Center on Great Teachers and Leaders (GTL Center)

- 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
GTL Center
Technical Assistance Approach
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 ultimate goal of all teacher evaluation should be... To improve teaching and learning.
What Can a Comprehensive Development and Evaluation System Do?

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?

- 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?
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

- College- and Career-Readiness Standards
- Translation to Curriculum
- Curriculum Materials
- Change in Instructional Practice
- Assessment of Learning and Needed Skills
- Educator Evaluation

Feedback Loops
- Provision of Targeted, Job-Embedded, and Sustained Professional Development
- Opportunity to Teach and Learn
- Universal Design for Learning

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

- 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

Ongoing Training

College- and Career-Readiness Standards
The Impact of the Common Core on Teacher Evaluation: Making the Connections

- The Common Core State Standards are not a curriculum.
- Curriculum framework review (curriculum maps):
  - Access to an aligned curriculum, including curricular resources, materials, and tools will impact teacher and student performance.
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.
<table>
<thead>
<tr>
<th>Colorado Department of Education</th>
<th>What do we want students, educators, schools, and districts to know and be able to do?</th>
<th>How will we know if expectations are met?</th>
<th>How will we respond when help is needed and to support continued growth?</th>
</tr>
</thead>
</table>
| 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 |

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Sample Student Assessment Item

- 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

Requires teachers to teach in distinctly different ways:

- Establish links to previous learning and the next level of learning.
- Develop student cognitive strategies (e.g., increased learning skills, learning strategy instruction).
- Apply key content knowledge.
How Can the Evaluation System Promote and Support Instructional Strategies?

- 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

TQ Center State Teacher Evaluation Policy Database: http://resource.tqsource.org/stateevaldb/
The Impact of the Common Core on Teacher Evaluation: Making the Connections

Ongoing Training

College- and Career-Readiness Standards

Translation to Curriculum

Curriculum Materials

Change in Instructional Practice

Assessment of Learning

Educator Evaluation

Feedback Loops

Universal Design for Learning

Opportunity to Teach and Learn

Provision of Targeted, Job-Embedded, and Sustained Professional Development
Making the Connection to Professional Development

Data collection mechanism to determine teacher growth and professional development effectiveness

Evaluation Results

- Measure of instruction practice
- Measure of professional responsibilities

Identification of Professional Development Needs

- Review of student growth and teacher performance results
- Prioritization of needs

Provision of Professional Learning

- Provision of targeted, job-embedded professional learning opportunities

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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.

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.

Moving From Professional Development to Professional Learning

- 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)

Teacher Observation Rubric Example

Need to add from Georgia
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

- 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.