
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



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

Background

- 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 Impleme

Categories of work associated with implementation

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



ALIGNMENT TRANSITION FROM OLD TO NEW STANDARDS

CURRICULUM

ASSESSMENT

PROFESSIONAL DEVELOPMENT

LEVERAGING CROSS-CONTENT CONNECTIONS

COMMUNICATION

<p>Teacher</p> <ul style="list-style-type: none"> • Pursue opportunities to become involved in the state/district/school-level transition process. 	<p>School/Administrator</p> <ul style="list-style-type: none"> • 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. 	<p>District</p> <ul style="list-style-type: none"> • 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. 	<p>State</p> <ul style="list-style-type: none"> • Prepare new standards information in an easily digestible manner. • Obtain public input on decision to adopt new standards. • Develop and disseminate high-level talking points for various audiences (key take-away messaging).
--	---	---	--

Standards Implementation Framework

– Stages of implementation

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

– Roles involved in implementation

- State
- District
- School/Administrator
- Teacher



	Adoption		Initial Implementation (1–2 years)	Scale Up (1 year)	Full Implementation (2 years)	Maintenance/Refinement (until next standards adoption)	
	1–2 years	End of Adoption Milestones					
ASSESSMENT	State	<ul style="list-style-type: none"> ● Begin outlining timeline (by school year) of transition of statewide assessment to new standards. Timeline should consider implications for instruction, including the need to add new content and remove content no longer taught at each grade. ● Maintain assessments fully aligned to existing standards. 	<ul style="list-style-type: none"> ● Discuss with district administrators the possible changes to assessments at each grade. 	<ul style="list-style-type: none"> ● Finalize timeline for statewide assessment transition. Include item field testing plan and how this will be integrated into existing statewide assessments. ● Define a detailed transition plan to include item development, pilot testing, opportunity to learn, first year operational implementation, and standard setting. ● Include in plan item type transition timeline, if appropriate, based on standards. ● Use standards gap analysis to identify areas of coverage necessary. ● Adjust emphasis on "gap standards" in test blueprints over time. ● Evaluate possible impacts on statewide accountability systems, and develop a transition plan. ● Begin implementation of timeline for statewide assessments. ● Develop a transition plan for statewide accountability systems that are dependent on statewide assessments. 	<ul style="list-style-type: none"> ● Adjust assessment implementation timeline as necessary. ● Begin transition plan for statewide accountability systems that are dependent on statewide assessments. ● Continue implementation of timeline for statewide assessments. 	<ul style="list-style-type: none"> ● Complete implementation of timeline for statewide assessments, culminating in standard setting on new assessments. ● Continue transition plan for statewide accountability systems that are dependent on statewide assessments. 	<ul style="list-style-type: none"> ● 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 assessments)
	District	<ul style="list-style-type: none"> ● Maintain focus on old standards, but review all information received from the state. 		<ul style="list-style-type: none"> ● Keep teachers focused on instructing to old standards. ● Evaluate existing district-level/wide assessments to determine if a transition plan is necessary. ● Evaluate possible impacts on districtwide evaluation systems that are dependent on statewide assessments. ● Develop and implement interim assessments to help transition to new standards; focus instruction on new standards, but include standards that will be included in summative assessments. 	<ul style="list-style-type: none"> ● Develop a transition plan for districtwide accountability systems that are dependent on statewide assessments and/or assessments based on curriculum expectations. ● Continue revising districtwide assessments to support transition, easing out old standards and including additional focus on "gap standards." ● Continue to review district results to address instructional change needs. 	<ul style="list-style-type: none"> ● Complete transition plan for districtwide accountability systems that are dependent on statewide assessments and/or assessments based on curriculum expectations. 	<ul style="list-style-type: none"> ● Support use of assessment results to inform instruction.
	School/Administrator	<ul style="list-style-type: none"> ● Maintain focus on old standards, but review all information received from the district. 		<ul style="list-style-type: none"> ● Keep teachers focused on instructing to old standards. ● Evaluate existing schoolwide assessments to determine if a transition plan is necessary. ● Develop and implement interim assessments to help transition to new standards; focus instruction on new standards, but include standards that will be included in summative assessments. 	<ul style="list-style-type: none"> ● Begin implementing a transition of instruction from old standards to new standards. ● Support teachers in participating in state and district assessment development. ● Revise interim assessments as needed to ensure full focus on new standards and that gaps in standards instruction are avoided. 	<ul style="list-style-type: none"> ● Continue to revise interim assessments as needed to ensure full focus on new standards and that gaps in standards instruction are avoided. ● Support teachers in participating in state and district assessment development. 	<ul style="list-style-type: none"> ● Use data from statewide and/or district assessments to inform instruction.
	Teacher	<ul style="list-style-type: none"> ● Maintain focus on old standards, but review all information received from administrators. 		<ul style="list-style-type: none"> ● Maintain focus on instructing to old standards until it is appropriate (based on statewide transition plan) to transition instructional focus. 	<ul style="list-style-type: none"> ● Begin to transition instruction from old standards to new standards. ● Engage in ongoing opportunities for teachers to be involved in state and district assessment development. ● Ensure that instruction and all classroom assessments are in new standards only, with focus on "gap standards." 	<ul style="list-style-type: none"> ● Continue instruction and all classroom assessments in new standards only, with focus on "gap standards." ● Engage in ongoing opportunities for teachers to be involved in state and district assessment development. 	<ul style="list-style-type: none"> ● Use data from statewide and/or district assessments to inform instruction.



CSAI-online.org



Log in | Subscribe to our newsletter | SEARCH SITE

About

News & Events

Resource Library

State of the States

Workspaces

Main Resource Library

CSAI Featured Collections

Implementation Framework

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

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.

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



About NCEO

Topics for Students with Disabilities

Topics for ELLs with Disabilities

Reports

Presentations

Teleconferences

State Policies

Tools

Data Viewer

Accommodations Bibliography

AA-AAS Bibliography

Search:

SHARE

Topics



- [Academic Standards](#)
- [Accommodations](#)
- [Accountability](#)
- [Alternate Assessments](#)
- [ELLs with Disabilities](#)
- [Graduation Requirements](#)
- [Participation](#)
- [Reporting](#)
- [Universally Designed Assessments](#)

Tools



[Multi-Attribute Consensus Building Tool](#)

[Online Training to Improve Accommodations Decision Making](#)

[Accommodations Bibliography](#)

Search a compilation of empirical research studies

[More Tools](#)



New NCEO Publications

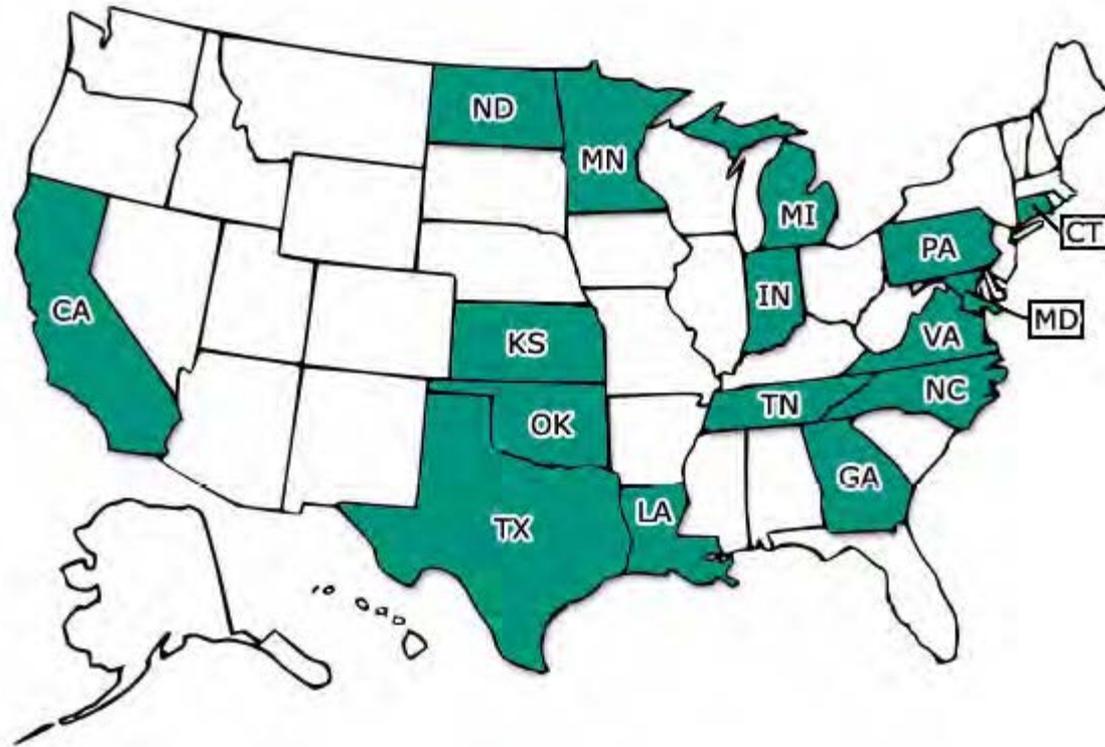


2012 Survey of States: Successes and Challenges During a Time of Change
[HTML document](#) \ [PDF document](#)



Voices from the field: Making state assessment decisions for English language learners with disabilities (IVARED)
[PDF document](#)

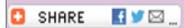
States with an AA-MAS





- About NCEO +
- Topics for Students with Disabilities +
- Topics for ELLs with Disabilities +
- Reports +
- Presentations** +
- Teleconferences
- State Policies
- Tools
- Data Viewer
- Accommodations
- Bibliography
- AA-AAS Bibliography

Search:



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](#)

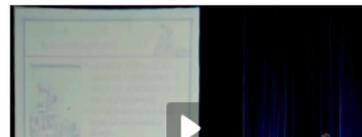
Using Data to Learn More About What is Happening with Students (Shery Lazarus)



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](#)

[Back to top](#)

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)*
<http://www.cehd.umn.edu/NCEO/OnlinePubs/briefs/brief07/NCEOBrief7.pdf>
 - *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**
<http://www.cehd.umn.edu/NCEO/OnlinePubs/LowPerfStudentsForumReport.pdf>

NCEO Resources

www.nceo.info

- **Moving Your Numbers Webpage and Resources**
<http://movingyournumbers.org/>
- **State Survey**
<http://www.cehd.umn.edu/NCEO/OnlinePubs/StateReports/2012StateSurvey.pdf>
- **Read Aloud and Other Oral Delivery Accommodations**
 - *2012 State Policies for Accommodations Used to Deliver Assessments Orally* (Synthesis Report 91)
<http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis91/SynthesisReport91.pdf>
 - *Using Cognitive Labs to Evaluate Student Experiences with the Read Aloud Accommodation in Math* (Technical Report 67)
<http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech67/TechnicalReport67.pdf>
 - *Test Administrators' Perspectives on the Use of the Read Aloud Accommodation in Math on State Tests for Accountability* (Technical Report 66)
<http://www.cehd.umn.edu/NCEO/OnlinePubs/Tech66/TechnicalReport66.pdf>

moving your numbers

Home | Contact Us

- Our Purpose
- Feature Stories
- Key Practices
- What Matters Most
- Tools & Resources
- About Us

Font size: [A](#) [A](#) [A](#)

Who's responsible for improving teaching & learning? **Everyone!**

- State Education Agency (SEA) personnel
- Districts & schools
- Parents & families
- Higher education

[Read more](#) +



Our Purpose
To help school districts nationwide, better learn how to identify and help struggling learners

[Learn More](#) +

Feature Stories
Learn from the success of various districts across the country — large and small

[Learn More](#) +

Key Practices
Six essential practices to help generate and sustain academic gains

[Learn More](#) +

Key Audiences
Explore what this work means for YOU in your role

[Learn More](#) +

Our Work
Moving Your Numbers provides examples of real districts — from small rural communities to large urban centers — that are positively affecting the performance of all children, including students with disabilities, through collective and focused actions of

Feature Stories



Have a success story to share? We would love to feature it! [Click here](#) »

Meeting the Professional Learning Needs of Your State

Introduction to Professional Learning Modules



Center on
GREAT TEACHERS & LEADERS

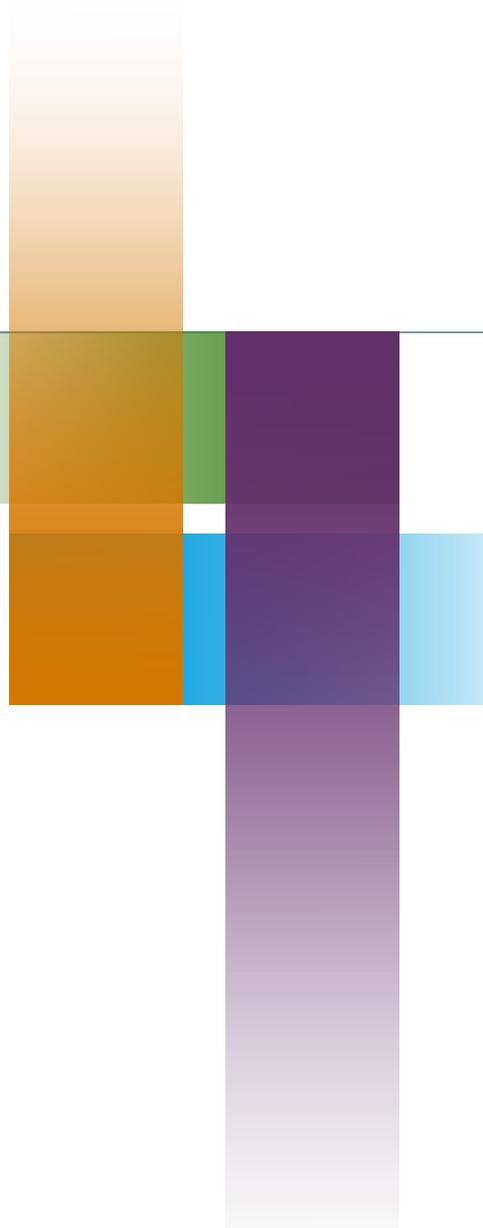
at American Institutes for Research ■

 **AIR**[®]
AMERICAN INSTITUTES FOR RESEARCH[®]



Mission

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

The screenshot shows the website header for the Center on Great Teachers & Leaders at American Institutes for Research. The header includes the organization's name, a search bar with the text "e.g. teacher retention" and a "SEARCH" button, and social media icons for Twitter, Facebook, RSS, and YouTube. Below the header is a navigation menu with the following items: ABOUT US, TECHNICAL ASSISTANCE, TOOLS & PUBLICATIONS, CONVENTINGS, LEARNING HUB, and CONTACT US. The "TECHNICAL ASSISTANCE" menu item is expanded, showing a dropdown menu with three options: "Ask The Team", "Professional Learning Modules", and "Request TA". Below the navigation menu is a main content area featuring a large image of three young women looking at a laptop. Overlaid on the left side of this image is a "Policy Snapshot" card with the text: "Alternative routes to teaching: explore policy strategies for creating diverse pathways into the teaching profession." and a "Read more >>" link. At the bottom of the image, there is a "2 of 5" indicator and navigation arrows. In the bottom right corner of the image area, there is a search box with the text "Select a topic..." and a "GO" button. Below the main content area is a section titled "Educator Evaluation Resources" with several colored icons representing different resources.



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 supports 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.



Comprehensive Centers

The U.S. Department of Education's Comprehensive Centers program consists of seven national content centers and 15 regional centers.

[View Comprehensive Centers](#)



Accessing the PLMs

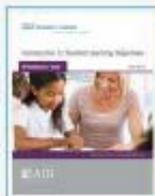
Home » Technical Assistance » Professional Learning Modules

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 gtlcenter@air.org



Facilitator's Guide



Agenda



Slides



Handouts



Need Technical Assistance?

Request TA



Ask the Team Briefs

Alternative Routes to Teaching: What Do We Know About Effective Policies?

Tiered Licensure: Connecting Educator Effectiveness Policies

Performance-Based Compensation: Linking Performance to Teacher Salaries

Leadership and Lattices: New Pathways

Creating Coherence PLM Overview

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

Special Issues Brief

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



OCTOBER 2013

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research

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

PLM Topic	Date of Release
Social and Emotional Learning in the Daily Life of Classrooms & Teacher Self-Assessment Tool	April 2013
Evaluator and Evaluation Training	May 2013
Teaching Conditions	June 2013

GTL Center Resources

- GTL Center Professional Learning Modules: <http://www.gtlcenter.org/technical-assistance/professional-learning-modules>
- Request Technical Assistance: GTLCenter@air.org

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

▶ *Advancing state efforts to grow, respect, and retain great teachers
and leaders for all students*

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■

 **AIR**[®]
AMERICAN INSTITUTES FOR RESEARCH[®]



**Reform
Support
Network**

OVERVIEW OF TOOLS AND RESOURCES

APRIL 24, 2014



AGENDA

- 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

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

VIEW OUR RESOURCES BY REFORM AREA

<https://rtt.grads360.org>

Home

Home > Overview > Home

Tools to Inform... and Inspire

RSN publications like *From "Inform to Inspire"* offer States tips and promising practices about today's most pressing education reform issues. (Read the *Framework for Communications and Engagement*)

From "Inform" to "Inspire"
A Framework for Communications and Engagement

As Race to the Top grantees make far-reaching reforms, shift policies and heighten expectations, communicating with and engaging a wide range of key audiences have grown in importance. Building widespread understanding and support is crucial to the successful implementation and sustainability of proposed State reforms. Engaging educators in this work is essential, but State education agencies (SEAs) have a responsibility to reach out to their many other stakeholders as well.

The Reform Support Network (RSN) encourages SEAs to assess their current efforts to communicate with and engage key audiences and look for ways to sharpen approaches, build capacity and extend reach. The Stakeholder Communications and Engagement Community of Practice (SCE CoP) is developing resources to encourage State leaders to strengthen their work in several areas. To start with, the CoP is helping States craft a strategy with specific goals.

INVOLVE
INQUIRE
INSPIRE

REFORM SUPPORT NETWORK

In partnership with the Implementation and Support Unit (ISU) of the U.S. Department of Education, the **Reform Support Network (RSN)** offers collective and individualized technical assistance (TA) and resources to State grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms. The RSN is also setting the groundwork for distributing the learning from the Race to the Top initiatives to all States by sharing promising practices and lessons learned with other States attempting to implement similarly bold education reform initiatives.

COMMUNITIES OF PRACTICE

Communities of Practice (CoPs) offer Race to the Top grantee States an opportunity to share lessons learned and promising practices in their work related to key areas of education reform. The RSN currently has five active CoPs. Learn more about their work by clicking the buttons below.



Teacher & Leader Effectiveness/Standards & Assessments



School Turnaround



State Education Agency Capacity Building



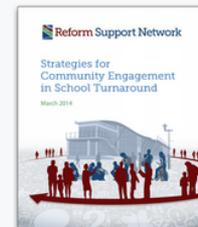
Instructional Improvement & Data Systems



Stakeholder Communications & Engagement

REFORM SUPPORT NETWORK PUBLICATIONS

HIGHLIGHTED RESOURCES



Engage Your Community →



Explore the SLO Library →

ADDITIONAL RESOURCES



MAKING HIGH QUALITY TEACHER EVALUATION MANAGEABLE

- 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.

Reform Support Network | Making High-Quality Teacher Evaluation Manageable
July 2013

Managing a New Evaluation System: A Principal's View

For William "Jud" Haynie, a principal in Metro Nashville Public Schools (MNPS), implementation of the new Tennessee Educator Acceleration Model (TEAM) has not been the overwhelming experience he and others might have predicted. The school district's commitment to teacher evaluation as a tool for improving instruction lets Haynie focus his time and energy on his most important tasks — observing teachers and giving them quick, constructive feedback. Though the new system requires him to conduct more observations, he doesn't find this new expectation unmanageable.

MNPS used the move to a new evaluation system to streamline the work of principals. The district dropped many tasks demanded by the prior system, including time-consuming paperwork and district meetings that required significant time away from his school. In 2010–11, the pilot year for TEAM, MNPS made a clear commitment to supporting principals in their new roles. Mr. Haynie recalls that when principals said they needed more time in classrooms and help conducting observations, the district responded by releasing them from district-wide commitments and hiring retired administrators on part-time contracts to provide back-up administrative support in buildings, conduct observations and serve as instructional coaches.

—Discussion with Jud Haynie, May 12, 2012

Introduction

State education agencies (SEAs) and local educational agencies (LEAs) implementing evaluation reforms aspire to topnotch educator evaluation systems that are as manageable as Principal Haynie's is for him. They frequently report tension, however, between two values. On the one hand, they want to make sure the system is high quality—that it rigorously measures excellent practice, incorporates evidence of student learning and serves as a means to support the development of all practitioners. On the other hand, they want it to be manageable — something that can be done well without an exorbitant allocation of resources such as time, money and staffing.

"The Teacher Evaluation and Development Process endeavors to shift the national paradigm of thinking on teacher evaluation to one in which both administrators and teachers approach individual and team-based development as the highest priority to achieve student learning goals."

—New Haven Public Schools Teacher Evaluation and Development Process Teachers and Administrators Guide

The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms, while sharing these promising practices and lessons learned with other States attempting to implement similarly bold education reform initiatives.



PROMOTING EVALUATION RATER ACCURACY

- Explores the challenges of new evaluation systems that may lead to unrealistic distributions of teachers across evaluation rating categories



Promoting Evaluation Rating Accuracy
Strategic Options for States
June 2013

With the advent of college- and career-ready standards, students must know and be able to do profoundly more than ever before to be prepared for their postsecondary future. With a growing recognition of the importance of teachers in driving student outcomes, policymakers are placing new emphasis on human capital systems that place teachers at the center. In the last two years, leading States have rolled out the newest generation of teacher evaluation systems with high aspirations. The new systems incorporate multiple measures of teacher performance, including observations and student growth and aim to improve student outcomes, help teachers improve their practice and inform career milestone decisions, such as the granting of tenure or compensation increases.

Framers of these new evaluation systems were reacting to the fact that the typical American school district rated 99 percent of its teachers as effective or better, a condition that TNTP labeled the "widget effect" in its 2009 report of the same name. TNTP faulted evaluation systems because they treated all teachers as interchangeable widgets and failed to produce information about individual teacher strengths, weaknesses and effect on student achievement. As they designed the new generation of evaluation systems, the framers sought to reflect the reality of performance in schools, produce a more even distribution of teachers across a performance continuum and therefore give school districts the means to identify teachers in need of support and those they could promote, reward or deploy in new ways to acknowledge their advanced effectiveness.

Early in the implementation of the new generation of evaluation systems, these aspirations have not yet been met. Preliminary data shows persistence of the widget effect despite substantial changes to the design and implementation of evaluations. Evaluation results from States in their first year of implementation indicate that these systems are not producing ratings that help States, school districts, school leaders and teachers better understand the developmental needs of individual teachers. A group of State and district officials, teachers and principals, and external experts in educator evaluations and strategic communications gathered in the District of Columbia on February 28, 2013 to examine early results from evaluation systems in State A and State B, discuss why these new systems are not creating a more realistic distribution of teachers across evaluation rating categories, and most importantly outline what States can do to address this challenge. This report summarizes the outcomes of that seminar.

Analysis of State Evaluation Rating Data

Experts reviewed early evaluation data from States A and B as case studies representative in many ways of results across the nation. In State A, 99 percent of teachers were rated as effective or higher in School Year (SY) 2011–2012 on the components of the

evaluation system that are not related to student growth (State A did not report summative ratings in SY 2011–2012 given that piloted the evaluation in a subset of schools). In State B, 97 percent of teachers received summative ratings of effective or higher in SY 2011–2012, despite the fact that States expanded the number of rating categories from two to four and incorporated student growth as one measure of performance.

The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms, while sharing these promising practices and lessons learned with other States attempting to improve secondary education systems nationwide.

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

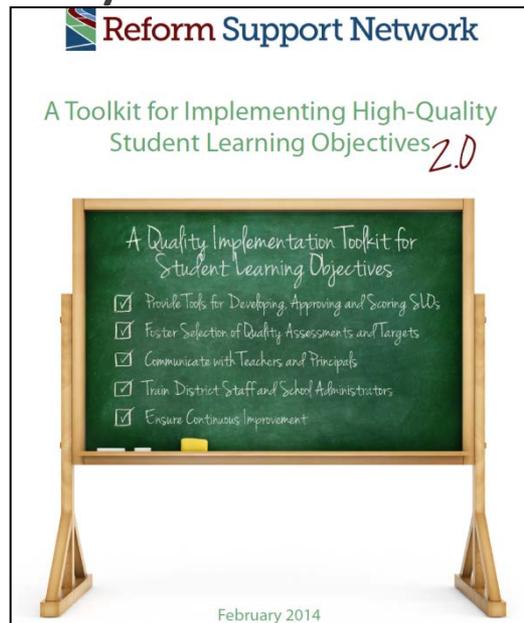


Figure 1. A Framework for Creating High-Quality SLOs



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

SLO Library

Student Learning Objective Library

[Return to SLO Home](#)

Welcome to the SLO Library, a collection of SLOs from around the country that are annotated to suggest changes that could strengthen their quality. States, school districts, colleges, universities and others can use this resource, compiled by the Reform Support Network (RSN) to prepare teachers and administrators to develop high-quality SLOs or to improve SLOs that they have already developed. [Click here for more information about the SLO Library.](#)

How to Use the SLO Library

Step 1. Search for SLOs by clicking on the State map or filtering by subject and grade below. The map leads to SLOs available from individual States, while the filters allow you to find SLOs for particular subjects or grades. Click [here](#) for additional guidance.

Step 2. Browse annotated SLOs on the Web and explore elements within and across SLOs.

Step 3. Download a PDF version of any SLO for further review and to share with others.

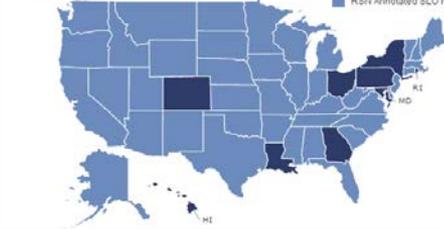


By State

To view an SLO from a specific state, select from either the dropdown menu or state map below.

State:

RSN Annotated SLO Available
 RSN Annotated SLO Not Available



By Subject & Grade

To view SLOs for a specific grade or subject, filter using the options below and click 'Go'. Select up to three subjects and two grade ranges.

Subject:

- Arts
- Occupational Studies
- English Language Arts
- Foreign Language
- Health & Physical Education
- Math, Science & Technology
- Special Education
- Social Studies

Grade:

- Pre-K-2
- 3-5
- 6-8
- 9-12



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