

2013

Amendments and Rebuttals to the Proposed Resolutions



the **POWER** of **EDUCATION**

October 26, 2013

2013 AMENDMENTS AND REBUTTALS to the Proposed Resolutions

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Addendum

Due to NYSSBA staff error, the following resolution was not received in time to be considered by the Resolutions Committee at their August meeting. As such, it appears here without committee recommendation and analysis. The Resolutions Committee will consider the resolution at its October meeting prior to the Annual Business Meeting. Once the Resolutions Committee has had the opportunity to consider the resolution, it will be placed into either the Recommended or Not Recommended section of the Order of Business for consideration at the Annual Business Meeting; in the same manner as all other resolutions. Copies of the resolution, the Resolution Committees recommendation and their statement of either support or opposition will be provided to each delegate at the Annual Business Meeting prior to delegates' consideration of resolutions.

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* Refers to the page the specific resolution is found in the *2013 Proposed Resolutions and Voting Delegate Guide*.

The following amendments were submitted to the Association by the September 13, 2013 deadline. They are presented below for your review and consideration. Amendments printed herein do not have to be submitted in writing at the rostrum of the Business Meeting but must be moved and seconded from the floor to be considered.

NOTE: Stricken (aaaa) language represents proposed deletions to existing resolutions and underlined language represents proposed additions to existing resolutions. (Page number) refers to the page the specific resolution is found on in the *2013 Proposed Resolutions and Voting Delegates Guide*.

AMENDMENTS

7. ADDITIONAL STATE AID FOR INCREASE IN SCHOOL DAY OR SCHOOL YEAR (page 11)

Resolution submitted by the NYSSBA Board of Directors, on June 8, 2013, upon the recommendation of the Resolutions Committee, based on the results of the Member Resolutions Survey.

Amendment submitted by the Shenendehowa School Board on September 12, 2013.

- 1 **RESOLVED**, that New York State School Boards Association support legislation providing
- 2 additional state aid inclusive of special grants for ~~to~~ all school districts ~~choosing~~ to increase the
- 3 length of either their school day, or their school year or restructure of their school instructional year
- 4 to create year-round instruction.

Rationale for Amendment

While the original resolution is permissive in possibly allowing for restructure of the school instructional year, the amendment clarifies the specific intend to include the authority and funding for the more extensive efforts restructure of the school year.

The amended resolution goes beyond efforts to increase achievement through extension of the school day or school year to specifically authorize and fund year-round instruction. We believe this amendment would allow school districts to address the loss of achievement due to a long traditional summer vacations. While other efforts may enhance achievement they do not deal with the loss that results from extended vacation periods.

17. ESTABLISHMENT OF EARLY PRACTICUM FOR TEACHER PREPARATION PROGRAMS (page 22)

Resolution submitted by the Shenendehowa Central School District on May 14, 2013.

Amendment submitted by the Shenendehowa School Board on September 12, 2013.

- 1 **RESOLVED**, that the New York State School Boards Association work with the State Education
- 2 Department, institutions of higher learning with teacher preparation programs and other
- 3 appropriate organizations to promote ~~inclusion~~ improvements in teacher preparation programs.
- 4 Including an early practicum for students in teacher preparation programs, and yearlong teaching
- 5 internships.

Rationale for Amendment

The amendment is in response to reservations expressed by the Committee. The resolution has been amended following the Resolution Committee's decision to not recommend this resolution.

The Shenendehowa Central School District Board of Education agrees that the original and amended resolution is an extension of the traditional role of NYSSBA advocacy. It calls for NYSSBA as a leader in advocacy to enhance public education, to venture into an area where its voice should be heard. We are calling upon NYSSBA for advocacy in collaboration with strategic partners in support of its central role of enhancing the quality of public education. It is impossible to argue against promoting teacher quality as a means of enhancing the quality of public education and contrary to NYSSBA's appropriate role.

Public schools are the most significant consumer of the product from institutions that prepare teachers. As such, we must insist on a place at the table when these institutions consider all that shapes the production of future teachers. Certainly, when institutions of higher learning insert themselves in the public debate or address public bodies regarding what we should teach to our public school students, they as final consumers have no compunction or reticence to do so. We believe both public schools and institutions of higher learning should be heard and have a legitimate voice on these issues.

The statement of nonsupport also claims that raising the grade point averages of applicants to preparatory institutions and a national teaching licensure test could more easily achieve the goal of this resolution. This statement may convey conventional wisdom; however this is an unsubstantiated statement that in our opinion is an example of well-intended, but misguided efforts on the part of reformers who often lack sufficient knowledge or practical experience to make such assumptions.

The amended resolution recognized the legitimate concern that education majors, if they entered the classroom too early, might not be prepared to properly benefit from the experience or assess their interest in continuing to pursue an education major. For this reason we have suggested that the early practicum would not occur until the sophomore year.

We agree that public schools have mechanisms to screen, mentor and further select those who will remain in the classrooms, and these mechanisms, when properly employed, are effective tools for securing effective teachers. However, these mechanisms are employed after the fact. Early self-assessment and self-selection by students in teacher preparation allow both the students and the public schools to better steward their resources. Early self-awareness and self-selection would allow students to better align their education with areas where they have legitimate interests and ability for possible employment, whether in education or another field. Thus they would not paint themselves into corners without effective means to exit onto another path. They would have remaining financial resources and time, to matriculate in four years with another major. And, schools would spend fewer of their resources screening, selecting, mentoring and evaluating probationary teachers.

REBUTTALS

18. Truth in Testing Legislation (page 24)

Resolution submitted by *the Bath School Board* on July 17, 2013.

Rebuttal submitted on September 10, 2013.

The following rebuttal to the statement of opposition of the Resolutions Committee was submitted by the Bath School Board on September 10, 2013.

The Bath Central School District disagrees with the NYSSBA Resolutions Committee Statement in Opposition to the Truth in Testing legislation. We share the Committee's concern about unfunded mandates, but we believe the proposed legislation addresses, rather than exacerbates the problem by holding the Board of Regents and the Commissioner of Education accountable to taxpayers, as well as administrators, educators and students. The State Education Department's push to apply for Race to the Top grant money created some of the largest unfunded and underfunded mandates seen in recent years. We believe the NYSSBA should play more of a role in combating both the additional administrative costs incurred as a result of APPR, as well as the additional cost burden local districts are facing as they implement the Common Core.

Our district disagrees with the Resolutions Committee assertion that the Truth in Testing Legislation will result in unfunded mandates on local school districts. Our reasons are as follows:

- Section B of the bill requires the State Education Department to release the test questions to the public. This is not an unfunded mandate to local school districts.
- Section C of the bill requires the Commissioner to submit a report to the Legislature on the effectiveness of Common Core state tests in enhancing student learning and performance; the fairness and appropriateness of test items; the correlation between test scores and grade point averages of those taking Common Core state tests; analysis of student performance based on socioeconomic, gender, race and ethnicity, and regional factors; effectiveness of the test agency as the test development vendor; and whether to continue to use the test vendor. Given that this data is already required to be submitted, any additional costs would be incurred by the State Education Department, not local school districts.
- Section D of the bill states the Commissioner would be responsible for developing guidelines for an appeals process based on clear proof that the test subjects' scores are not reflective of such test subjects' abilities. We do not believe this would require additional hiring of administrative staff at the local level.
- Section E of the legislation merely states that students with disabilities would be provided with the testing accommodations already specified in their IEP or 504 Plan; thus, it imposes no additional financial burden on local districts. Regardless, we believe that both Sections E and F (testing accommodations for ELL students) should be mandated to ensure fairness to these students given the high stakes nature of the tests.

- Section F; see above.
- Section G of the legislation provides for a one-time waiver process based on extenuating circumstances. Again, this is not an unfunded mandate.
- Section H of the bill requires an independent audit of the Common Core testing program. If school districts are mandated to go through internal and external audits then the State Education Department should be audited on their reforms and programs. An audit of the Common Core is critical as no data currently exists indicating whether it is effective or not in making students more college or career ready compared to previous learning standards. Since the independent audit would be THE responsibility of the State Education department, there would be no additional financial burden to local school districts.
- Section I of the legislation would require the Commissioner to conduct a state-wide survey of school administrators and teachers relating to the amount of time spent on Common Core state test preparation and the impact of such preparation on the quality of instruction. With the advances in modern technology, this could easily be conducted online with little to no cost to local school districts.

This bill is appropriately focused at the appropriate time. The majority of costs associated with the legislation would be borne by the State Education Department and not individual school districts. The bill is not a challenge to the Common Core Learning Standards, nor is it a call for its repeal. It simply demands fairness for all students of New York State in regards to the high stakes testing and mandates accountability from the State Education Department, something that is long overdue.

ADDENDUM

16. P-16 ALIGNMENT

Submitted by the Amherst Central School Board on July 23, 2013.

- 1 **RESOLVED**, that the New York State School Boards Association support NYSED standards
- 2 through a P-16 systemic approach to education.

RATIONALE

In the current educational structure, Institutions of Higher Education have NYSED mandates and P-16 schools have NYSED mandates. However, there is no P-16 mandate/alignment.

It is important that the P-16 practices and mandates become aligned. P-12 schools as well as Schools of Education need to understand and account for mandates that effect teacher educators across the P-16 spectrum.

The recent mandate structures for P-12 schools call for Regent's Reform Agenda, Common Core, APPR, and teaching with effective data use. Some of the current NYSED mandates for Schools of Education call for the new Teacher Performance Assessments, NYSTCE's Reform Agenda

(edTPA), and national accreditation. While all of these initiatives are beneficial, if the initiatives are not aligned it's difficult for effective change to occur.

Even though accountability occurs at both levels, due to a lack of alignment the accountability is at cross purposes. To begin to raise student performance and close the achievement gap, all educators across the P-16 system must work together and be held accountable. However, without the alignment of mandates, collaborating becomes a difficult process.

One example of stakeholders working together is demonstrated by the WNY P-16 Consortium. Consortium representation includes superintendents, college presidents, teachers, professors, deans, principals, board members, and Erie 1 BOCES. Representatives from WNY Colleges, P-12 schools, and ECASB work in a mutually respectful collaborative environment. Three task forces (Common Core, Teacher Preparation and Partnerships) work to track progress and provide strategic insight and support through annual summits.