

Commission To Strengthen the Adequacy and Equity of
Certain Cost Components of the School Funding Formula

Meeting
Burton Cross Office Building
111 Sewall St., Augusta, ME
Education and Cultural Affairs Committee Room 202

November 14, 2014

MINUTES

- I. Call to Order
 - a. Rep. Hubbell called the meeting to order at 9:30 a.m.
- II. Roll Call - Co-chair Sen. Rebecca Millett, Co-chair Rep. Brian Hubbell, Jill Adams, Charles Betit (entered at 9:37), Kim Buckheit, Kathryn Colfer, Jude Cyr, Rep. Mattie Daughtry, Deborah Friedman, Martha Harris, Daniel Higgins, Rep. Beth Turner.
ABSENT - Sen. Brian Langley, Jim Grant, Jim Rier
 - a. Also present – Maine DOE staff Suzan Beaudoin, Jennifer Pooler; Maine Education Policy Research Institute staff Dr. David Silvernail, Jim Sloan, Erika Stump, Amy Johnson
- III. Consideration of the Minutes of November 6, 2014 –
Motion by Dan Higgins, seconded by Jude Cyr to accept the Minutes of November 6, 2014 as written. Voted unanimously by those present with the exception of Kim Buckheit who abstained.
- IV. Review Program Report as directed by section 6 of Resolve Chapter 114
 - a. Current status of the Work Plan
 - i. Seven items in the Work Plan
 1. Have already reviewed 5 of the Items
 2. Item 1 – Early Childhood – will have information ready for presentation at Nov. 25 meeting
 3. Item 3 – Ready to present today
 - b. Discuss in detail –
 - i. Item 3 – Professional development (PD) and collaborative time needed to implement proficiency-based learning.

Paragraph A – Teacher Professional Development Costs & Expenditures

Picus & Associates model (p. 2)

National Literature Review (p. 2)

Key findings table (p. 3 & 4)

Maine school district expenditures & allocations for PD – state and local funds; not federal (p. 5) broken out by Chart of Accounts object codes in Appendix B (p. 26)

Instructional Coaches – key findings on positions and funding (p. 6 & 7)

Cost estimate of Instructional Coaches (p. 7)

Instruction coach definition – used Picus definition in MEPRI survey
Maine Teacher survey PD for Instructional Coaches - key findings thru Nov 3, 2014 (survey on-going) – (p. 8 & 9)
Why wasn't the same definition of Instruction Coach used on the Superintendent and Teacher surveys?
Language barrier between teachers and administrators in regards to definitions of instructional coaches - therefore, numbers may under-represent what is really happening
Is there a way we can get a sense of the range of per-pupil expenditures (\$20 - \$100) (p. 5)

Paragraph C – Inventory of effective PD practices and strategies

National Literature Review (p. 11)
Characteristics of effective PD in relation to student achievement summarized on p. 12 (full data in Appendix A p. 22)
Maine teachers respond to their experience participating in PD with the six characteristics identified in literature as effective PD (p. 13)
Broke out PD structure and use of time into collective, common, and individual (defined on survey) (p. 14-16)
How Maine teachers use their PD time (contractual) (p. 16)
Time Maine teachers spend on out of contractual time/non-compensated on PD during academic year (p. 17)
International models on teacher time (p. 18)
PD by Maine teachers via technology (p. 19)

Paragraphs B & D –

Sample Proposal – Supplemental PD Block Grant Program (p. 21)
The commission needs to give direction on items of PD activities to include in model
Model for mandated reforms only?
Block grant for PD over and above EPS?
If SAUs have to apply for this – it can't be too cumbersome
Timeline for re-evaluating PD funding
By distributing funds by block grant as opposed to including in the EPS formula it will not increase the local share

V. Questions/concerns from Commission members

Insight and history on what was originally included in EPS model for PD when it was developed
Missing in conversation – PD for school leaders and principals
Technology questions – national literature review
Any recommendations from MEPRI for the DOE to help districts clarify PD activities when reporting – chart of accounts definitions of PD activities may be helpful
Tighten up language of PD activities so districts can better report how PD funds are being used
Chart of accounts has improved over the years, but still needs work
Characteristics of highly effective PD – improve instructional strategies to increase student achievement
Collaborative time to support PD
Wide variation of definition of what a coach is – needs to be tightened up

How do we ensure that all districts allow common collaborative time for teachers?
Prescriptive targeted funding will be necessary to distinguish between ordinary PD and the PD needed to implement proficiency-based PD

- VI. Other
- ***Commission members – review, refine sample proposal provided (p. 21) and bring back to next meeting for discussion
 - ***MEPRI - bring further developed sample proposal to next meeting
 - Outline range of possibilities (DOE will work with MEPRI to develop this)
- VII. Next meetings – all meetings will be held in the Education and Cultural Affairs Committee Room 202 of the Burton Cross Office Building, 111 Sewall Street, Augusta, ME.
- a. November 25 – full-day
 - Item 1 of Work Plan – Early Childhood
 - Engage in discussions in relation to PD re: sample proposal (p. 21)
 - Set parameters around potential models
 - b. December 4 - full-day
- VIII. Meeting ended at 11:44 a.m.

Respectfully submitted by Jennifer Pooler
Approved: November 25, 2014