

**PSP COMMITTEE CHARGES AND RECOMMENDATIONS  
2009 – 2014**

**2009-10**

*Charge 1: Review and provide direction for the development of NEA's new state accountability framework to authentically assess student learning and close academic achievement gaps.*

*Charge 2: Develop recommendations that address the issues, criteria, research and models of systems of authentic and standards-based teacher evaluation systems.*

**RECOMMENDATIONS**

1. That the NEA use the key concepts and principles in both the 2008-09 and 2009-10 PSP reports to guide advocacy for the reauthorization of ESEA and other federal legislation.
2. That NEA review current teacher evaluation systems to identify promising models that align with the principles and standards developed in both the 2008-09 and 2009-10 PSP reports.
3. That NEA immediately develops and disseminates an on-line guidance process for state and local affiliates on teacher assessment and evaluation systems reform.
4. That NEA immediately develops guidance for student assessment frameworks and disseminates to state affiliates.
5. That NEA develop a more comprehensive public report on student and teacher assessment based on both the 2008-09 and 2009-10 PSP reports.

**2010-11**

*Charge #1: Gather information on how states are implementing the Common Core State Standards (and/or participating in consortia for the development of new assessment systems based on the Common Core State Standards) including related policies that support or impede great public schools. Summarize the information into a list of considerations for supporting affiliate participation in implementation of standards and new assessment systems at the state and local levels, including how states can use the new Common Core State Standards to move away from a singular focus on test-based education goals to more comprehensive standards-based education goals.*

*Charge #2: Review NEA's Continuum of Teacher Development and revise and/or rewrite a new teacher career continuum to address: the on-going improvement of teacher skill, knowledge and practice; and the broad range of career growth and leadership opportunities which should be available for every professional educator. Make recommendations to the NEA about how teachers and the union can take greater responsibility for and authority over key elements of the teaching profession.*

## RECOMMENDATIONS

1. That NEA request the Council on Chief State School Officers (CCSSO) to revisit the current requirement that states adopt the Common Core State Standards (CCSS) in English Language Arts and Mathematics in whole and that CCSS comprise no less than 85 percent of the state's entire set of standards in these subject areas.
2. That NEA continues to track implementation of CCSS by states and explore implications to professional development, assessment systems, and impact on student learning to help inform development and dissemination of guidance for affiliates and members.
3. That NEA should continue to support affiliates in relation to CCSS implementation and provide guidance as needed and appropriate.
4. The NEA uses the dimensions from this report to create a more detailed teacher growth continuum that identifies criteria and opportunities for teacher growth and systems to support that growth.
5. That NEA examines the recommendations being offered by the Commission on Effective Teachers and Teaching and assesses how it relates to the policies developed by PSP and the NEA.

### 2011-12

*Charge #1: Continue to review NEA's Continuum of Teacher Development and revise and/or rewrite a new teacher career continuum to address: the on-going improvement of teacher skill, knowledge and practice; and the broad range of career growth and leadership opportunities which should be available for every professional educator. Make recommendations about how teachers and the union can take greater responsibility for and authority over key elements of the teaching profession.*

*Charge #2: Review and analyze the upcoming report from the Commission on Effective Teachers and Teaching. Make recommendations about strategies, programs, or activities NEA might pursue over the next two to five years and about policies NEA might adopt or modify based on the ideas offered in the Commission report.*

*Charge #3: Examine and analyze research and practice on existing induction, mentorship, peer assistance and peer assistance & review programs, and whether programs align with current NEA policy. Make recommendations as to whether to expand such programs or develop others in partnership with state and local associations or whether current NEA policy is supportive of best practices and research in this area.*

## RECOMMENDATIONS

1. That NEA use the revised *Dimensions of Individual Teacher Growth* graphic and the *Dimension of a Systemic Career Continuum* to develop a living tool (website) designed to assist both members and affiliates around managing their careers and local policy. The tool should allow states to upload information about their own evaluation-professional growth systems, standards, and licensure to the framework.

2. That NEA move CETT recommendations forward based on the following equal-weight priorities:
  - Address internal organizational structures, resources, and policies to more effectively lead education and professional issues
  - Build partnership with the AFT and others around transforming the education professions
  - Center leadership efforts on both improving student learning and addressing the professional needs of new teachers
  - Work with partners on all efforts to significantly reform and improve teacher preparation
3. That NEA should aggressively promote peer assistance programs and peer assistance and review programs, including recruiting states and/or locals who are interested in immediately implementing these programs. Due to the timing of the release of the commission report, this recommendation was immediately forwarded to the NEA President in December of 2011.
4. That as part of the work on the Three-Point Plan for Reform, the NEA actively promote induction and mentoring programs as significant components of Peer Assistance, Peer Assistance and Review programs, and other teacher assessment and evaluation systems.

### **2012-13**

*Charge 1: Utilizing the career choice options of the NEA's Continuum of Teacher Development, the NEA Three-Point Plan and the NEA Professional Growth Salary Framework, analyze and provide recommendations about how newly designed teacher career continuums could impact: 1) compensation systems, including reforming single salary schedules; 2) transforming professional development; 3) awarding tenure and utilizing seniority. Recommend how (or if) a system of standards and growth can be applied on a national scale.*

*Charge 2: Develop guidelines or standards for the training and practice of cooperating teachers and/or clinical faculty. Provide recommendations on the NEA's role in training and supporting clinical faculty and developing a system for certifying teachers to supervise student-teachers and serve as clinical faculty.*

### **RECOMMENDATIONS**

1. The NEA publishes and disseminates both the Continuum of Teacher Development and the PSP Compensation Model and provides technical assistance to state and local affiliates looking to implement these models.
2. NEA becomes a clearinghouse for quality, locally-developed, union-led Professional Development disseminating creative models such as Portland, ME, or Columbus, OH.
3. NEA develops training for local leaders and Uniserv staff on the components of the Career Continuum and how quality Professional Development and advanced compensation serve as a foundation for the whole system.

4. NEA work with state affiliates to develop a legislative action plan for teacher preparation and clinical faculty's role in it.
5. NEA design and implement a pilot program for training and certifying clinical faculty (cooperating teachers in particular) and report findings and next steps to the committee.

#### **2013-14**

*Charge 1: Examine and analyze research and practice on existing career lattices and other innovative teacher career growth systems. Identify and define the full range of hybrid leadership roles educators could pursue in an effective career lattice program. Provide recommendations for the NEA regarding policies, practices, and programs to support effective teacher career growth systems.*

*Charge 2: Review past practices and research on educator-led schools and make recommendations on policy, professional development, contract language, and supports for educator-led schools.*

#### **RECOMMENDATIONS**

1. That NEA investigates how the private sector (like Deloitte) has conceived of and enacted flexible career lattices and related compensation systems.
2. That NEA draft language around how new teacher leader roles can be part of existing compensation and support systems.
3. That NEA develops practical and useful resources and expertise regarding best practices and exemplars from the field to help state affiliates, local affiliates, and Uniserv have the skills and resources to design and implement educator-led schools, educator leadership roles, and other models for democratic practice in education.
4. That the NEA Resolutions Committee review this report and consider new NEA policy on educator-led schools and other models of democratic school governance.