



# Teacher and Leaders Council

Nevada

Lynn Holdheide

Vanderbilt University/National Comprehensive Center for Teacher Quality

April 16, 2012

Copyright © 2010 National Comprehensive Center for Teacher Quality. All rights reserved.



NATIONAL COMPREHENSIVE CENTER  
FOR **TEACHER QUALITY**



# Proposed Development and Implementation Timeline

## Teacher and Leader Evaluation Framework

- ***Deliverables: (February/March)***
  - **TLC Position Statement (February)**
    - **Vision/Assumptions/Goals/Purpose**
    - **State vs. Local Control Value Statement**
    - **Standards Development *Developed via Out- Sourcing***
  - **Feedback from Stakeholder Groups**

# Objectives

- Walk through a series of exercises to:
  - Nail down the Instructional Practice and Professional Responsibilities Principles
  - Review principle alignment with existing district rubrics (e.g. Teaching and Learning Framework) to:
    - Determine if use of existing rubrics will suffice
    - Consider need to augment existing rubrics to assure increased alignment and ability to aggregate for reporting and accountability purposes
    - Develop a position statement to inform LEAs

# Objectives

- Walk you through a series of exercises to:
  - Determine a process to develop specific features/standards under each principle (e.g. potentially work with Margaret Heritage).
  - Determine a process to define levels of performance under each principle/standard (e.g. highly effective, effective...)
  - Determine if SEA will develop model performance and observation rubrics for LEA consumption.

# Objectives (May 1)

- Walk you through a series of exercises to:
  - Determine if the TLC will require a specific weighting within the domains or allow for local flexibility.
  - Determine what the TLC will recommend to ensure fidelity (e.g. training, inter-rater reliability).
  - Determine associated cost(s) including cost assumed by the SEA and/or LEA.

# Tensions Rise

Remember:

The reform is not as much about us as it is about **student** learning

# TLC Instructional Principles

1. New learning is connected to something already learned (knowledge base, prior experience)
2. Students are clear about intended learning and performance criteria
3. Learning tasks have high cognitive demand for diverse learners
4. Students engage in meaning-making through discourse and other strategies
5. Students engage in metacognitive activity.
6. Assessment is integrated into teaching and learning

# TLC Instructional Principles

1. New learning is connected to something already learned (knowledge base, prior experience)

- Connections to
  - background knowledge
  - prior knowledge
  - authentic experiences

# TLC Instructional Principles

## 2. Students are clear about intended learning and performance criteria

- Learning objectives and success criteria are aligned to essential concepts and skills
- Educator identifies and clearly articulates learning objectives
- Educator frequently communicates success criteria and provide models of quality work
- Students are aware of success criteria
- Students can articulate criteria for success

# TLC Instructional Principles

## 3. Learning tasks have high cognitive demand for diverse learners

- Educator requires higher order thinking.
- Educator applies differentiated instruction.
- Students actively engage with the essential concepts and skills
- Students make connections to prior knowledge to form a deeper understanding

# TLC Instructional Principles

## 4. Students engage in meaning-making through discourse and other strategies

- Educators require students to apply concepts to real-world contexts
- Students are provided opportunities to use feedback and reflect on their own learning
- Students provide peers feedback
- Students are provided opportunities to collaborate

# TLC Instructional Principles

## 5. Students engage in metacognitive activity.

- Educators provide instruction and practice on how to learn and when to apply learning strategies
- Students are provided opportunities for reflection
- Students actively engage with content
- Students are provided opportunities to apply learning strategies independently
- Students establish student learning goals

# TLC Instructional Principles

## 6. Assessment is integrated into teaching and learning

- Educators use assessment data to identify student needs and modify instruction accordingly (e.g. zone of proximal development)
- Educators use formative assessments to guide instruction
- Educators monitor student progress toward learning objectives regularly
- Educators use multiple methods to demonstrate knowledge is provided

# Iowa: Student-Centered Classrooms

- Make connections to construct new learning in order to make decisions and solve problems.
- The educator facilitates opportunities for students to be metacognitive.
- Educators and students are partners in learning.
- Educators facilitate time for students to learn collaboratively
- Educators use meaningful and authentic assessment in real world context.

# Iowa: Teach for Understanding

- Instruction facilitates the construction of deep conceptual and procedural knowledge.
- Instruction facilitates the development and representation and conceptual models.
- Instruction inducts students into the discipline.
- Instruction facilitates the application of new learnings and understandings in new and novel situations.

# Iowa: Assessment for Learning

- Educators utilize K-12 learning progressions along which students are expected to progress in a domain.
- Student learning goals are clear, focused on intended learning and communicated so all students understand the criteria for success
- Instructional modifications for students are planned from carefully elicited evidence of student learning.
- Descriptive feedback identifies for students the specific knowledge and skills needed to reach learning goal(s).
- Self and peer assessment is planned and structured by educator and students in order to develop life-long learning skills.
- A collaborative classroom climate is conducive to assessment for learning

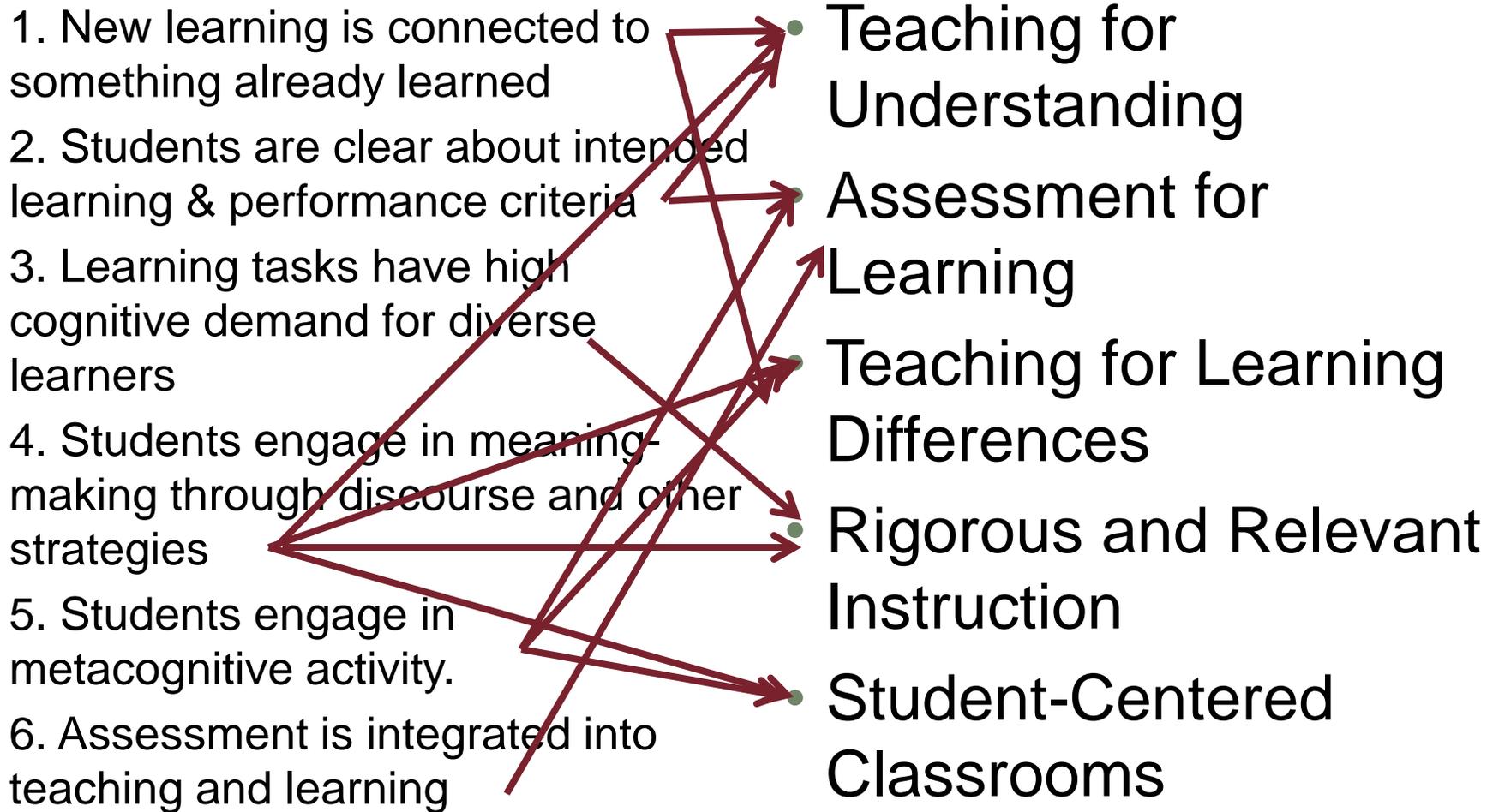
# Iowa: Rigorous and Relevant Instruction

- Higher order thinking is performed by students during instruction
- Deep understanding and mastery of critical disciplinary concepts and skills are demonstrated.
- Concepts and skills are applied to situations, issues, and problems in the world beyond school.

# Iowa: Teaching for Learning Differences

- Instruction is focused on the essential concepts and skills within the content
- Instruction is designed and delivered to match students' needs based on assessment data of students' prior knowledge, readiness, individual interests, and learning preferences.
- Teacher provides flexibility within content, instruction and product to allow for variances in students' acquisition and demonstration of learning
- Instruction includes opportunities for students to practice and review their learning and receive feedback
- The teacher regularly monitors each student's progress related to the acquisition of the essential skills and concepts and adjusts instruction.

# Crosswalk



# Decision

- Nail down the Instructional Practice Principles
  - Use Margaret Heritage Instructional Principles as written
  - Use Iowa Core 5 Characteristics of Effective Instruction
- Determine process to develop indicators and levels of performance

# Principle Alignment with District Performance Rubrics

1. New learning is connected to something already learned (knowledge base, prior experience)

## Teaching & Learning Framework

- Domain 3: Instruction Component 3e: Demonstrating Flexibility and Responsiveness

Element: Teacher seizes opportunities to enhance learning, building on student interests, questions, constructive feedback, or a spontaneous event.

## Marzono

# Principle Alignment with District Performance Rubrics

## 2. Students are clear about intended learning and performance criteria

### Teaching & Learning Framework

- Domain 3: Instruction Component 3a: Expectations for Learning

Element: Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning and linking that purpose to student interests...

Element: The lesson's or unit's structure is clear and allows for different pathways of differentiated instruction according to diverse student needs. The progression of activities is highly coherent.

### Marzano

- Lesson Segments: Involving Routine Events

Providing clear learning goals and scales to measure those goals (e.g. the teacher provides or reminds students about a specific learning goal)

# Principle Alignment with District Performance Rubrics

## 3. Learning tasks have high cognitive demand for diverse learners

### Teaching & Learning Framework

- Domain 3: Instruction Component 3b: Using Questioning and Discussion Techniques  
Element: Quality of questions - ...Students formulate content relevant questions
- Domain 1: Planning and Preparation: Component 1c: Setting Instructional Outcomes  
Element: Where appropriate, outcomes demonstrate several different types of learning and opportunities for interdisciplinary integration at appropriate levels of rigor or diverse learning styles. Teacher collaborates with colleagues to enhance integration.

### Marzano

- Lesson Segments: Addressing Content  
Recording and representing knowledge (e.g. the teacher asks students to summarize, take notes, or use non-linguistic representations)
- Lesson Segments: Addressing Content  
Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g. the teacher engages students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks)

# Principle Alignment with District Performance Rubrics

## 5. Students engage in metacognitive activity.

### Teaching & Learning Framework

- Domain 3: Instruction Component 3c: Engaging Students in Learning  
Element: Structure and pacing – The lesson’s structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate and reflects the need for all students.
- Domain 3: Instruction Component 3c: Engaging Students in Learning  
Element: Activities and assignments –  
All activities and assignments are differentiated to cognitively engage all students. Teacher provides opportunities for students to initiate or adapt activities and projects to enhance their understanding.
- Domain 1: Planning and Preparation Component 1e: Designing Coherent Instruction  
Element: Learning activities – Learning activities are highly relevant and rigorous for diverse learners and support the instructional outcomes. They are designed to engage students in high-level cognitive activity and are differentiated as appropriate, for individual learners.

### Marzano

- Lesson Segments: Addressing Content  
Reflecting on learning (e.g. the teacher asks students to reflect on what they understand or what they don’t)
- Lesson Segments Addressing Content  
Group processing of new information (e.g. after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)  
Elaborating on new information (e.g. the teacher asks questions that require students to make and defend inferences)

# Principle Alignment with District Performance Rubrics

4. Students engage in meaning-making through discourse and other strategies

## Teaching & Learning Framework

- Domain 3: Instruction Component 3c: Engaging Students in Learning

Element: Grouping of students – Teacher-designed instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson and facilitate differentiation. Teacher provides opportunities for students to take the initiative.

## Marzano

- Lesson Segments: Addressing Content

Organizing students to interact with new knowledge (e.g. the teacher organizes students into dyads or triads to discuss small chunks of content)

Organizing students to practice and deepen knowledge (e.g. the teacher organizes students into groups designed to review information or practice skills)

# Principle Alignment with District Performance Rubrics

## 6. Assessment is integrated into teaching and learning

### Teaching & Learning Framework

- Domain 3: Instruction Component 3d: Using Assessment in Instruction  
Element: Student self-assessment and monitoring of progress – Teacher provides frequent opportunities for student self-assessment and for students to make active use of that information.
- Domain 3: Instruction Component 3d: Using Assessment in Instruction  
Element: Feedback to students – Teacher’s feedback to students is timely, equitable, and specific. Teacher provides opportunities for students to make use of the feedback.
- Domain 3: Instruction Component 3d: Using Assessment in Instruction  
Element: Monitoring of student learning – Teacher monitors the progress of individual students through the use of continuous specific formative and summative assessment techniques

### Marzano

- Lesson Segments: Involving Routine Events  
Tracking student progress (e.g. using formative assessment the teacher helps students chart their individual and group progress on a learning goal)

# Decision

- Determine if use of existing rubrics will suffice
- Consider need to augment existing rubrics to assure increased alignment and ability to aggregate for reporting and accountability purposes
- Develop a position statement to inform LEAs
- Determine if SEA will develop model performance and observation rubrics for LEA consumption.

# TLC Professional Responsibilities Principles

1. Content Knowledge
2. Learning Environments
3. Facilitation of Learning
4. Reflection of Practice
5. Leadership
6. Family Engagement
7. Planning

# TLC Professional Responsibilities Principles

## 1. Content Knowledge

- Teachers provide instruction that is aligned with the academic standards and their district's scope and sequence and is aligned with the individual need of their students.
- Teacher demonstrate knowledge of the content, central concepts, tools of inquiry, and structures appropriate to their teaching specialty.
- Teacher develop lessons that reflect the interconnectedness of content areas/disciplines.

# TLC Professional Responsibilities Principles

## 2. Learning Environments

- Teachers are consistent in fostering a learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.
- Teachers demonstrate a commitment to and respect for diversity in the school community and in the world.
- Teacher value students as individuals.
- Teachers adapt their teaching for the benefit of all students including those with special needs across a range of ability levels.

# TLC Professional Responsibilities Principles

## 3. Facilitation of Learning

- Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and appropriate levels of intellectual, physical, social and emotional development of their students.
- Teacher plan learning experiences appropriate for their students.
- Teachers use a variety of instructional methods to meet the academic needs of their students.
- Teacher plan instruction that helps students develop critical-thinking and problem solving skills.
- Teachers communicate effectively.

# TLC Professional Responsibilities Principles

## 4. Reflection of Practice

- Teachers demonstrate that they analyze student learning and apply what they learn to improve their practice.
- Teachers reflect upon their instruction and student learning to make modifications and skill development.

# TLC Professional Responsibilities Principles

## 5. Leadership

- Teachers demonstrate leadership in their schools.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students, partnering with students and families as appropriate.
- Teacher demonstrate high ethical standards.

# TLC Professional Responsibilities Principles

## 6. Family Engagement

- Teachers work collaboratively with the families and significant adults in the lives of their students.
- Teachers are friendly and respectful and treat families as partners in their children's education.
- Teachers value the uniqueness of each child and respect the family's experiences, knowledge, and culture.

# TLC Professional Responsibilities Principles

## 7. Planning

- The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.
- The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.
- The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.
- The teacher designs instruction that engages student in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.
- The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.

# TLC Professional Responsibilities Principles

1. Content Knowledge
2. Learning Environments
3. Facilitation of Learning
4. Reflection of Practice
5. Leadership
6. Family Engagement
7. Planning

# Student Outcomes Principles

1. Proficiency
2. Growth
3. Grade-level or subject-based benchmarks/ thresholds
4. Reducing gap
5. Student Engagement

# Review MA language

- School committees shall establish evaluation systems and Performance Standards for the evaluation of all teachers that include all of the principles of evaluation, set forth in 603 CMR 35.00-35.11. School committees may supplement the standards and indicators in 603 CMR 35.03 with additional measurable performance standards and indicators consistent with state law and collective bargaining agreements where applicable. The district shall adapt the indicators based on the role of the teacher to reflect and to allow for significant differences in assignments and responsibilities. The district shall share the Performance Standards with teachers employed by the district.

# Objectives (May 1)

- Walk you through a series of exercises to:
  - Determine if the TLC will require a specific weighting within the domains or allow for local flexibility.
  - Determine what the TLC will recommend to ensure fidelity (e.g. training, inter-rater reliability).
  - Determine associated cost(s) including cost assumed by the SEA and/or LEA.