Technical Assistance Survey Webinar: Currently Available and Upcoming Resources

April 24, 2014
Agenda and Speakers

- Introduction: U.S. Department of Education
  - Monique Chism, Ph.D., Director, Student Achievement and School Accountability (SASA)
  - Ruth Ryder, Deputy, Office of Special Education Programs (OSEP)

- Center on Standards and Assessment Implementation—Stanley Rabinowitz

- OSEP representing the National Center on Educational Outcomes (NCEO)—David Egnor

- Great Teachers and Leaders at American Institutes for Research—Angela Minnici and Lynn Holdheide

- Implementation and Support Unit—Andrea Browning

- Wrap-Up
Standards Implementation Framework

Stanley Rabinowitz, Ph.D.
WestEd

USED Technical Assistance Webinar
April 24, 2014
• What are the key considerations for states as they plan for initial/ongoing/deeper implementation of their content standards?

• How do we help states’ address their common and unique challenges through TA and developed resources?
Lessons Learned

1. Leverage what has already been accomplished
   • Lessons learned from CCSS and other rigorous college/career readiness standards implementation—at SEA, District, school levels

2. Strategic planning toward full implementation
   • Phased-in approach based on system readiness and other key factors

3. Use of research-based best practice supports and tools
   • E.g.: Standards Implementation Framework
Standards Implementation Framework

- Categories of work associated with implementation
- Stages of implementation
- Roles involved in implementation
- Action items and benchmarks associated with each subsection of the framework
Standards Implementation Framework

Categories of work associated with implementation

- Alignment transition from old to new standards
- Curriculum
- Assessment
- Professional development
- Leveraging cross-content connections
- Communication

State

• Relay information from the state to schools and teachers.
• Encourage involvement of administrators and teachers in input opportunities.
• Refine high-level talking points for district administrators, and focus on key messages, timelines, and language used in disseminating information to staff and families.

District

• Determine the set of teachers and other professionals who need to be informed about the pending new standards and/or involved in providing feedback.
• Keep appropriate teachers informed using information from district and state.
• Identify lead teachers to help develop communications based on district/state key points for rest of staff.
• Develop and implement strategies for escalating questions/concerns from parents.

School/Administrator

• Pursue opportunities to become involved in the state/district/school-level transition process.
Standards Implementation Framework

– Stages of implementation
  • Adoption
  • Initial Implementation
  • Scale Up
  • Full Implementation
  • Maintenance/Refinement

– Roles involved in implementation
  • State
  • District
  • School/Administrator
  • Teacher
## Standards Implementation Framework

<table>
<thead>
<tr>
<th>Adoption</th>
<th>End of Adoption Milestones</th>
<th>Initial Implementation (1–2 years)</th>
<th>Scale Up (1 year)</th>
<th>Full Implementation (2 years)</th>
<th>Maintenance/Refinement (until next standards adoption)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td></td>
<td>• Discuss with district administrators the possible changes to assessments at each grade.</td>
<td>• Finalize timeline for statewide assessment transition. Include item field testing plan and how this will be integrated into existing statewide assessments.</td>
<td>• Adjust assessment implementation timeline as necessary.</td>
<td>• Complete implementation of time frame for statewide assessments, culminating in standard setting on new assessments.</td>
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<tr>
<td></td>
<td></td>
<td>• Maintain assessments fully aligned to existing standards.</td>
<td>• Define detailed transition plan to include form development, pilot testing, opportunity to learn first year operational implementation, and standard setting.</td>
<td>• Develop transition plan for statewide accountability systems that are dependent on statewide assessments.</td>
<td>• Continue transition planning for statewide accountability systems that are dependent on statewide assessments.</td>
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<tr>
<td>School Administrator</td>
<td></td>
<td>• Maintain focus on old standards, but review all information received from the district.</td>
<td>• Keep teachers focused on instruction to old standards.</td>
<td>• Develop transition plan for statewide accountability systems that are dependent on statewide assessments and/or assessments based on curriculum expectations.</td>
<td>• Finalize transition of statewide assessment development, if the implementation plan goes past standard setting (e.g., continued transition of item types, continued transition to online assessment.</td>
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<tr>
<td>Teacher</td>
<td></td>
<td>• Maintain focus on old standards, but review all information received from administration.</td>
<td>• Begin implementing a transition of instruction from old standards to new standards.</td>
<td>• Continue instruction and all classroom assessments in new standards only, with focus on “gap standards.”</td>
<td>• Use data from statewide and/or district assessments to inform instruction.</td>
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</table>

**Notes:**
- Transition should be based on state-level guidance and timelines.
- Maintain the full array of standards-related items, including state and local assessments.
Standards Implementation Framework

The Framework is a compilation of ideas and lessons learned from a variety of sources, most recently the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) implementation plans. The Framework provides a general model to implementing new or revised content standards. The Framework is labeled as version 1.0, recognizing that it may evolve and be updated based on user feedback.

The Framework addresses the following categories of work associated with implementation:

- Alignment Transition: From old to new standards
- Curriculum
- Assessment
- Professional Development
- Leveraging Cross-Content Connections
- Communication

Effective implementation of new or revised content standards occurs in a variety of stages. The stages addressed in the Framework are:

- Adoption
- Initial Implementation
- Scale Up
- Full Implementation
- Maintenance/Refinement

The Framework provides guidance for each of the following roles:

- State
- District
- School/Administrator
- Teacher

Important Notes about the Framework

- Effective standards implementation requires that all categories of work be conducted in a synchronized manner. For this reason, the framework addresses each category of work individually, but with attention to how they intersect or overlap with other categories.
States with an AA-MAS
Successfully Transitioning Away from the 2% Assessment

A meeting for states that are transitioning away from the 2% assessment—alternate assessment based on modified achievement standards (AA-MAS)—was held in Atlanta, Georgia on February 11-12, 2014. The purpose of the meeting was for State teams to come together to develop or refine plans that will facilitate the successful transition of students currently in the AA-MAS to the regular assessment. The U.S. Department of Education’s Office of Special Educational and Rehabilitative Services (OSERS) and Office of Elementary and Secondary Education (OESE) collaborated with the National Center of Educational Outcomes (NCEO) and the Regional Resource Center Program (RRCP) to host this meeting.

The meeting includes several presentations and resources for states. The agenda, meeting materials, presentation PowerPoints, videos, and other resources provided by states are included here.

Table of Contents

- Agenda
- Presentations
- Meeting Materials
- Resources
- Videos
Using Data to Learn More About What is Happening with Students (Shery Lazarus)

Writing IEPs that are Aligned to Standards (Jim Shriner and John Payne)

Developing Systems that Support Student Achievement (Deb Telfer and Aimee Howley)
Supporting Students with Moderate Disabilities Using Accommodations (Leanne Ketterlin Geller)

Considering Accommodations in State Assessments: 2013-2014 and Beyond (Melissa Gholson)

- Improving Accommodations Outcomes: Monitoring Instructional and Assessment Accommodations for Students with Disabilities

Decision Making to Support Standards-Based IEPs (John Payne and Jim shriner)

- Handout 1: Parent IEP Planning Sheet Directions & Guidance
- Handout 2: Student IEP Planning Sheet Directions & Guidance
- Handout 3: Teacher IEP Planning Sheet Directions & Guidance

Developing Systems that Support Student Achievement (Aimee Howley and Deborah Telfer)

- Moving Your Numbers

Multi-Attribute Consensus Building (MACB) Process Overview (Laurene Christensen and Vitaliy Shyyan)

- Multi-Attribute Consensus Building Tool
- MACB Spreadsheet

Meeting Materials

Successfully Transitioning Away from the 2% Assessment: Discussion Guide

MACB Spreadsheet

Multi-Attribute Consensus Building Tool
NCEO Resources
www.nceo.info

• Web page with Resources from the Successfully Transitioning Away from the 2% Assessment Meeting that was held in Atlanta GA in February, 2014.
  http://www.cehd.umn.edu/nceo/AAMAStransition/default.html

• Other 2% resources
  – Successfully Transitioning from the AA-MAS to the General Assessment (Policy Directions 22)
    http://www.cehd.umn.edu/NCEO/OnlinePubs/policy22/PolicyDirections22.pdf
  – Considerations for Consortia as States Transition Away from AA-MAS (NCEO Brief 7)
  – Lessons Learned in Federally Funded Projects that Can Improve the Instruction and Assessment of Low Performing Students with Disabilities
    http://www.cehd.umn.edu/NCEO/OnlinePubs/LessonsLearned.pdf

• Forum on Addressing Performance Gaps of Low-performing Students: Implications for Assessment and Instruction
• Moving Your Numbers Webpage and Resources
  http://movingyournumbers.org/

• State Survey

• Read Aloud and Other Oral Delivery Accommodations
  – 2012 State Policies for Accommodations Used to Deliver Assessments Orally (Synthesis Report 91)
  – Using Cognitive Labs to Evaluate Student Experiences with the Read Aloud Accommodation in Math (Technical Report 67)
  – Test Administrators' Perspectives on the Use of the Read Aloud Accommodation in Math on State Tests for Accountability (Technical Report 66)
Meeting the Professional Learning Needs of Your State

Introduction to Professional Learning Modules
The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.
GTL Professional Learning Module Overview

- **GTL has developed a series of PLMs**
  - Using Evaluation Data to Inform Professional Learning
  - Creating Coherence: Connecting Teacher Evaluation and Professional Supports to the Common Core
  - Introduction to Student Learning Objectives (SLOs)

- **Modules are designed to**
  - Provide a national picture
  - Build RCC and state education agency (SEA) staff capacity on particular topics
  - Be customizable for RCCs and SEAs
GTL PLM Overview

- PLMs include:
  - Slide presentation
  - Facilitator’s Guide
  - Handouts and activities
  - Meeting agenda
  - Additional resources and support materials
Accessing the PLMs
Accessing the PLMs

Using Evaluation Data to Inform Professional Learning

Addressing a critical need in evaluation reform, this module helps participants use data gathered through performance evaluation to make effective decisions about professional learning.

Creating Coherence: Connecting Teacher Evaluation and Support Systems to the Common Core

Offering a practical way to ensure coherent support for teaching to the Common Core, this module can be used by state and regional technical assistance providers to facilitate work sessions that lead district teams through a collaborative, coherence-building process.

Introduction to Student Learning Objectives (SLOs)

Designed as a blueprint for training, this module can be used by state leaders and regional center staff to support district-level staff who are new to SLOs and in the early stages of implementation.
Accessing the PLMs

Introduction to Student Learning Objectives

Designed as blueprint for training, this module can be used by state leaders and regional center staff to support district-level staff who are new to SLOs and in the early stages of implementation. In this module, you will learn about the following:

- SLO cycles
- State approaches for creating SLO guidance for districts
- Writing and reviewing
- Technical and implementation challenges

The module provides seven hours of material, including hands-on activities, which can be adapted and customized to your state’s context and needs. Download PDF copies of each file below, or request copies of the materials in a Word format by sending an e-mail to gttcenter@air.org.

Center on GREAT TEACHERS & LEADERS
at American Institutes for Research
Creating Coherence PLM Overview

Creating Coherence
Common Core State Standards, Teacher Evaluation, and Professional Learning

OCTOBER 2013
Creating Coherence PLM Outcomes

- Build a shared language for addressing professional learning for the Common Core State Standards.
- Strengthen connections among the Common Core; district teacher evaluation systems; and school and district professional development plans, offerings, and structures.
- Identify any gaps in support for teachers’ instruction and discuss concrete steps to address those gaps.
Using Evaluation Data to Inform Professional Learning PLM Overview

- Outcomes:
  - Explain how teacher evaluation data informs professional learning.
  - Practice analyzing teacher evaluation data to inform professional learning.
  - Discuss the challenges and opportunities for using evaluation data to inform professional learning.
# Upcoming PLMs

<table>
<thead>
<tr>
<th>PLM Topic</th>
<th>Date of Release</th>
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<tbody>
<tr>
<td>Social and Emotional Learning in the Daily Life of Classrooms &amp; Teacher Self-Assessment Tool</td>
<td>April 2013</td>
</tr>
<tr>
<td>Evaluator and Evaluation Training</td>
<td>May 2013</td>
</tr>
<tr>
<td>Teaching Conditions</td>
<td>June 2013</td>
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</table>
GTL Center Resources

• GTL Center Professional Learning Modules: http://www.gtlcenter.org/technical-assistance/professional-learning-modules

• Request Technical Assistance: GTLCenter@air.org
Advancing state efforts to grow, respect, and retain great teachers and leaders for all students

Angela Minnici
Director
aminnici@air.org

1000 Thomas Jefferson Street NW
Washington, D.C. 20007-3835
877-322-8700
www.gtlcenter.org
gtlcenter@air.org
• What is the Reform Support Network?
• Communities of Practice Model
• RSN Resource Highlights:
  ➢ Promoting Evaluation Rater Accuracy
  ➢ Making High Quality Teacher Evaluation Manageable
  ➢ SLO Library and Toolkit Overview
The Reform Support Network (RSN) was formed by the U.S. Department of Education to offer collective and individualized technical assistance and resources to State grantees of the Race to the Top education reform initiative.

Its work centers around five core areas:

- Teacher & Leader Effectiveness/Standards & Assessments
- School Turnaround
- State Education Agency Capacity Building
- Instructional Improvement & Data Systems
- Stakeholder Communications and Engagement
• Provides guidance from leaders in the field about quickly deployable, high-impact tactics that SEAs and LEAs are using to make their evaluation systems more manageable.
Promoting Evaluation Rater Accuracy

Explores the challenges of new evaluation systems that may lead to unrealistic distributions of teachers across evaluation rating categories.
SLO TOOLKIT AND LIBRARY OVERVIEW

SLO Toolkit

• Contains templates, guidance documents, sample SLOs and other tools

• States and school districts can select or adapt for their own purposes as they implement a system of quality control

Figure 1. A Framework for Creating High-Quality SLOs

1. Provide tools for developing, approving and scoring quality SLOs
2. Foster selection of quality assessments and rigorous targets
3. Communicate with teachers and principals
4. Train district staff and school administrators
5. Ensure continuous improvement
SLO TOOLKIT AND LIBRARY OVERVIEW

SLO Library

• Consists of a collection of sample SLOs from around the country – created by states and districts

• Can be used by any entity to prepare teachers and administrators to develop high-quality SLOs
THANK YOU!

Contact Information for Reform Support Network Tools and Resources:

• Andrea Browning: Andrea.Browning@ed.gov
• Danielle Smith: Danielle.Smith2@ed.gov
• Jamila Smith: Jamila.Smith@ed.gov

Link to other RSN Resources and Tools:
• https://rtt.grads360.org
Thank you!

- Information regarding future webinars and/or other technical assistance resources forthcoming
- Contact us with any questions
  - Christine Pilgrim at Christine.Pilgrim@ed.gov
  - Victoria Hammer at Victoria.Hammer@ed.gov