



Representative Assembly

Agenda

9/22/14
4:00 p.m.
NUEA/IEA Offices

1. Welcome

- You should have received a packet of information regarding evaluation documents.
- Question about those people that are off cycle being asked to do goals? Submit goals on paper because you can't do it in talent ed this year.
- We are running a pilot in the district on 2 different models this year.

2. Student Growth Pilot- 4-4:30

Tim Wierenga

- Been having conversation over the last year about growth model,
- Student growth implementation goes in to effect in 2016
- Creating a pilot right now
- Growth Subcommittee was formed
- The Law
 - i. Sets a timeline
 - ii. By 2016 up to 30% of evaluation
 - iii. Identifies what type of assessments can be used
 - iv. Look for growth between 2 points in time
 - v. 3 types of assessment
 1. Type 1 - Outside vendor tests (PARCC, performance series, ACT)
 2. Type 2 – have to be given in a certain course, grade level, we have to grade it. It can be written outside of the district. ISEL is a type 2 assessment. District Benchmark Assessments
 3. Type 3 – done in the classroom (have to have one of these in your evaluation but those types can roll down but can't roll up)
 - vi. A joint committee has to decide how you are going to take these things and make a plan. There is a million ways to do this but we only talked about a thousand
- Last time presented 5 ways you can do this, Value added module (looks at demographics and stereotypes students)
- There is already a chart that is 70/30 for comparing other parts of the evaluation for ranking, Professional practices is majority of evaluation – higher data in student growth can bump evaluation rating.
- Have to set 2 targets using 2 types of tests,

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- Have 40 people in the pilot this year
 - Are non-classroom teachers on this committee/pilot? Not a lot of those in the pilot.
 - Is the pilot group a representation of the district? Stayed away from DLI pilot schools.
 - Local Growth Model
 - Looks at the student, how they have done before (doesn't look at demographics)
 - LGM is a statistical package sets the target
 - Pros: takes less time (data gets inputted and teacher gets report), the range of proficient is 1 SD below/above = proficient, above 1SD = excellent, -1sd down to - 1.63 = needs improvement, anything lower would be unsatisfactory
 - The report from across the country is varied, some very happy, some not but often times this type of reporting with the value added model not the LGM model.
 - These are more likely type 1 tests
 - Have to trust the statistical package
 - Student Learning Objectives- SLO
 - SLO the teacher and principal set the goal
 - Teacher gives whatever their pre-test is, then categorize the students in to 4 categories, on my post-test and give prediction of movement...i.e. 25-50% Needs improvement, 50=75% proficient, 75%+ excellent,
 - Pros: very involved...Cons: lots of work
 - The law doesn't state how many students (law encourages 30+), sample size is an issue for elementary regular classrooms.
 - At elementary would you be doing this in reading and math? You could or you can focus on just one
 - Do we have to choose as a district 1 model over the other? It is doable to do both but that can have its own issues as to equity etc...
 - Performance series seems like a logical tool to use, sometimes we have been told that computer can kick kids out because of reading too fast...teachers can also spoil the test...will there be specific directions if a teacher needs to spoil a test?
 - Dual language issues of getting little instruction in English, but performance series is in English – is that valid? Student needs to have certain level in Access test before doing the test. Fontas & Pinell is available in Spanish now in lower levels.
 - We try to build everything off of learning.
 - About 20 teachers in each model, it is actually cut in to 4 parts, we have an all in model and a student roster model...we are in the all in model – lowers competition but gives up control...student roster model – only accountable to students on their roster.
 - Measuring spring to spring with full year and bring that to professional practice.
 - For non-tenured, where would they get data from previous year? May do fall – winter, then winter – spring.
 - For 1 semester classes, maybe fall –winter or winter-spring data
 - Talking points to take back to teacher...here is what I heard....

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- Being piloted
 - 2 models
 - All in & roster model
- Easy talking points – working hard to be proactive, and are piloting 2 different models, this isn't coming until 2016, piloting so no one gets hurt in the process (neither teachers or students).
3. Secretary's Report Vicky
 - Motion to accept:: Pam Vaughan, 2nd by Erika Girard – motion passed
 4. Treasurer's Report David Carroll
 - Just 2 items: technology web fee and new teacher breakfast
 - On 2nd page, net worth
 - Motion to accept: Ross Berkley, 2nd Kathy Angelos – motion passed
 5. NEA RA Debrief Joyce, Jen ,Lisa, Ryan
 - skipped
 6. NEA Director Report Joyce
 - skipped
 7. Election Campaign Joyce/Julie
 - IEA is supporting Quinn
 - The office is focusing only on Quinn support
 - Super Region, Monday 9-29 at NIU
 - Phone Banking October 16 & 27 – if don't like calling, there will be a social media component
 - Mark shared with committee some of videos about Rauner
 - Julie will check about getting a copy of the WI handbook and Dave will post on NUEA Connect.
 - There are talking points Mark will be sending out to counter what Rauner is promoting about.
 - Quinn signed the pension bill in to law, since he has been in office, all of the pension payments have been made, has added money to education when others have called for reducing education.
 - Small Business growth in Illinois highest in Mid West
 8. Plan Time Utilization at Levels- Break out Jen/Lisa/ Anne-Marie
 - Didn't get to
 9. UniServ Director Report Julie
 - Didn't get to
 10. Old Business
 - Didn't get to
 11. New Business
 - SB16 – winners and losers bills. Districts that are doing o.k. will lose about 70% of their state ad – we lose of \$9 million, 204 loses \$10 million+. Our district is solvent due to our work, school district, and referendum in 2003. All of these little projects keep nibbling away at our money. One of the riders within the bill, will now be responsible for the CPS unfunded pension liability. There is also a cost shift back to the district. Could come up in November veto session, may not come up because of more and more push back.

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- IL Department of Commerce and Economic Opportunity has PR piece to show positive impact on the state that Quinn has.
 - 66% of corporations pay no taxes and we subsidize them to stay in our state.
 - Have IPC meeting tomorrow, on the agenda is plan time utilization
 - Summer mandatory meetings – you do not have to attend mandatory summer meetings – have them call Julie
 - Book Study – you don't have to do a book study, doesn't matter if your admin have set up a canvas, don't encourage the madness, can't be assigned homework, if no one does it. If admins push back...ask where it is in the contract that they say we have to do a book study. Question – when did reading a book become bad? The theory is ok but implementation is poor. Having to do book reports is not appropriate.
 - Insurance – committee has worked very hard to make our insurance reasonable, there are 3 informational meetings will cover:
 - i. Tuesday 10/7 4-6 pm at NNHS
 - ii. Thursday 10/16 4-6 at NCHS
 - iii. 7 a.m. – 6 p.m. Oct 15, 28, 23, Nov 12 one-to-one meetings
 - iv. Regular plan – platinum plan = \$350/individual \$700/individual (\$1350
 - v. Gold plan – high deductible plan = \$2600/in – after deductible paid
 - vi. Silver PPO
 - vii. Get this information OUT!!!!
 - viii. www.naperville203.spotlite.com

12. Adjournment

- Gift Card winners: Robin Lipkowitz, Bev Wysocki