

Creating Coherence

Connecting Teacher Evaluation and Support Systems to the Common Core

■ **Workbook**

JANUARY 2014



PROFESSIONAL LEARNING MODULE

About This Booklet

This *Creating Coherence: Workbook* is intended for use with the following additional resources:

- *Creating Coherence: Facilitator's Guide*
- *Creating Coherence: Handouts*
- Sample agenda
- Slide presentation (Parts 1 and 2)

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/>.

Adapting This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

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Creating Coherence: Workbook

Connecting Teacher Evaluation and Support Systems to the Common Core

Revised Edition

January 2014

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

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Introduction

The purpose of this workbook from the Center on Great Teachers and Leaders (GTL Center) is to help state education agencies support districts as they manage the complexities of integrating multiple educator reforms concurrently in the context of Common Core State Standards implementation. It is designed to support district leaders and/or school leadership teams to ensure that their instructional frameworks and/or teacher observation rubrics are aligned with the kinds of teaching practices demanded by Common Core implementation and to help them review and plan for supportive professional learning activities.

Figure 1 provides a graphic illustrating how these efforts at instructional improvement might work together to drive instruction toward the goal of reaching the Common Core State Standards for student learning. The Common Core set the destination, and teachers' instruction is the chief means of getting students from here to there. Teacher performance standards for evaluation offer guideposts to teachers to reach that destination, providing direction along the way. The performance feedback during evaluation ideally helps teachers know whether they are on the right track—and, if they are not, how to get back on track. Meanwhile, professional learning supports can help teachers enhance their instruction so that they become faster and smarter about how to get their students where they need to go.

Figure 1. Aligning Systems to Drive Instruction Forward to the Common Core State Standards



To achieve widespread student mastery of the Common Core State Standards, students will need teachers who teach in distinctly different ways than how many teachers have been teaching. Through a systematic process, the GTL Center identified a working set of **Core Instructional Practices** for English Language Arts (ELA)/literacy and mathematics that teachers will need to implement in their classrooms for their students to meet the higher expectations set by the Common Core. These Core Instructional Practices are focused on teaching the academic content required in the Common Core State Standards. They can be implemented in as many ways as there are teachers and high-quality curricular materials.

Appendix A indicates the working Core Instructional Practices for ELA/literacy and mathematics. Appendix B describes the process used to create the Core Instructional Practices and also provides the list of reviewers. Appendix C provides an accompanying glossary with references.

Using This Workbook

This workbook guides district teams as they conduct a close examination of two important components—the professional practice framework used in their teacher evaluation system and their planned professional learning activities—to better understand the connections to the Core Instructional Practices. After these connections are identified, teams discuss how to strengthen those connections and address any gaps that have been identified.

Materials Needed for District Teams

Ensure that you have a copy of the following documents on hand (or accessible by computer):

- Your district’s teacher professional practice framework or evaluation instruments (e.g., teaching standards or instructional framework, rubrics, self-assessment forms)
- Any standards or statements regarding professional development (such as the district strategic plan, professional development menu, calendar, or other resources)

Getting Started

In this workbook, turn to the District Systems Review for ELA/literacy (page 5) or mathematics (page 19) and review the chart for each Core Instructional Practice. The text of each Core Instructional Practice appears in the upper left cell. Working individually or in groups, you will be filling in the remaining cells of the chart. Work step-by-step, as follows:

Step 1

- Carefully read the Core Instructional Practice text.
- Then review your district professional practice framework, looking for the domain, standard, component, and/or indicator(s) in which you see **explicit connections** to the core instructional practice listed in the first cell. (Explicit connections are not ambiguous and do not require reviewers to infer too much beyond the description.) Write the explicit connections in the corresponding cell.
- Next, review the professional practice framework, looking for **implicit connections** to the core instructional practice listed in the first cell. (Implicit connections may be touching on the core instructional practice but require the reviewer to infer beyond the description provided in the evaluation rubric to make a clear link.) Write the implicit connections in the corresponding cell.

Note: If you are working on an electronic document, cut and paste the language from the relevant domains/standards/components/indicators into the workbook, highlighting those explicit and implicit connections.

If you are working with pencil and paper, simply note the name of the domain, standard, component, or indicator, and jot down some key words.

Step 2

- In the top-right cell, describe the kinds of professional learning opportunities, designs, and structures that are available for individuals or groups of teachers who struggle with the Core Instructional Practice and/or with the aspects of the professional practice framework that you identified as explicit or implicit connections.
- If nothing is currently available, jot down some ideas for what could or should be made available.
- Also, indicate the funding stream (e.g., Title I, Title II, state allocation) that is being used or could be used if known.

Step 3

- Read the three “Questions for Consideration.”
- Circle the best answer for each question (even if no option seems perfect).
- Fill in the “Additional Notes” cell, indicating any insights, concerns, questions, or potential policy implications.

Step 4

- Repeat Steps 1, 2, and 3 for each Core Instructional Practice.

Step 5

- In your team, answer the questions in the Putting It All Together section (page 29) and discuss the guiding questions in the Action Planning section (page 30).
- On page 31, indicate next steps and long-term goals in the first chart. Add any additional thoughts you may have in the second chart.

District Systems Review: ELA/Literacy

ELA/Literacy Core Instructional Practice 1

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP1. Identify the learning goals for each lesson, align these goals to the Common Core ELA/literacy anchor standards for the grade and content areas, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
<p> </p>		

ELA/Literacy Core Instructional Practice 2

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP2. Create literacy-rich classroom environments to support language and literacy learning for diverse student populations, including English language learners, students with disabilities, gifted students, and others—as identified by teachers or schools—who need additional scaffolding, monitoring, or support, including access for all students to grade-appropriate texts and tasks. This practice includes regularly leading whole-class and small-group discussions in which students practice speaking, listening, and building on one another’s thinking.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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ELA/Literacy Core Instructional Practice 3

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP3. Implement integrated, text-based instruction by doing all of the following:</p> <ul style="list-style-type: none"> ▪ Assigning increasingly complex reading, listening, speaking, language, and writing tasks that engage students with increasingly complex literary and informational texts. ▪ Demonstrating close and critical reading strategies. ▪ Providing opportunities for scaffolded practice in analyses of text content, craft, and structure. ▪ Asking higher-order, text-dependent questions that require students to respond with precision and by using evidence from the text for increasingly complex text and cross-text analyses. 	<p>Explicit Connections</p> <hr/> <p>Implicit Connections</p>	<p>Direct Supports</p>
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all

Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications

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ELA/Literacy Core Instructional Practice 4

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP4. Implement explicit writing instruction, focusing on writing to and from sources, by doing all of the following:</p> <ul style="list-style-type: none"> ▪ Assigning grade-appropriate writing tasks (including opinion, narrative, argument, and research). ▪ Demonstrating writing processes such as prewriting, drafting, and revising, including elaborated examples of these processes by type, audience, and purpose. ▪ Facilitating student discussion and peer review. ▪ Providing continuous, specific feedback on individual student writing projects. 	<p>Explicit Connections</p> <hr/> <p>Implicit Connections</p>	<p>Direct Supports</p>
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		

ELA/Literacy Core Instructional Practice 5

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP5 (K–5 Teachers Only). Within reading lessons, provide explicit, integrated, systematic instruction in Common Core State Standards grade-level print concepts, phonological awareness, phonics, and fluency.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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ELA/Literacy Core Instructional Practice 6

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP6. Implement integrated, explicit language instruction by doing all of the following:</p> <ul style="list-style-type: none"> ▪ Emphasizing conventions of standard English grammar and usage for the purpose of meaningful communication. ▪ Demonstrating and explicitly explaining examples of standard English grammar and usage, explaining and giving examples of figurative language, and describing word patterns and relationships. ▪ Providing multiple opportunities for language practice in small- and large-group discussions. ▪ Making connections between students’ informal and home language usage and standard English. 	<p>Explicit Connections</p> <hr/> <p>Implicit Connections</p>	<p>Direct Supports</p>
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all

Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications

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ELA/Literacy Core Instructional Practice 7

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP7. Teach vocabulary by doing all of the following:</p> <ul style="list-style-type: none"> ▪ Regularly embedding grade-appropriate academic vocabulary and domain-specific vocabulary in tasks and assignments. ▪ Questioning and leading discussions with individuals and groups of students. ▪ Encouraging the accurate use of terminology through guidance and feedback. ▪ Demonstrating how to acquire new vocabulary through reading. ▪ Providing definitions and examples of academic and domain-specific vocabulary as well as providing access to multiple print and digital sources of definitions. 	<p>Explicit Connections</p> <hr/> <p>Implicit Connections</p>	<p>Direct Supports</p>
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all

Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications

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ELA/Literacy Core Instructional Practice 8

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP8. Demonstrate and guide students in the appropriate and strategic use of technology (e.g., computer software and hardware, the Internet, social media networks) as a set of tools for research, learning, and communication.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
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ELA/Literacy Core Instructional Practice 9

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP9 (Teachers of Grades 6–12 History, Social Studies, Science, and Technical Subjects). Implement text-based instruction specific to their subject areas by doing all of the following:</p> <ul style="list-style-type: none"> ▪ Assigning tasks that require and guide students to identify, use, and analyze discipline-specific resources and texts, such as elaborate diagrams and data sets in complex informational texts that illustrate scientific or technical concepts and primary and secondary sources in history. ▪ Providing multiple examples of and scaffolded practice for citing specific textual evidence to support analyses of historical, scientific, and technical texts. ▪ Explicitly explaining and modeling discipline-specific argument writing by providing scaffolded practice in using precise and knowledgeable claims as well as logically sequenced supporting reasons and evidence. ▪ Integrating a variety of media resources as well as providing opportunities for students to analyze and compare a variety of information sources, including data, multimedia, texts, and experiments. 	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	

Questions for Consideration		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district's current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers' ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications		

ELA/Literacy Core Instructional Practice 10

ELA/Literacy Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>L-CIP10. Use questioning and formative assessments to gather evidence of learning throughout every lesson to monitor student learning and assess the degree to which each student has met the learning goals.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
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District Systems Review: Mathematics

Mathematics Core Instructional Practice 1

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP1. Identify learning goals for each lesson, relate these goals to the Common Core State Standards for mathematical practice and content, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
Empty space for additional notes		

Mathematics Core Instructional Practice 2

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP2. Select, modify, sequence, and assign tasks, activities, and problems that are aligned with the lesson’s learning goals and that promote the development of student understanding of the learning goals.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
Empty space for additional notes		

Mathematics Core Instructional Practice 3

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP3. Use rich, problem-based tasks; encourage students to persevere in reaching solutions and to grapple with the tasks.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
Empty space for additional notes		

Mathematics Core Instructional Practice 4

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP4. Embed the mathematical content being taught in contexts that connect mathematics to the real world, as appropriate, and emphasize the use of mathematics in modeling real-world phenomena, where appropriate.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
Empty space for additional notes		

Mathematics Core Instructional Practice 5

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP5. Promote reasoning and sense-making through consistent use of questions such as “Why?” “How do you know?” and “Can you explain your thinking?” Use the answers to these questions to orchestrate classroom discussions in which students explain and defend their thinking and critique the reasoning of others.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
<p></p>		

Mathematics Core Instructional Practice 6

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP6. Use and elicit multiple representations to support the visualization of mathematical skills and concepts, and make explicit the connections between and among these representations.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
Empty space for additional notes		

Mathematics Core Instructional Practice 7

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP7. Elicit and value multiple approaches to solving mathematical problems, and use these different approaches to facilitate discussions in which the connections between and among these approaches are made explicit.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
Empty space for additional notes		

Mathematics Core Instructional Practice 8

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP8. Emphasize the importance of precise mathematical communication, and connect students’ informal language to precise mathematical terminology and notation appropriate to their mathematical development.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
Empty space for additional notes		

Mathematics Core Instructional Practice 9

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP9. Guide students to select and use appropriate tools and technology to complete mathematical tasks.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
<p></p>		

Mathematics Core Instructional Practice 10

Mathematics Core Instructional Practice	District Professional Practice Framework for Teacher Evaluation	District Professional Learning Initiatives, Offerings, Programs, or Supports
<p>M-CIP10. Use formative assessments to gather evidence of learning during and at the end of every lesson to monitor student learning and assess the degree to which each student met the learning goals.</p>	<p>Explicit Connections</p>	<p>Direct Supports</p>
	<p>Implicit Connections</p>	
<p>Questions for Consideration</p>		
<p>1. To what extent is this Core Instructional Practice explicitly included in the district professional practice framework for use in teacher evaluation? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all 	<p>2. In your view, how many of the teachers and instructional leaders in your district currently are capable of enacting or supporting this Core Instructional Practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ All or nearly all ▪ Most ▪ Only some 	<p>3. To what extent do the district’s current and planned professional learning initiatives, offerings, structures, programs, or supports develop teachers’ ability to successfully enact this practice? (Circle one.)</p> <ul style="list-style-type: none"> ▪ To a great extent ▪ To some extent ▪ Not at all
<p>Additional Notes: Insights, Concerns, Questions Raised, Potential Policy Implications</p>		
<p> </p>		

Putting It All Together

1. In the box below, indicate the number of times you (or your group) circled *to a great extent*, *to some extent*, or *not at all* in response to whether your district framework explicitly includes the Core Instructional Practice (Question 1 in the Questions for Consideration):

To a Great Extent	To Some Extent	Not at All

2. In the box below, indicate the number of times you (or your group) circled *all or nearly all*, *most*, or *only some* in response to how many teachers and instructional leaders in your district are capable of enacting or supporting the Core Instructional Practice (Question 2 in the Questions for Consideration):

All or Nearly All	Most	Only Some

3. In the box below, indicate the number of times you (or your group) circled *to a great extent*, *to some extent*, or *not at all* in response to whether your current and planned professional learning offerings provide adequate support to teachers to successfully enact the Core Instructional Practice (Question 3 in the Questions for Consideration):

To a Great Extent	To Some Extent	Not at All

4. **Discuss With Your Team:** Overall, how well are the district’s educator evaluation and development initiatives currently integrated with Common Core implementation? Write down two to three sentences to support your conclusion.

Action Planning

Based on your “Putting It All Together” discussions and analyses (page 29), how would you (or your team) answer the following policy questions?

Guiding Questions

Teacher Evaluation

1. How can we strengthen the connections between our teacher evaluation instruments and the Common Core?
 - a. Should we develop supplemental guidance for evaluators and teachers?
 - b. Should we revise our instruments to ensure that evaluators capture evidence of instruction for the Common Core?
 - c. Should our district focus teacher evaluations only on particular domains that are strongly linked to the key core instructional practices as we transition to the Common Core?
2. What additional technical assistance do we need to provide to evaluators or teachers to help them see and understand these connections?
3. If changes to the professional practice framework are deemed necessary, what are the consequences for making these changes?

Professional Learning

4. Do our professional learning opportunities support teachers’ continuous improvement in implementing the content-specific Core Instructional Practices in a coherent way?
5. Do our professional learning opportunities address the disconnects identified between the practices needed for the Common Core and the practices promoted in the professional practice frameworks?
6. Should our professional learning focus specifically on supporting improvements in particular practice areas?
7. What opportunities exist for teachers to receive feedback from peers, mentors, or coaches as they attempt to improve on their ability to implement the Core Instructional Practices? Are instructional leaders able to effectively model the Core Instructional Practices and lead professional conversations about them? Are activities undertaken by professional learning communities supporting instruction that supports the Common Core?

Next Steps and Long-Term Goals

8. Based on our findings from this systems review, what are our immediate next steps and long-term goals for creating coherence among Common Core State Standards, teacher evaluation, and professional learning? (Fill in your answers in the first chart on the following page. In the second chart, write any additional thoughts.)

Next Steps

Immediate Next Steps	Long-Term District Goals for Creating Coherence
Team Member 1	
Team Member 2	
Team Member 3	
Team Member 4	
Team Member 5	

Additional Thoughts

Appendix A. Core Instructional Practices

Core Instructional Practices for English Language Arts/Literacy

L-CIP1. Identify the learning goals for each lesson, align these goals to the Common Core ELA/literacy anchor standards for the grade and content areas, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.

L-CIP2. Create literacy-rich classroom environments to support language and literacy learning for diverse student populations, including English language learners, students with disabilities, gifted students, and others—as identified by teachers or schools—who need additional scaffolding, monitoring, or support, including access for all students to grade-appropriate texts and tasks. This practice includes regularly leading whole-class and small-group discussions in which students practice speaking, listening, and building on one another’s thinking.

L-CIP3. Implement integrated, text-based instruction by doing all of the following:

- Assigning increasingly complex reading, listening, speaking, language, and writing tasks that engage students with increasingly complex literary and informational texts.
- Demonstrating close and critical reading strategies.
- Providing opportunities for scaffolded practice in analyses of text content, craft, and structure.
- Asking higher-order, text-dependent questions that require students to respond with precision and by using evidence from the text for increasingly complex text and cross-text analyses.

L-CIP4. Implement explicit writing instruction, focusing on writing to and from sources, by doing all of the following:

- Assigning grade-appropriate writing tasks (including opinion, narrative, argument, and research).
- Demonstrating writing processes such as prewriting, drafting, and revising, including elaborated examples of these processes by type, audience, and purpose.
- Facilitating student discussion and peer review.
- Providing continuous, specific feedback on individual student writing projects.

L-CIP5 (K–5 Teachers Only). Within reading lessons, provide explicit, integrated, systematic instruction in Common Core State Standards grade-level print concepts, phonological awareness, phonics, and fluency.

L-CIP6. Implement integrated, explicit language instruction by doing all of the following:

- Emphasizing conventions of standard English grammar and usage for the purpose of meaningful conversation.
- Demonstrating and explicitly explaining examples of standard English grammar and usage, explaining and giving examples of figurative language, and describing word patterns and relationships.
- Providing multiple opportunities for language practice in small- and large-group discussions.
- Making connections between students’ informal and home language usage and standard English.

L-CIP7. Teach vocabulary by doing all of the following:

- Regularly embedding grade-appropriate academic vocabulary and domain-specific vocabulary in tasks and assignments.
- Questioning and leading discussions with individuals and groups of students.
- Encouraging the accurate use of terminology through guidance and feedback.
- Demonstrating how to acquire new vocabulary through reading.
- Providing definitions and examples of academic and domain-specific vocabulary as well as providing access to multiple print and digital sources of definitions.

L-CIP8. Demonstrate and guide students in the appropriate and strategic use of technology (e.g., computer software and hardware, the Internet, social media networks) as a set of tools for research, learning, and communication.

L-CIP9 (Teachers of Grades 6–12 History, Social Studies, Science, and Technical Subjects).

Implement text-based instruction specific to their subject areas by doing all of the following:

- Assigning tasks that require and guide students to identify, use, and analyze discipline-specific resources and texts, such as elaborate diagrams and data sets in complex informational texts that illustrate scientific or technical concepts and primary and secondary sources in history.
- Providing multiple examples of and scaffolded practice for citing specific textual evidence to support analyses of historical, scientific, and technical texts.
- Explicitly explaining and modeling discipline-specific argument writing by providing scaffolded practice in using precise and knowledgeable claims as well as logically sequenced supporting reasons and evidence.
- Integrating a variety of media resources as well as providing opportunities for students to analyze and compare a variety of information sources, including data, multimedia, texts, and experiments.

L-CIP10. Use questioning and formative assessments to gather evidence of learning throughout every lesson to monitor student learning and assess the degree to which each student has met the learning goals.

Core Instructional Practices for Mathematics

M-CIP1. Identify learning goals for each lesson, relate these goals to the Common Core State Standards for mathematical practice and content, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.

M-CIP2. Select, modify, sequence, and assign tasks, activities, and problems that are aligned with the lesson’s learning goals and that promote the development of student understanding of the learning goals.

M-CIP3. Use rich, problem-based tasks; encourage students to persevere in reaching solutions and to grapple with the tasks.

M-CIP4. Embed the mathematical content being taught in contexts that connect mathematics to the real world, as appropriate, and emphasize the use of mathematics in modeling real-world phenomena, where appropriate.

M-CIP5. Promote reasoning and sense-making through consistent use of questions such as “Why?” “How do you know?” and “Can you explain your thinking?” Use the answers to these questions to orchestrate classroom discussions in which students explain and defend their thinking and critique the reasoning of others.

M-CIP6. Use and elicit multiple representations to support the visualization of mathematical skills and concepts, and make explicit the connections between and among these representations.

M-CIP7. Elicit and value multiple approaches to solving mathematical problems, and use these different approaches to facilitate discussions in which the connections between and among these approaches are made explicit.

M-CIP8. Emphasize the importance of precise mathematical communication, and connect students’ informal language to precise mathematical terminology and notation appropriate to their mathematical development.

M-CIP9. Guide students to select and use appropriate tools and technology to complete mathematical tasks.

M-CIP10. Use formative assessments to gather evidence of learning during and at the end of every lesson to monitor student learning and assess the degree to which each student met the learning goals.

Appendix B. Creating the Core Instructional Practices

To create the lists of Core Instructional Practices, GTL Center staff identified highly qualified content and curriculum experts at American Institutes for Research to develop an initial list of Common Core State Standards–aligned instructional practices, using Common Core documents as well as their knowledge of the content and field. In this process, staff reviewed resources developed by Student Achievement Partners, Council of Chief State School Officers, EngageNY, TeachingWorks, the National Council of Teachers of Mathematics, the National Council of Teachers of English, and the International Reading Association.

The initial list was then reviewed by a committee composed of practitioner-experts across the field, including classroom K–12 teachers, teacher educators, assessment and curriculum developers, and other experts. (The reviewers are listed below.) These individuals helped craft the Core Instructional Practices, but the GTL Center did not ask them to officially endorse the final set of practices.

ELA/Literacy Reviewers

Peter Afflerbach, Professor of Reading, University of Maryland

Mark Baumgartner, Middle School English Language Art Teacher, Cleveland Teachers Union

Ruth Isaia, Senior Researcher, American Institutes for Research

David Liben, Senior Content Specialist, Student Achievement Partners

Angie Miller, English Language Arts Teacher, New Hampshire State Teacher of the Year

Justin Minkel, Elementary School Teacher, Arizona State Teacher of the Year

Kavatus Newell, Senior Technical Assistance Consultant, American Institutes for Research

Deborah A. Paden, Teacher on Assignment, American Federation of Teachers/Cleveland Teachers Union Innovation Fund

Beth Ratway, Senior Technical Assistance Consultant, American Institutes for Research

Chris Rauscher, Senior Technical Assistance Consultant, American Institutes for Research

Jennifer Walker, Secondary English Language Arts and Advanced Placement Literature and Composition Teacher, Ohio State Teacher of the Year

Lynn Shafer Willner, Senior Research Associate, Center on Standards and Assessment Implementation

Karen Wixson, Dean, University of North Carolina at Greensboro

Mathematics Reviewers

Beth Cacuzza, Mathematics Education Consultant, Student Achievement Partners

Lisa Dickenson, Assistant Director, American Federation of Teachers

Francis (Skip) Fennell, Professor of Education and Graduate and Professional Studies, McDaniel College

Barbara LaSaracina, Middle School Mathematics Instructor, New Jersey State Teacher of the Year

Lauren Matlach, Research Associate, American Institutes for Research

Steve Leinwand, Principal Researcher, American Institutes for Research

Toni Smith, Senior Researcher, American Institutes for Research

Lynn Shafer Willner, Senior Research Associate, Center on Standards and Assessments Implementation

Appendix C. Glossary of Key Terms

Academic vocabulary—includes those words that readers will find in all types of complex texts from different disciplines; described in more detail as Tier 2 words, to which the Common Core State Standards refer as *general academic words*; words that are more likely to appear in written texts than in speech, appear in all types of texts, and often represent subtle or precise ways to say relatively simple things (Coleman & Pimentel, 2012a; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010c).

Common Core State Standards grade-level print concepts—appropriate grade-level understanding of the organization and features of print (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010f).

Close and critical reading strategies—close, attentive, and analytical reading necessary to carefully sift through information and to demonstrate cogent reasoning and use of evidence; requires actively seeking the wide, deep, and thoughtful engagement that builds knowledge, enlarges experience, and broadens world views; can include activating prior knowledge, predicting, questioning, visualization, monitoring, rereading, retelling, inference, and evaluating and other metalinguistic skills and metacognitive strategies (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010e).

Complex literary and informational texts—a broad range of high-quality, increasingly challenging texts; best found in whole texts rather than passages from such texts (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010d).

Domain-specific vocabulary—vocabulary specific to a domain or field of study and key to understanding a new concept within a text; far more common in informational texts than in literature; recognized as new and “hard” words for most readers; often explicitly defined by the author of a text, repeatedly used, and heavily scaffolded; vocabulary also referred to as Tier 3 words (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010c).

Fluency—the ability to read a text accurately and quickly, and with expression, recognizing words automatically; important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge (Arbruster, Lehr, & Osborn, n.d.).

Higher-order questions—questions that require thinking and reflection rather than single-solution responses (North Central Regional Educational Laboratory, 2002; Schiller, 2010).

Literacy-rich classroom environment—more than just the physical environment of having appropriate texts and writing materials available; environment in which students are immersed daily in a variety of language experiences including speaking, listening, reading, and writing (Guo, Justice, Kaderavek, & McGinty, 2010; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a).

Multiple Representations—more than one representation of a mathematical concept. For example, a graph, a table, and an equation are different representations for a linear relationship.

Phonics—the correspondences between phonemes (individual sounds) and graphemes (common spellings) (Coleman & Pimentel, 2012b; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a, 2010b).

Phonological awareness—the ability to detect, manipulate, or analyze the individual sounds in spoken words, syllables, and sound units (phonemes) (Anthony & Francis, 2005).

Professional practice framework—a standards-based teacher evaluation tool that describes teaching performance for a series of behavioral indicators. The framework is organized into a rubric (table) format that describes teaching performance across a continuum of proficiency for each indicator. Teachers and their evaluators use the framework to anchor their understanding of what “good” teaching practice looks like, gather evidence of performance, and rate or reflect on performance and next steps toward improvement.

Problem-based task—a problem for which the solution method is not immediately known. To complete these problems, students must draw on their knowledge and, in so doing, will often develop new mathematical understandings (National Council of Teachers of Mathematics, 2000).

Scaffold, scaffolding—temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task independently (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010a, 2010c)

Text and cross-text analyses—the many ways of looking at text content, craft, structure, or language (or comparing these features across multiple texts) in order to build knowledge or express ideas about the text(s), and the ability to do so clearly; may include having built literary, historical, scientific, or cultural contexts of the text(s).

Text-dependent questions—questions that are based on the text under consideration; require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that align with evidence in the text (Coleman & Pimentel, 2012a).

Writing processes—the full range of the production of writing, including the development of ideas, planning, revising, editing, rewriting, or trying a new approach to produce clear and coherent writing that is appropriate to task, purpose, and audience.

Writing task—a piece of writing or writing project intended to improve the development, clarity, organization, conciseness, or correctness of writing; includes a specific purpose, audience, and type, such as argument, narrative, explanatory, or research.

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About the Center on Great Teachers and Leaders

The Center on Great Teachers and Leaders (GTL Center) was created to help states leverage their strengths to improve the educational attainment of all students by ensuring an effective teacher in every classroom and an effective leader in every school. Funded by the U.S. Department of Education, the GTL Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes seven content centers that focus on specific areas of expertise and 15 regional centers that provide services primarily to state education agencies to enable them to assist districts and schools.

In its role as a content center, the GTL Center is responsible for providing in-depth knowledge, expertise, and analyses to regional centers and the states they serve. The GTL Center disseminates information about scientifically based research on effective practice, creates research-based products, and provides expertise that regional centers can use in delivering technical assistance to states.

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