



**NH Accountability Task Force  
NH DOE Board Room**

**March 4, 2009  
1:00 – 4:00 pm**

**Sub-Committee MEETING Tuesday, March 17, 2009, 1 – 4 pm ROOM 15  
Full Task Force MEETING : Wednesday, April 8, 2009, 8:30- 12:00, Room 15**

**Present:**

**NHDOE:** Deb Wiswell, Mary Lane; Ginny Clifford; Marcia McCaffrey; Merry Fortier, Ed Murdough, Helen Schotanus , Sallie Fellows; Mike Schwartz; Mary Heath

**Center for Assessment:** Scott Marion

**UNH:** Todd DeMitchell

**District Reps:** Brian Cochrane; Chris Demers; Jerry Frew, Kathy McCabe; Mike Fournier, Steve Zdravec; Lynn Carey

**NECC:** Karen Laba

Meeting Outcomes:

- ◆ Review SB180 to identify required timeline for project activities
- ◆ Review draft tool for assessing implementation of science standards (Ed 306.45)
- ◆ Consider sample of Tomlinson tool as possible format
- ◆ Reach agreement on design/ layout for assessing implementation of required standards aligned with requirements of SB 180
- ◆ Assign members to draft rubric/ indicators for assessing implementation of the adequacy standards

**NOTES:**

1. Deb welcomed new/ renewing members , Todd DeMitchell and Chris Demers, and participants introduced themselves.
2. Deb reviewed the desired meeting outcomes (above).
3. Deb provided background on the current SB180. She described some confusing expectations as the bill is currently written. As of now, the currently convened task force will be developing a tool to help the commissioner make judgments on the “narrative” items submitted by each district.

Deb explained the timeline as she posted on the chart paper (see chart paper transcriptions following these notes) –

**Timeline and SB 180 Comments, Questions:**

**Q:** What does the performance system include?

**A:** on pages 4, 5 + document lists data to be used

Q: Is there conflict between task force role to set criteria when further along the legislation establishes the data to be used?

A: task force must identify what is acceptable/ judge the measures/ data using what's already collected and reported

### **General Discussion:**

- needs to be a transition period between pilot and full initiation of this process that is not reflected in current bill;
- rule making process requires extensive time, given requirements for public comment
- schools need to know rules against which they'll be held accountable before implementing site visits
- must take into account the fact that the data is not collected at the same time, or not available throughout the year; some data listed NOT collected by the department;
- continuing discussion of sections III, page 4, the data and indicators, and section II, 'the task force duties . . .';
- clarification of whether Phase II is required or optional; new language in the amended bill indicates that ALL schools will be required to submit BOTH I and II.
- point out page 3, "commissioner shall integrate to extent possible this with the minimum standards", so the school approval standards processes are still in place
- would be advisable to alert the legislature to explain we can't do the best work on the rules under the existing proposed timeline

Q: does this mean the current way the Dept monitors minimum standards will change?

A: there will be a required narrative only for the 12 standards in the new legislation; Dept would continue to monitor other standards; school could be judged as providing an opportunity for an adequate education but still be conditionally approved or not approved per the school approval process

## **4. Discussion of Step I, 'narrative' to be judged by the Commissioner**

*Central Q: If require a narrative from schools, how will those narratives be judged as "good enough" to count as opportunity for adequate education?*

Scott Marion developed an initial example using the science standards 306.45 for both elementary (K-4) and middle schools (handout distributed at the meeting and attached)

(Comments on the sample transcribed on the pages following these notes.)

## **5. Review of Gov. Wentworth tool by Kathy McCabe**

Kathy used Word 7 Developer to develop a tool for teacher observation following the Charlotte Danielson model. The tools includes dropdowns embedded in the document which list the descriptors of the levels of performance from the model.

Kathy took components from each domain, listed the elements, included NA as default, and drop down which include the full text of the language in the Danielson model. As it

is used during teacher observation, the observer selects appropriate descriptor; when done, prints out full report and teacher has full report before the end of the day. Teacher can see the upper levels (e.g. D = distinguished) descriptor to guide their own professional development; all teachers have Danielson book, can read the details. Teachers use the Danielson tools for their own self-assessment; text box is available for narrative comments after each standard.

Implications of Kathy's tools for this project: the Task Force could set the descriptor for adequate opportunity, then consider the other levels or categories;  
 -- idea for using this format for the tool- the domains such as Scott developed for the science sample would serve as the stems, then the dropdowns would be the ratings descriptors. There could also be a text box for additional narrative comments or links to evidence.

- 6. Another option for a design of the tool:** Mike Schwartz showed an option for using Assessment Builder from Performance Pathways as a tool for capturing/ gathering this information. The example was one used in career tech ed. Stems could be the Domains (per Scott) and the levels with descriptors; item numbers can give rubric options. Assessment Builder has report options – e.g. item analysis or school standards report; could be run for whole district, show bar graphs  
 Benefit to use tools that people are familiar with, like Performance Pathways, rather than force people to learn a new tool
- 7. Deb recruited people to take on the other indicators** – We will define the domains from the standards and then describe what is ADEQUATE, this can be done prior to or during the March 17 meeting; this will be a work session for those interested in helping make these decisions in preparing a draft of the phase I tool. .

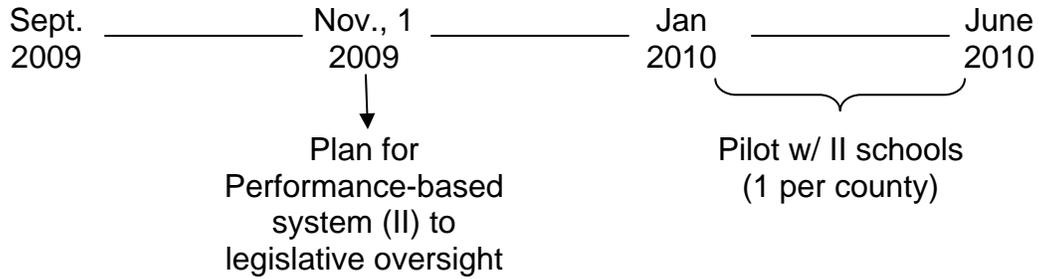
“Volunteers “ and suggested experts to work on the standards :

Arts – Marcia McCaffery  
 Mathematics: Scott, Christine Downing and Tim Kurtz  
 English/Language Arts and Reading: Scott and Deb W, Helen Schotanus  
 Science: Scott and Jan McLaughlin  
 Social Studies: Scott, Jerry Frew, Ken Relihan  
 Health – Mary Bubnis  
 Technology education – Lisa Danley, Steve Bos??  
 Communication Technologies - Stan Freeda and Cathy Higgins  
 Physical Education -- (Marcia is recruiting)  
 World Languages – Ken Relihan  
 School Year – Deb W,  
 High school diploma – Paul Leather and Susan Randall?

If you see your name, and Deb hasn't contacted you – SHE WILL SOON.

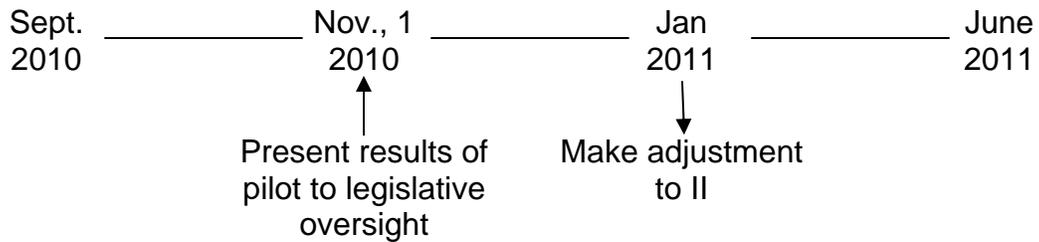
**Year 1**

All schools create narrative (I) *½ the schools in yr 1 and ½ yr 2*



**Year 2**

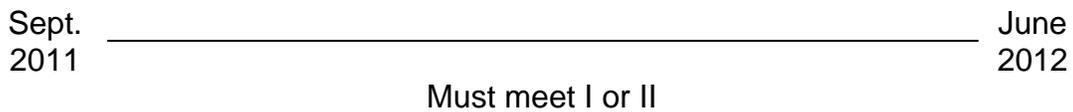
Schools not "adequate" under I – submit again



**Year 3**

*Delay to year 4*

All schools submit I and II



**Year 4**

10% site visits



***Group suggestions for timeline changes are in italics and yellow***

**Comments on Sample Tool for Science Standards Prepared by Scott Marion**

- Scott's effort is "fabulous!"
- Recommend there be 4 categories vs. 3 categories
- Descriptors ++
- Q: how did Scott reach "dimension" level from the long list of indicators in the standard?  
  
A: Knowledge of the subject allowed clustering into appropriate groups, aka "Dimensions"
- Comment – to what level of detail (should the descriptors go)?
- Comment – consider grouping into 'declarative, procedural, habits of the mind'
  - Q: Do all subjects/standards fall out this way? unclear
- Language in this example is user friendly
- Q: how will evidence be judged?– will need to provide guidance!
- This example has consistent language across dimensions and levels ++
- Evidence – should it describe opportunity - or results?
- Rubric can "define" excellence in implementation
- Comment: like the interaction between descriptions of "partially" and "adequate"
- Should "exceptional" be opportunity or outcomes (e.g., evidence of learning)?
- In effect, there are only 2 categories = acceptable or not; state can add commendations if a school provides evidence of exceptional implementation
- How to provide evidence? (++) – both the what of the evidence and the how
- Recognize that there is an 'intended' curriculum – resources materials, plans; a 'taught' curriculum – teacher quality, pd, lesson plans; and a 'learned' curriculum – tests of student learning
- Be careful that we don't "kill people with details"; keep efficiency in mind

- Quality of evidence of adequacy **MUST BE** clearly described
- If purpose of this tool is to push thinking to help users envision excellence, then descriptions across a range of quality levels help do that
- Adding 4<sup>th</sup> level drives the conversation beyond “minimum”
- At the least, can plan to examine evidence described on the self report during audit/site visit
- Consider leaving levels that describe “more than adequate” for local use; state reports only ask evidence of adequate; don’t put the state in position of deciding if evidence qualifies a school as exceptional
- Idea – at the local level, schools go through rubric, assess selves, send rubrics as attachment/reference for evidence of adequate;
- Some data required by the proposed legislation may be available through the EIS system, e.g. expecting to have course info collected
- As we move to II, remember to integrate what schools already collect or prepare for accreditation, which is extensive; don’t duplicate a school’s NEASC efforts (secondary mostly)