

## **Action Plan: May 1, 2012 Measures Tasks Force Recommendations to the TLC**

- Motion 1:** Accept the following categories under the Instructional Practice domain for teachers: 1) Student- centered classroom; 2) Teaching for understanding; 3) Assessment for learning; 4) Rigorous and relevant curriculum; and 5) Teaching for learner differences.
- Rationale:** After review of the InTASC, NPBTS, Colorado Standards, and the Iowa Core Effective Instructional Strategies, the TLC decided to focus on high leverage instructional practices backed with empirical evidence of success.
- Motion 2:** Accept the following standards under the Instructional Practice domain so that all teachers can implement these high leverage instructional strategies with fidelity: 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; and 6) Assessment is integrated into teaching and learning.
- Rationale:** The TLC has decided to narrow the scope of the instructional practice domain in order to provide a level of depth to the evaluation and professional development process so that these practices can be implemented with fidelity.
- Motion 3:** Accept the following categories under the Professional Responsibilities domain: 1) Family Engagement; 2) Commitment to the School Community; 3) Reflection of Professional Growth and Practice, and 4) Professional Obligations
- Rationale:** The Indicators and Measures Task force reviewed and cross-referenced potential professional responsibility categories with those identified in the instructional practice categories. Duplications were eliminated and the scope narrowed.
- Motion 4:** Include the following potential measures for use in determining teacher the Educational Practice Domain: 1) observation rubrics, 2) Artifact Review; 3) Student Survey; and 4) Parent Survey
- Rationale:** To obtain a complete representation of teacher competence multiple measures of performance need to be developed and used.
- Motion 5:** With direction and guidance from the TLC, outside experts (e.g. Margaret Heritage) will work to establish performance criteria within the four performance levels.
- Rationale:** Limited time and capacity of TLC members prevents the development of explicit performance criteria. With input, guidance, and final approval from the TLC, outside experts will be sought to conduct this work during the summer.
- Motion 6:** Require that district rubrics be rigorous and aligned to the framework of the TLC.

Rationale: The TLC agrees that the 6 instructional principles are generally addressed within existing district rubrics, however, hope to dig deeper with these instructional principles so that practice is improved.

Motion 7: The TLC will develop opt-in standard model rubrics.

Rationale: Offering districts model rubrics will provide districts guidance in how to strengthen their existing rubrics and provide rubrics for districts