscea.pbworks.com/>

1:30 – 3:00 **Group Work**

***Group A: ASSOCIATIONS SHARING INFORMATION***

Continue the conversation about the most effective ways for our associations to share information regarding keynote speakers, attendance at conferences, conference contracts, and what works with your association (**group leader: Eleanor Sicluna**)

***Group C: PROFESSIONAL DEVELOPMENT***

Associations tackle this task to be inclusive of the whole learner and the connection to the PD for teachers and administrators and continue their discussion from February 2010

(**group leader: Sue Hildebrandt**)

***Group D: Disconnected Youth***

How are educational organizations sharing information about the instructional opportunities and challenges of working with the disconnected youths?

**(group leader: Jim Viola)**

***Group F: MATHEMATICS***

John Svendsen, SED mathematics subject specialist: how the SED mathematics associate, mathematics association delegates and NYSCEA will assist NYS with rolling out the CCS for mathematics related to developing PD tool-kits and resources (hands-on) training statewide.

**(group leader: Mary Altieri)**

***Group G: ENGLISH LANGUAGE ARTS***

Eric Sweet , SED ELA subject specialist: how the SED ELA associate, ELA association delegates and NYSCEA will assist NYS with rolling out the CCS for ELA related to developing PD tool-kits and resources (hands-on) training statewide.

**(group leader: Susan Bogdan-Ritty)**

Goal: to update on Common Core Standards

Talk about how our professional organization can give SED feedback

Common Core State Standards

Focus: To create standards that are common across the States

Be fewer, higher and clearer.

National group has same goals.

Grade level expectations that start at K-12

Draft released in September 2010

Then created a plan for implementation.

Part of Race to the Top and College and Career Readiness Standards

Are the Draft of the Standards appropriate to each grade?

Each State can add their own 15% staying with the theme fewer, higher and clearer

Two groups will be convened

NYSATL

Curriculum Guidance

NYSED Virtual Learning System can search by standards, performance standards, subject area, Lesson plans

All standards are electronically available

Can search by topic, key idea, grade level

3:05 – 3:30 **GROUP SUMMARIES**

Reconvene – each group gives a summary of their groups work

Facilitators representing each group gave short group summaries. These summaries will be on the NYSCEAWiki and the website.

3:30 – 4:00 **NEW BUSINESS** (if any)

4:00 **ADJOURNMENT**

Respectfully submitted,

Joan Davidson,  
NYSCEA Secretary

Reviewed by Grace Wilkie, President