



Meeting Date	June 27, 2023, Zoom Meeting
Attendees	<p>Working Group: Chris Moss, Cayce Neal, Melissa Moore, Laura Shelton, Bryan Duffie, Suzanne Rogers, Nathan Morris</p> <p>ADE: Andy Sullivan, Joan Luneau, Whitney James, Karli Saracini, Missy Walley</p> <p>Others: Denise Airola, Hannah Dietsch</p>

Draft Rule/Policy Component	Work Group Feedback
Incentivizing Teachers	<p>Merit Teacher Incentive Fund framework Column A, are there other factors that need to be added?</p> <ul style="list-style-type: none"> • Add factor for teachers working in D or F schools if schools are showing growth. • In one district, non-tested areas receive merit based on overall grade of the school and the evaluation score from administrator. • Add evaluation score from administrator. <p>Can awards/achievements for some areas be considered? They can be tracked by AAA.</p> <p>Leaving out non tested areas? What is the metric for those teachers? Possibly awards received.</p> <p>When will mentoring training be offered? Starts this fall.</p> <p>Column B – Monetary Value? \$10million allocation. Should monetary levels be lowered to reach more teachers? If values are halved, then double the number of teachers that receive the merit pay.</p> <p>Growth may be weighted.</p> <p>No more High Priority bonuses. They only affected 18 districts. Merit pay can be available to all districts.</p> <p>Money will be direct pay to teachers from the state.</p> <p>Could this be open-ended to allow districts flexibility with how it is awarded, just not to exceed 10K? EE&L's understanding is that it will be statewide requirements.</p> <p>Per statute, teachers receiving intensive support under TESS are not eligible for incentives.</p> <p>Shortage Areas Could a three-year average or trends be considered so shortage areas do not change every year? Like we have done for chronically critical shortage areas.</p>

Notes

	<p>If you are teaching in a critical shortage area, then do they automatically get the bonus?</p> <p>Merit pay will continue as long as funding is appropriated. Funding is always subject to legislative appropriation.</p> <p>Would everyone in a statewide subject shortage be eligible no matter what? Should growth be required?</p> <p>Jamboard was used so participants could indicate their priorities for the four categories possibly for weighting them.</p> <p>High Impact Growth – 10 votes Mentor/Aspiring teacher – 4 votes Critical Shortage Subject – 6 votes Critical shortage Geography – 4 votes</p>
<p>Celebrating and Supporting Great teachers and Leaders</p>	<p>How does using the TAP rubric fit into this?</p> <p>Will districts have to use growth data in evaluations?</p> <p>How accessible is the data? When will it be available? Timeline has been part of the discussion.</p> <p>Value added model controls for things we can't control for, such as student assignment.</p> <p>K-2 teachers are non-tested. They will be eligible for merit, just not eligible for the growth category.</p> <p>What other measures beside state assessment can be considered? Work keys, K-2 assessment, completer status, industry certifications, graduation rates.</p> <p>How do we include "contributory professionals" and classified staff? Should it be based on school test scores so everyone has a chance.</p> <p>Does after-school tutoring count or does it have to be during school day? Would this count as a contributor?</p>

<p>Next Steps</p>	<p>Review materials from today's meeting will be sent. Draft materials for the next meeting will be sent. Work group members review background materials Next Meeting: Virtual, July 20, 2023</p>
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