

# Connecting the Dots

College- and Career-Readiness Standards,  
Performance Evaluation, and  
Professional Learning

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Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■

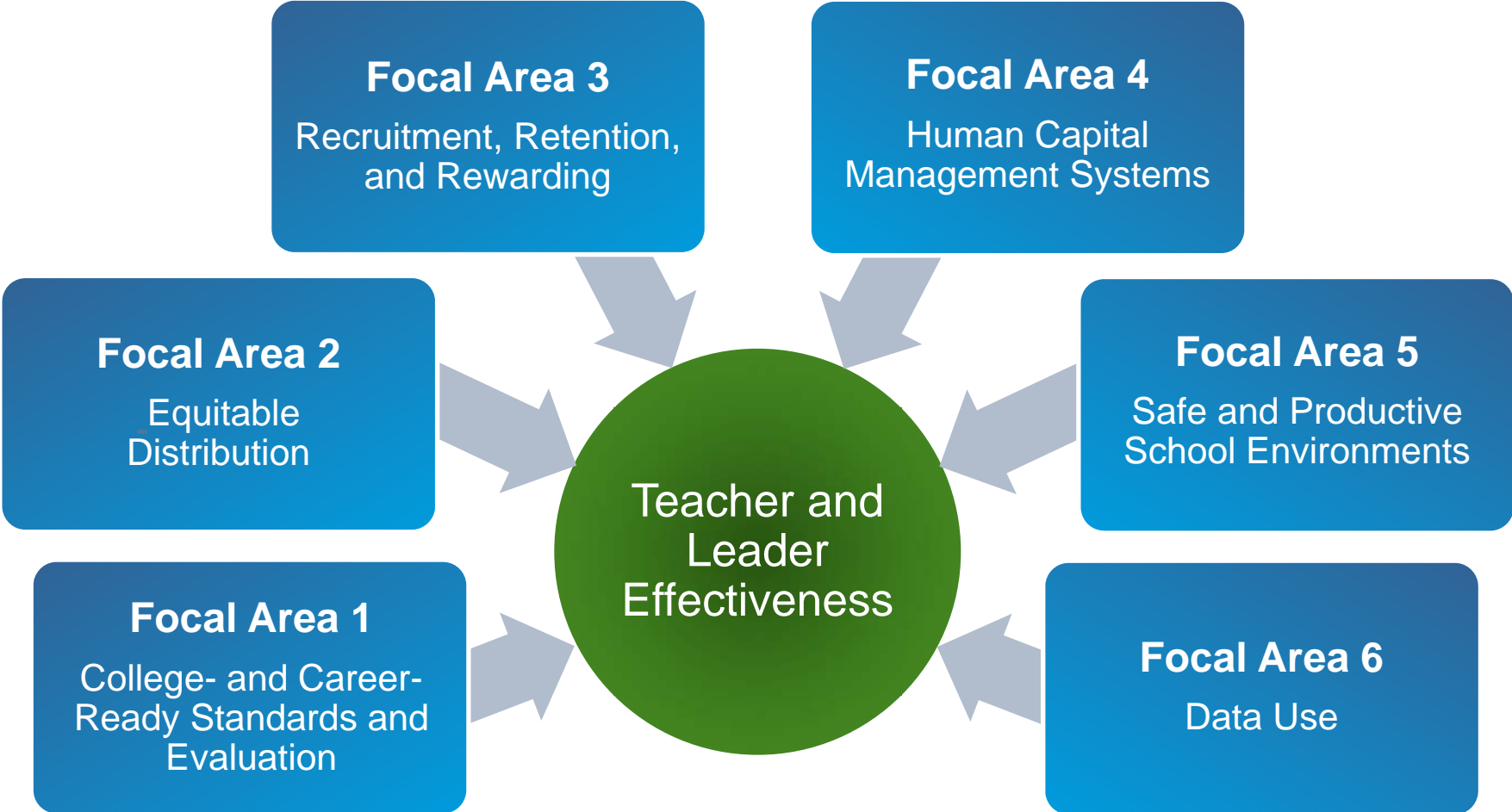


# Center on Great Teachers and Leaders (GTL Center)

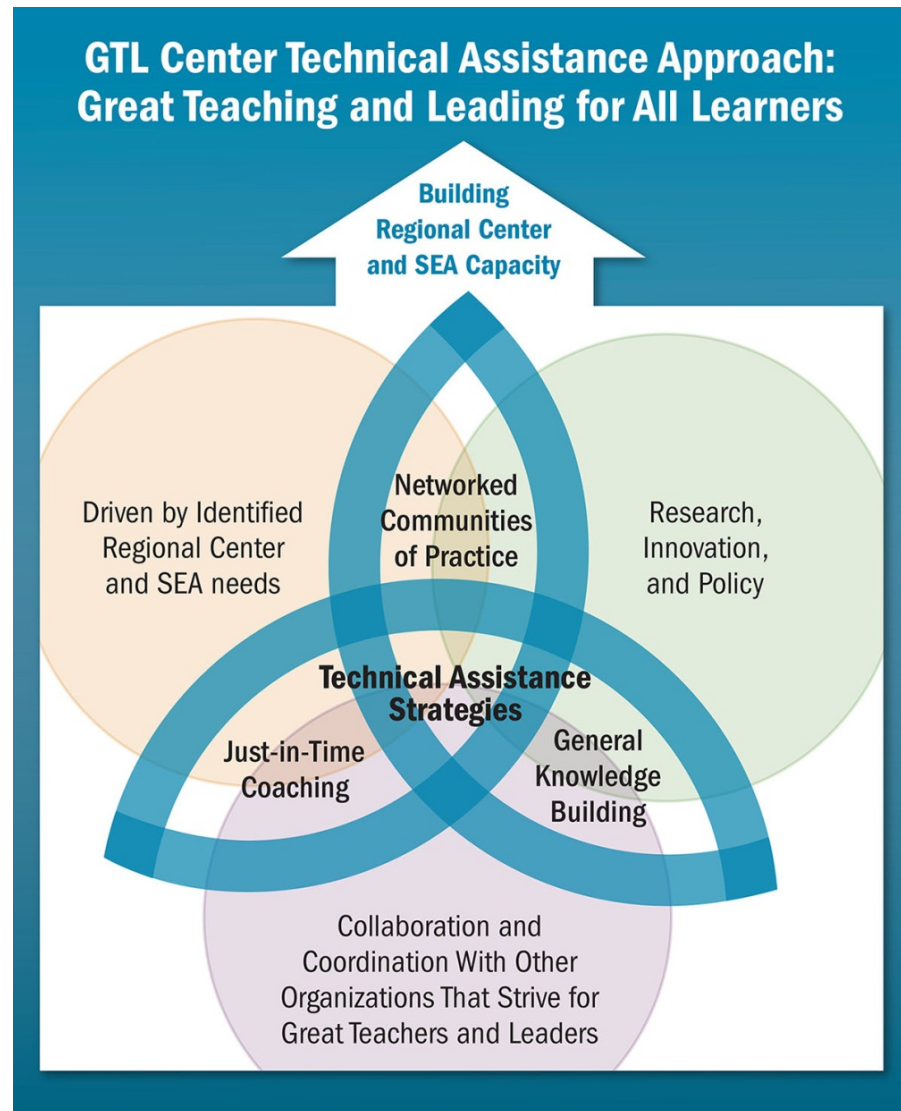
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- A national content center dedicated to supporting states in their efforts to grow, respect, and support great teachers and leaders for all students
- Part of the U.S. Department of Education's Comprehensive Centers Program, which includes seven national content centers and 15 regional centers supporting all 50 states

# Focal Areas



# GTL Center Technical Assistance Approach



# Session Goals

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- At the end of this session, you will:
  - View teacher evaluation and the college- and career-readiness standards as a means of enhancing teaching quality, improving schools, and raising student achievement
  - Examine the connections between common core, curriculum, instruction, assessment, and evaluation
  - Gain knowledge of the college- and career-readiness standards and identify the type of instruction and supports students need to ensure college and career readiness
  - Learn about the general approaches to the provision of professional learning opportunities that will improve teacher capacity

# The Goal of Teacher Evaluation

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The **ultimate** goal of all teacher evaluation should be...

**To improve  
teaching and  
learning**

# What Can a Comprehensive Development and Evaluation System Do?

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- A comprehensive development and evaluation system can improve the overall quality of the teacher workforce by:
  - Identifying and building on individual and collective teacher strengths
  - Enhancing instruction and other teacher practices to improve student learning as well as student social and emotional competencies
  - Identifying exemplary teachers who might serve as mentor and/or master teachers
  - Identifying teachers in need of support and developing a system of support

# Your Thoughts?

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- Where are there opportunities to align and coordinate implementation of the college- and career-readiness standards to other reform efforts?
- What impact can the college- and career-readiness standards have on these reform efforts?

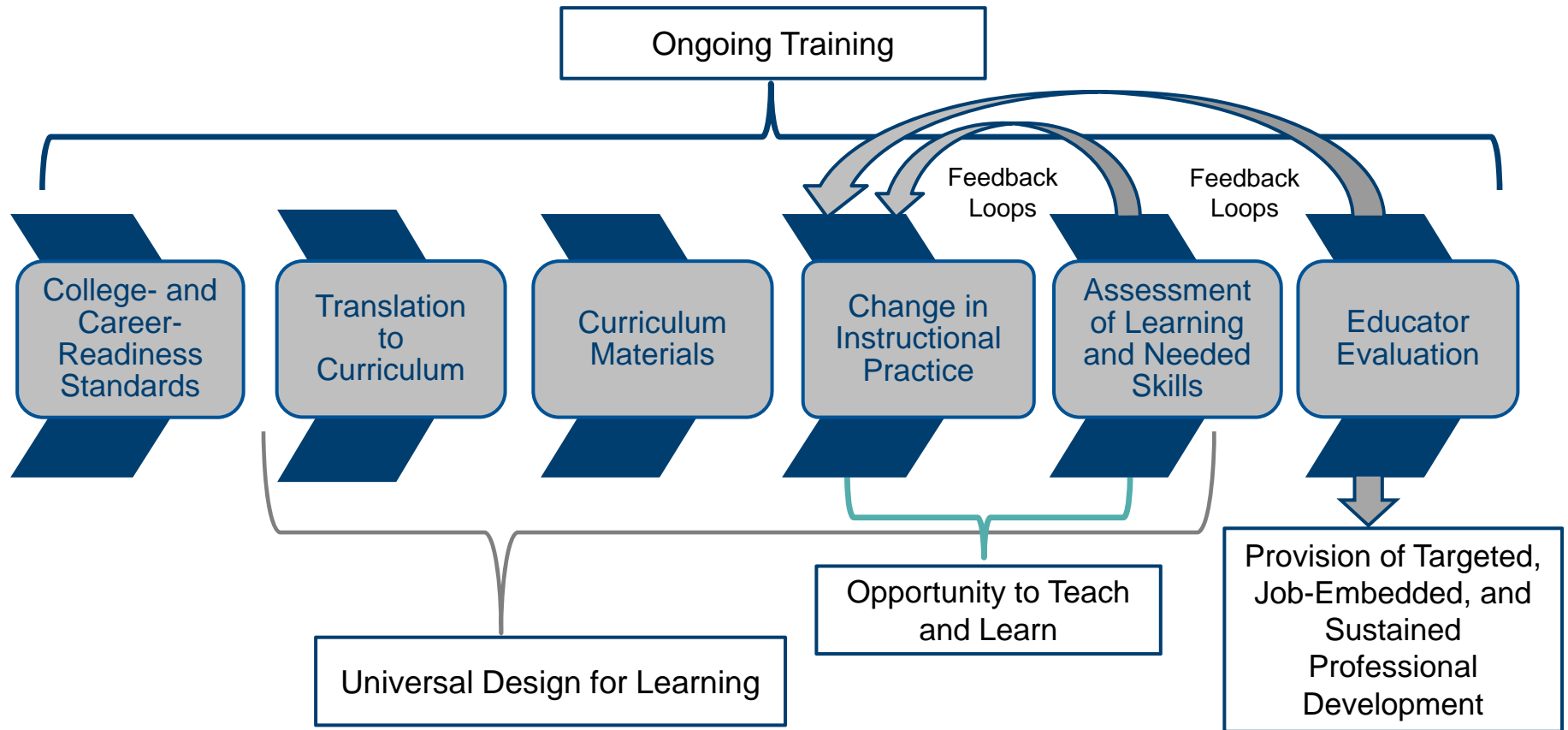


# Opportunities the Common Core State Standards Create for Teacher and Leader Evaluation Systems

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- Aligning the college- and career-readiness state standards and expectations for instruction can improve teacher observation frameworks.
- Evaluation systems designed to promote and support improved teaching and learning can increase the ability to identify, replicate, and support high-quality instruction.
- Deeper student understanding of a few critically important areas can inform a few high-leverage instructional principles within educator evaluation systems.

# The Impact of the Common Core on Teacher Evaluation: Making the Connections



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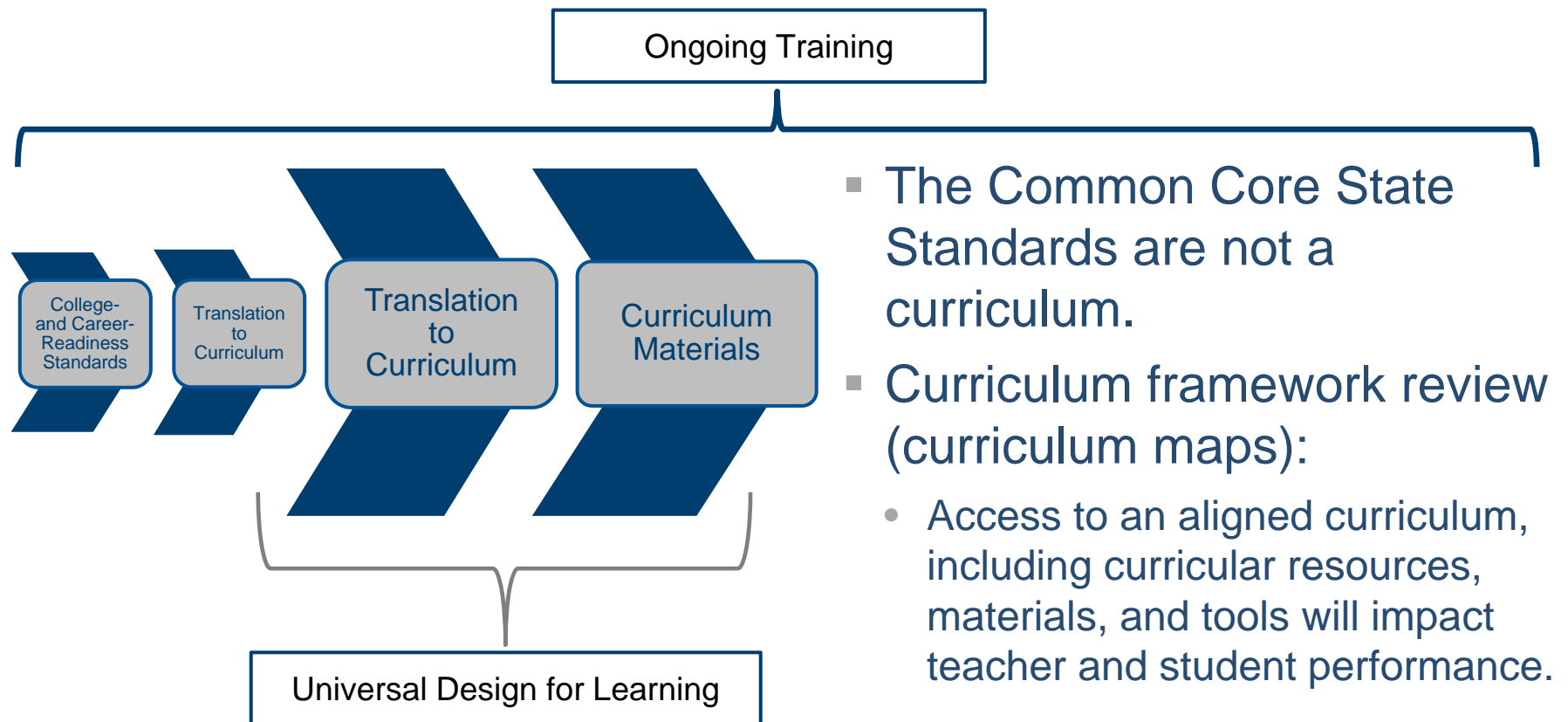
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Ongoing Training

College- and  
Career-  
Readiness  
Standards

- Review alignment of the Common Core State Standards with state standards.
- Adopt the Common Core State Standards, including any state-specific standards.
- First step: the roadmap for what students need to be prepared for college and career readiness and global competitiveness

# The Impact of the Common Core on Teacher Evaluation: Making the Connections



# Colorado Department of Education Expanding Student Learning

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**Expanding Student Learning**

When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

*We can personalize learning and ignite the potential of every student.*

Colorado  
Department  
of Education

What do we want  
students, educators,  
schools, and districts to  
know and be able to do?

How will we  
know if  
expectations  
are met?

How will we respond  
when help is needed  
and to support  
continued growth?

## Students

Colorado Academic  
Standards

Assessments

- RTI
- PBSI
- Targeted interventions
- IEPs

## Educators

Educator quality  
standards

Educator  
evaluations

- Induction
- Mentoring
- Professional development plans
- Remediation plans

## Schools/ Districts

Performance  
indicators

School and  
district  
performance  
frameworks

- Unified planning
- Priority
- Turnaround

# Sample Student Assessment Item

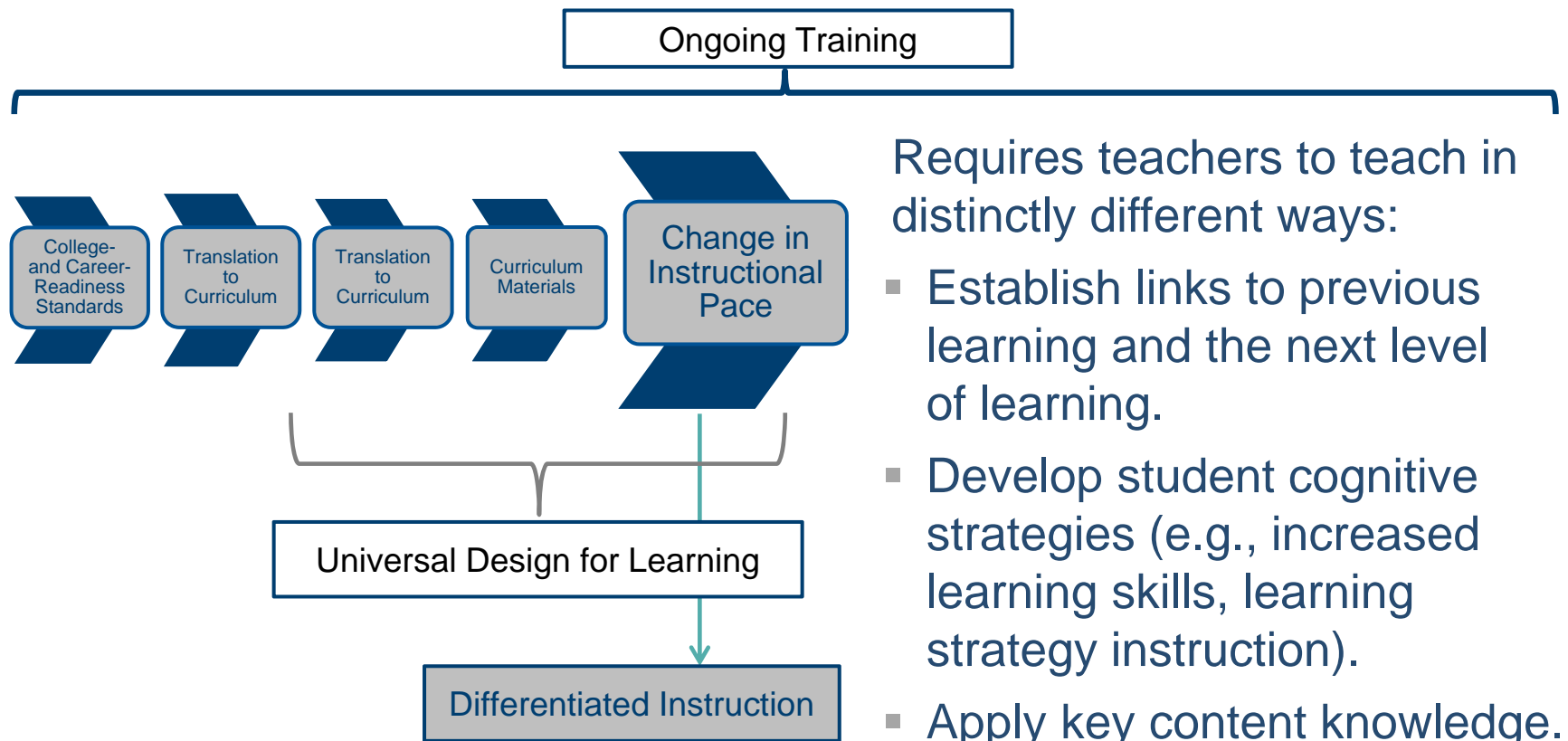
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- Smarter Balanced Assessment Item #43010  
Writing—School Day (Fourth Grade)

## Why There Should Be a Longer School Day

\*\*see worksheet

# The Impact of the Common Core on Teacher Evaluation: Making the Connections





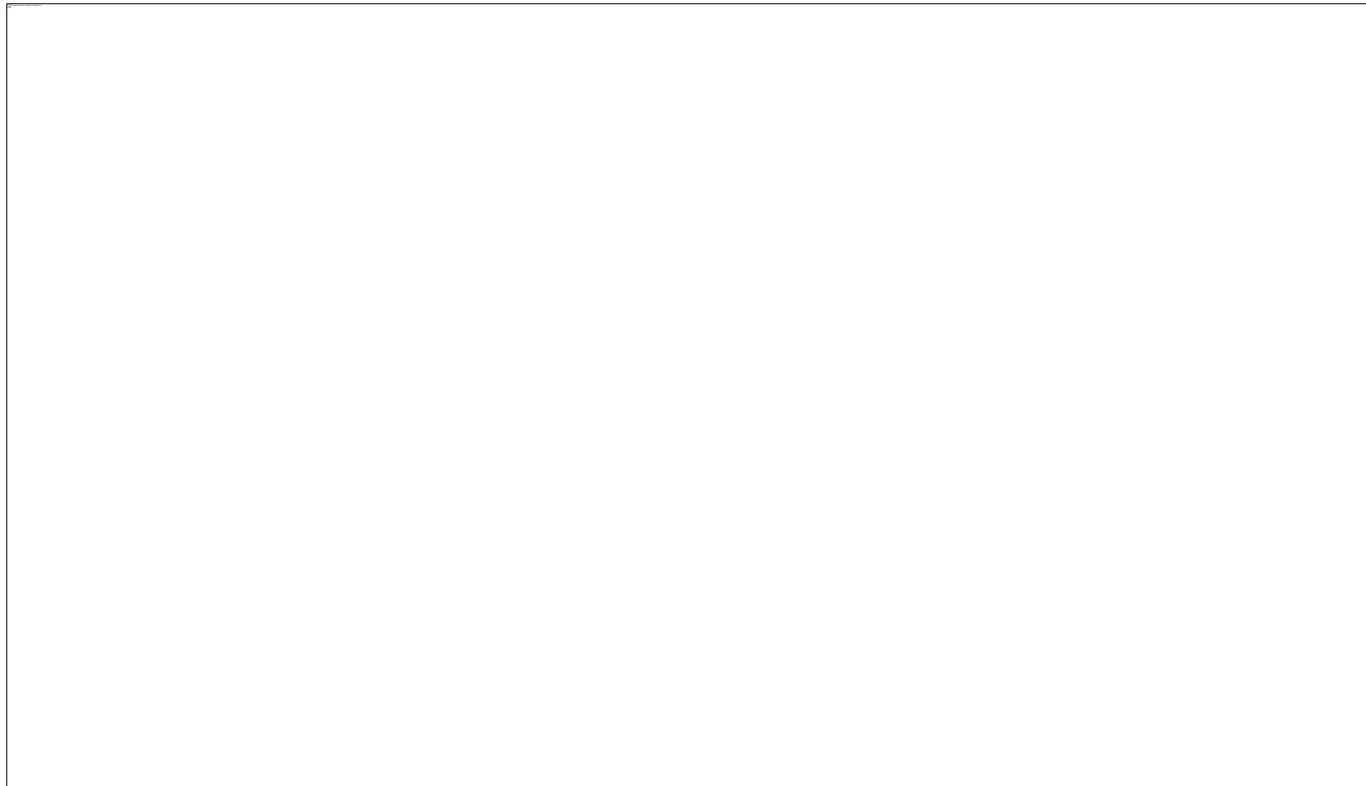
# How Can the Evaluation System Promote and Support Instructional Strategies?

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- Identify evidence-based instructional strategies that promote student learning of the Common Core State Standards.
- Include the instructional strategies within measures of teacher practice.
- Determine teacher effectiveness in implementing instructional strategies, and conduct correlation studies to determine the effect on student achievement.
- Focus on a few high-leverage instructional principles within educator evaluation systems—depth and breadth.

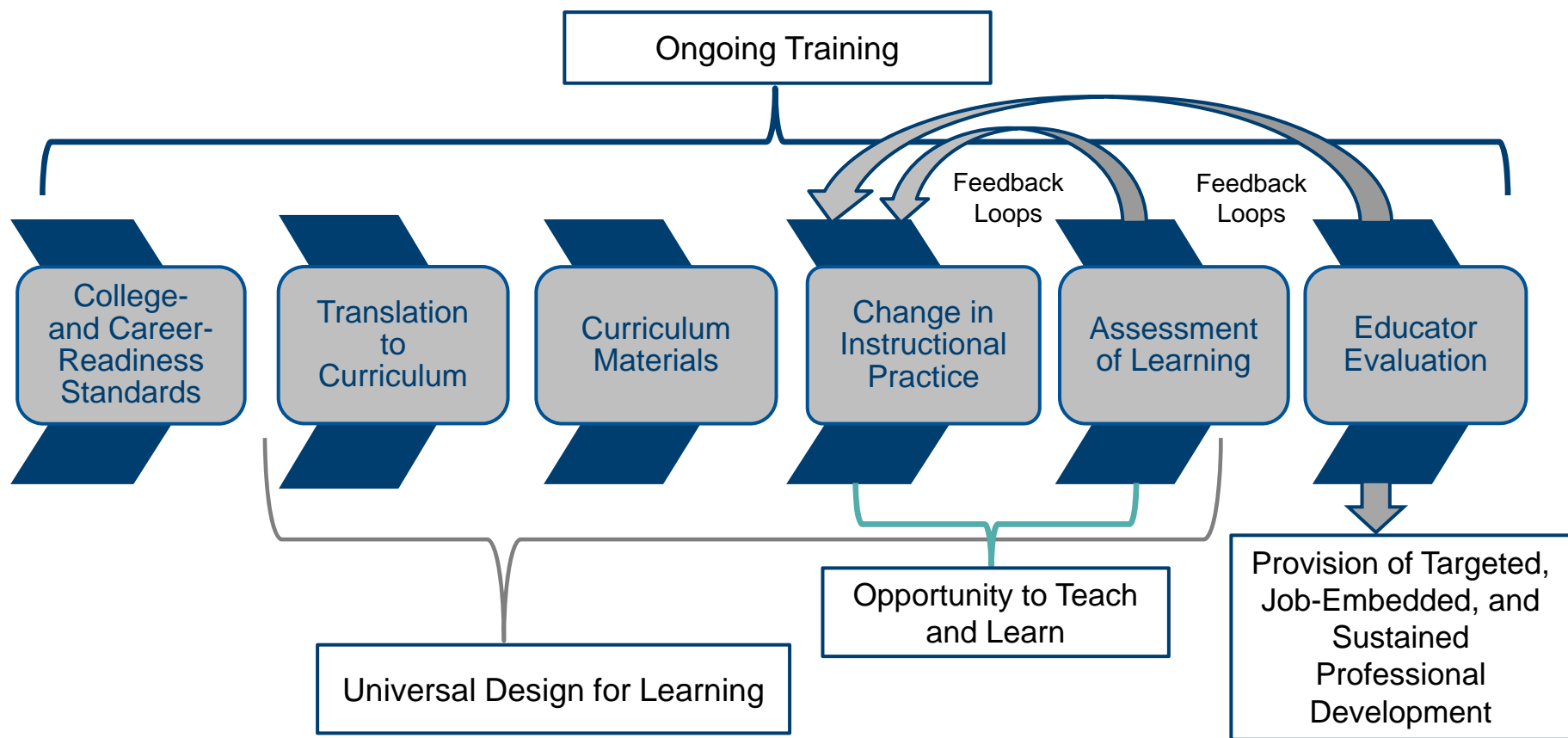
# What Are States Measuring? Comparing State Teacher Standards

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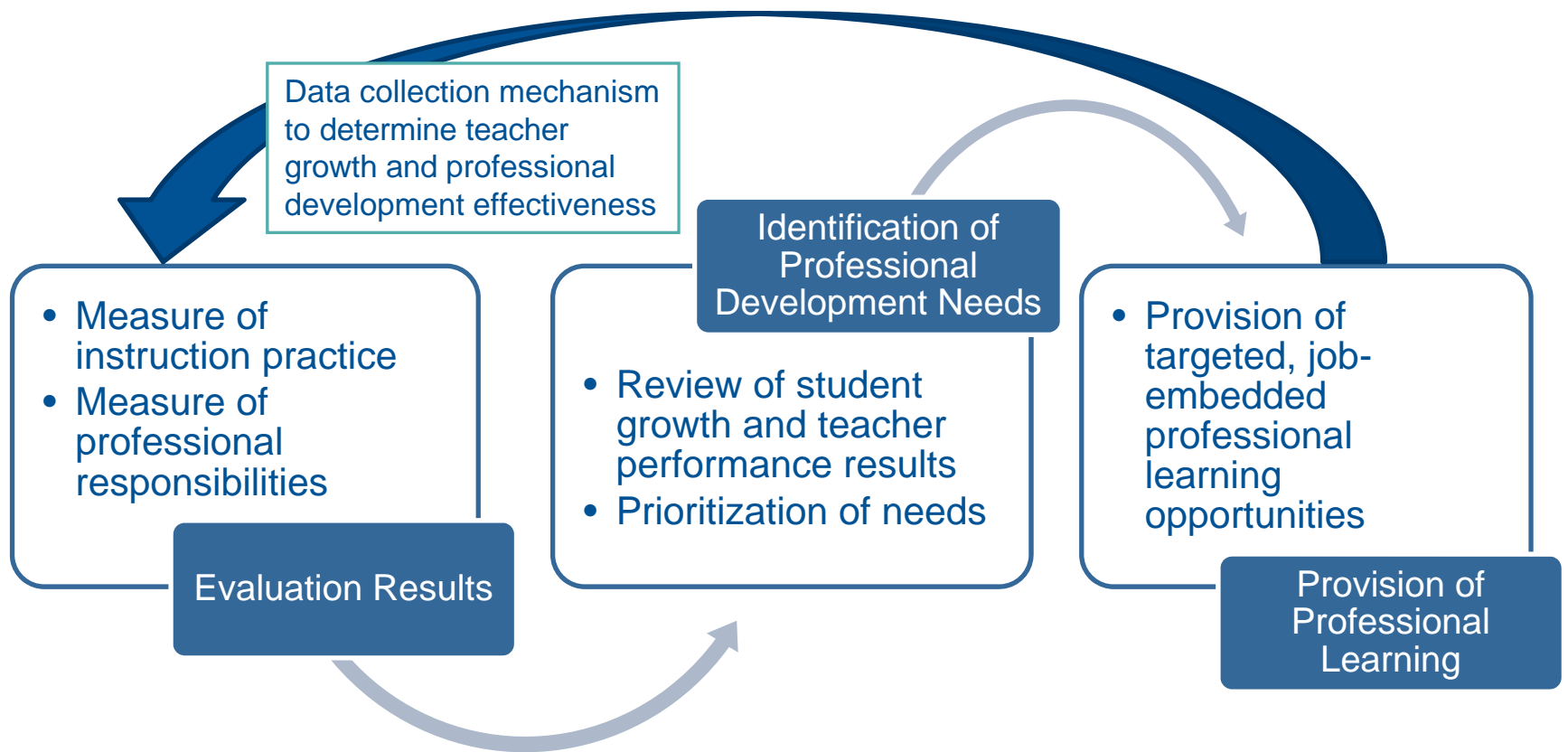


TQ Center State Teacher Evaluation Policy Database: <http://resource.tqsource.org/stateevaldb/>

# The Impact of the Common Core on Teacher Evaluation: Making the Connections



# Making the Connection to Professional Development



## 1 GENERATING GREATER TEACHING EFFECTIVENESS

### Three Ways Evaluation Systems Can Propel Continuous Improvements of Teaching and Learning

#### SHARED UNDERSTANDING OF EFFECTIVE PRACTICE

Helping develop shared understandings of the contours of effective teaching in every school community

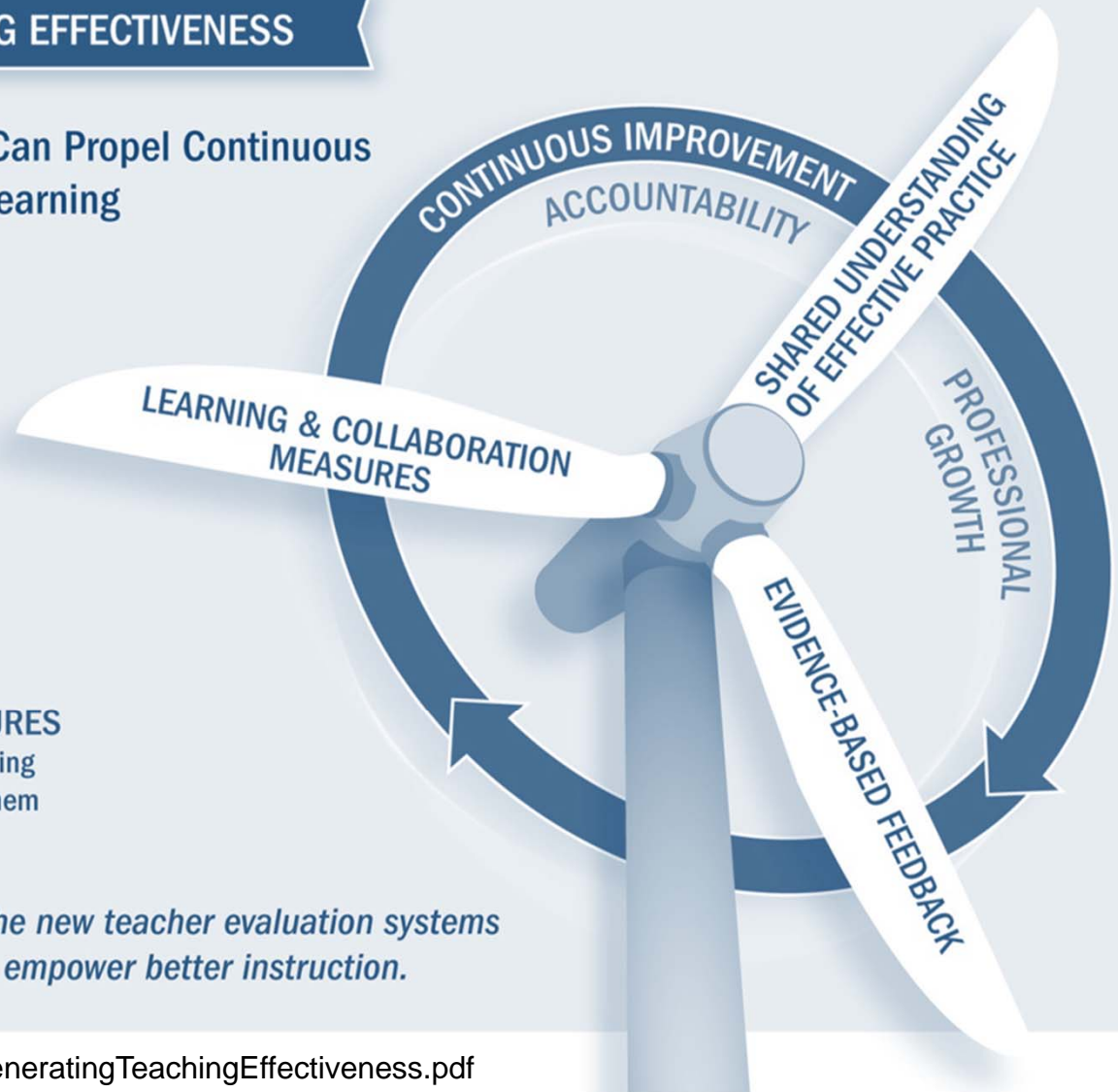
#### EVIDENCE-BASED FEEDBACK

Providing timely, relevant, and sufficient evidence-based feedback to teachers on the effectiveness of their practice

#### LEARNING & COLLABORATION MEASURES

Accounting for teachers' engagement in learning and collaboration by including measures of them as part of the evaluation

*With these three elements in place, the new teacher evaluation systems taking shape around the country can empower better instruction.*



<http://www.tqsource.org/publications/GeneratingTeachingEffectiveness.pdf>

## 2 LINKING TEACHER EVALUATION & LEARNING

### Six Required Elements for an Aligned Teacher Evaluation and Professional Learning System to Work

- 1 High-quality standards for instruction
- 2 Multiple standards-based measures of teacher effectiveness
- 3 High-quality training on standards, tools, and measures
- 4 Trained individuals to interpret results and make professional development recommendations
- 5 High-quality professional growth opportunities for individuals and groups of teachers
- 6 High-quality standards for professional learning

*These elements are key for strengthening teacher evaluation and professional development reforms. However, for teachers to meet the demands of new college- and career-ready standards, states and districts need to develop coordinated human capital reforms with professional learning at the center.*



<http://www.tqsource.org/publications/LinkingTeacherEval.pdf>

# Moving From Professional Development to Professional Learning

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- Job-embedded and differentiated
- Collaborative, with a focus on student learning
- Content centered
- Engaging: Require teachers' active participation and reflection
- Ongoing, with multiple opportunities for feedback
- Aligned with district and school improvement efforts
- Supported with structural conditions (e.g., common planning time)

Source: Coggshall, J. G., Rasmussen, C., Colton, A., Milton, J., & Jacques, C. (2012). Generating teaching effectiveness: The role of job-embedded professional learning in teacher evaluation. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tgsources.org/publications/GeneratingTeachingEffectiveness.pdf>

# Teacher Observation Rubric Example

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Need to add from Georgia



# Moving From Professional Development to Professional Learning

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- How have your districts used the CLASS Keys system to move away from professional development to professional learning?
  - What ways can you use the system to create systems of professional learning within your districts?
    - How can you use the evidence collected for each rubric score to develop professional learning experiences?

# Use of Evaluation Data to Inform Professional Development

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- Using technology to collect and aggregate data
  - Observation rubrics are aligned to instructional strategies.
  - Student learning measures are aligned (including both formative and summative).
  - Reports could:
    - Generate areas of need by school district, school, and/or teachers.
    - Identify common needs and coordinate efforts within and across school districts.
    - Determine correlation between instructional practices and student results.
    - Measure efficacy of professional learning.

