

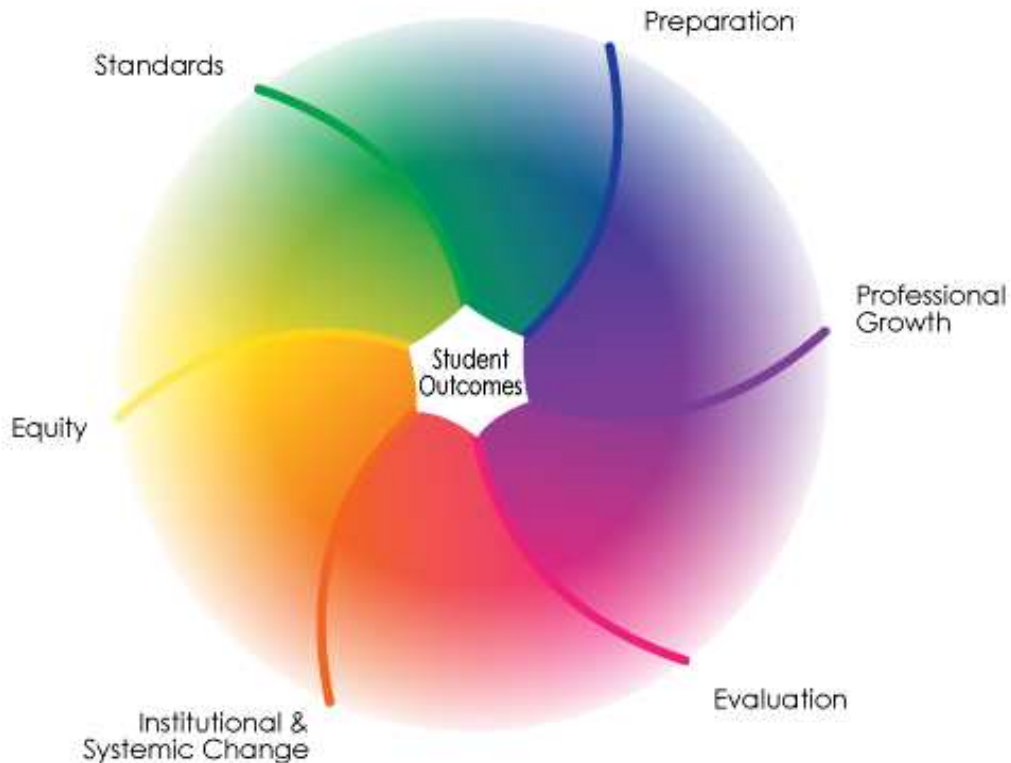
Report to OACTE on CCSSO State Consortium on Educator Effectiveness

Recently a state team (Colleen Mileham, Heather Mauze, Terrel Smith, Vickie Chamberlain, Keith Menk, and Hilda Rosselli) attended a Summit sponsored by the **CCSSO State Consortium on Educator Effectiveness**.

The focus of the meeting was to bring together teams from 25+ states to:

- examine ideas to help transform state systems of educator effectiveness to meet the needs of future students,
- discuss potential solutions to challenges in transforming educator effectiveness systems, and
- support statewide planning and implementation.

The following organizing framework was used to guide the agenda and discussions:



With an emphasis on shifting from “highly qualified” to “highly effective”, the sessions featured the official launching of the new InTASC standards, presentations by Michael Fullan and David Houle, as well as topical strands on:

1. Preparation
2. Teacher Evaluation
3. School Leader Evaluation
4. Professional Development
5. Developmental Continuums/Tiered Licensure

6. Policy and Systems Change

David Houle—a futurist author of ShiftEd who coined the term “Shift Age” illustrated by three fundamental forces of the shift age

1. The flow to global
2. The flow to the individual
3. Accelerated electronic connectedness

During the Summit, the Oregon team met together and with other regional states (Washington and Montana) to share our contexts, challenges and progress related to the Summit goals.

The Oregon team shared that current systems of educator effectiveness are under local control with no state model-in statute except that probationary teachers must be evaluated once a year. All other evaluation left to bargaining. Currently there are some new models emerging in individual districts.

Lessons learned from other states:

Washington: Legislation was passed last year, state superintendent was charged with working with several agencies (WEA, etc) with implementation in three years. Application to be a pilot site. 50 applied. Consortium of 9 schools were selected in August. Will lead to a model they will implement this fall. Heard from many of what they would like—will probably be multiple models—This July—superintendent must report to legislature with progress report. Both teacher and principal processes are being created. Those selected are already collaborative. American Institute of Research, Charlotte Danielson have provided help. Also looking at Marzano. Criteria have been developed. Challenge faced—some race to student data. Multiple measures—to inform instruction-student achievement data if available and relevant. Grew out of a WA Race to the Top Race. The pilot caused angst. New models will be adopted 2013-14. TPEP—teacher principal evaluation project. Meetings are videotaped and online. All documents are on line. Small consortium of districts already using CD framework. Figuring out how to get to a summative evaluation. Good dialogues between association and state. Bill in legislature about seniority-- Four tier system based on 8 new criteria. Need to determine cut line—what is a 1,2,3,4. 3 million—1/2 to districts. Regarding the 70% teachers who are not being tested--do not have to use the achievement data—many are using PLCs. Will include principal observations, artifact, student learning and self reflection. Culture is that evidence is only gathered for penalizing. Needing to change the culture—must have strong empirical evidence—linking system to results-student learning.

Preparation Strand-

Alverno College Mary Diez

Alverno’s Conceptual Framework (Conceptualization, Diagnosis, Coordination, Communication, Integrative Interaction).

- Working on how to help candidates develop each of the InTASC standards along a developmental path throughout the program. Examining if program embeds the developmental level sufficiently.

- Using embedded signature assessments—may need more related to developmental stage Example: “take a learner to lunch”—in pairs using a set of questions that parallel developmental theories.
- Shared article on Expeditionary Learning
- Using a Diagnostic Digital Portfolio-see below:

Feedback	Designs	Portfolios	My Resources	Reference	Analysis
	Level 1	Level 2	Level 3	Level 4	
Communication					
Analysis					
Problem Solving					
Valuing					
Social Interaction					
Developing a Global Perspective					
Effective Citizenship					
Aesthetic Engagement					

Five fields of field experiences (25 hours each) prior to student teaching:

1. 1 lesson
 2. 2 lessons videotaped
 3. 6 lessons videotaped
 4. 8 lessons
 5. Exceptional learner—child study
- Followed by a 18 week student teaching

Note: Using Ed Source database for clinical placements-finding honor roll schools—high poverty but outperforming peers

CalStateTEACH program –Carolyn Bishop

- Offers an online program for 4 semesters—with field experience
- Program send students box of books--Mino 60 minute 2GB Flip Video Camera
- Using Dispositions Interview tool—Motivation for teaching, caring and respect, social justice, etc. Includes prompts Made these into observable areas. Currently piloting.
- Developed a CalStateTEACH Curriculum Overview

CalTPA – four tasks

Subject-Specific Pedagogy Task

Four distinct case studies with accompanying questions to guide your responses on the topics listed below:

- Subject-Specific and Developmentally-Appropriate Pedagogy
- Assessment Practices
- Adaptation of Subject-Specific Pedagogy for English learners
- Adaptation of Subject-Specific Pedagogy for Students with Special Needs

1. A description and explanation of instructional strategies and student activities you would choose that address the subject-specific, content-based learning goals and developmental needs

of the students.

2. An analysis of an assessment plan presented and analyze how a suggested additional assessment might provide additional student assessment information.
3. An adaptation of the subject-specific pedagogy for English learners, including identifying learning needs, strategies or activities, content accessibility, and assessment strategies.
4. An adaptation of the subject-specific pedagogy for students with special needs, including identifying strategies or activities, content accessibility, and assessment strategies.

Designing Instruction Task

Step 1: Academic Content Selection and Learning about Students

- A. Academic content selection
- B. Student characteristics

Step 2: Learning about Two Focus Students

Student 1: An English learner

Student 2: A student who presents a different instructional challenge

Step 3: Planning for Academic Instruction for the Whole Class

Step 4: Lesson Adaptations for the Two Focus Students (Same as Step 2)

Step 5: Reflection on Connecting Instructional Planning to Student Characteristics

Assessing Learning Task

A six-step set of questions to guide the selection and planning of an assessment, the implementation of that assessment, and an analysis of evidence of student learning collected through the assessment:

Step 1: Assessment Selection and Planning for the Whole Class

Step 2: Learning about Whole Class and Two Focus Students

Step 3: Assessment Adaptations for Two Focus Students

Step 4: Giving the Assessment to the Whole Class, including Two Focus Students

Step 5: Analyzing Evidence of Student Academic Learning and the Assessment

Step 6: Reflection on Assessment Implementation and Student Learning

Culminating Teaching Experience Task

1. Learning about the Whole Class and Two Focus Students (An English Learner & A Student Who Presents a Different Instructional Challenge)
2. Learning Environment and Academic Instructional Planning for the Whole Class
3. Lesson Adaptations for the Two Focus Students
4. Teaching and Video Recording the Lesson: Whole Class, including Two Focus Students
5. Analyzing the Lesson
6. Reflection after Instruction

NCATE Alliance -Jim Cibulka-NCATE

- Build strong prototypes of clinical experiences
- Build evidentiary base
- Identify barriers
- Work on scale up

California has already launched its Alliance and hosted a Summit. See last newsletter. Priorities include:

1. creating exemplary clinical partnerships and sites that meet district needs;
2. developing the co-teaching model between candidates and mentor teachers at demonstration sites to enhance schools' instructional capacity;
3. development of a unique collaborative induction model that retains non-employed recent graduates in the profession;
4. admission of candidates;
5. program outcomes assessment.---some will pilot assessing program outcomes based on P-12 student performance, building on the pioneering work of the CSU Center for Teacher Quality in value-added assessment.

Alabama Department of Education--John Bell Ed Leadership

State brought together deans and closed all educational leadership programs. Previously preparing 1700 candidates for 170 positions. Used ISLLC standards. Can't enter a principal program unless supported by a district. Previously using a grab-bag approach and moved towards a grow your own approach. Every university had to design an interview process with LEA members included in process. Limited cohort size to 25. Must have 3 years classroom teaching. Every course has to have field experiences tied to standards. E-folio includes video portfolio showing leadership in school settings. Includes candidate videotaped discussing their program experience. Follow graduates for three years. Took two to three years to redesign programs

Other keynotes:

Joseph F. Murphy, Peabody College, Vanderbilt University--described a tool developed and used to evaluate school administrators.

Michael Fullan—the Wrong Drivers for School Reform based on lessons learned in England and Canada.

Success at the Core –free website with videos focused on four elements:

- What is rigorous, relevant, and real **curricular content**?
- What are active and exploratory **instructional strategies**?
- What are authentic and student centered **assessment practices**?
- What are **support structures** that help students meet high expectations?

http://www.successatthecore.com/teacher_development.aspx

State Team Meeting

What will be the collaborative drivers that will make a difference in Oregon in moving towards programs that emphasize educator effectiveness?

- -NCATE Alliance—Field Experience—regular summits—projects that can be shared across institutions
 - Portland Metro Education Partnership
 - SK Collaborative for Clinical Partnerships
- -Oregon Coalition for Quality Teaching and Learning
 - Teacher Preparation Improvement Fund
 - InTASC work
- -ODE--Survey of districts regarding teacher evaluation—AARA

- -Oregon Leadership Network-building on the Wallace Foundation work
- -Teacher Incentive Fund-CLASS Chalkboard project in 12 districts
- TSPC rule changes and changes in program reviews
- -OACTE/OICA—how can we maximize potential collaboration

Michael Fullan Getting Whole System Reform

Lessons learned from work in England:

Positive Drivers: Focus on numeracy and literacy and capacity building

Negative Drivers: Obsession about targets and punitive accountability

Wrong drivers—may not be forever wrong but may be wrong as key drivers on the front end.

- Accountability versus capacity building—get better accountability paying attention to the right drivers.
- Standards, assessment, instruction—accountability fails to look at #3 so the stool collapses.
- Individual vs. Group—Math study in Pittsburg—social capability—social interaction within the school more important than human capital.
- Technology vs pedagogy—Tech should not overwhelm pedagogy
- Fragmented vs systemic

State level needs

Governor's support—

Guiding coalition monitoring implementation—focus on goals and strategies

Change in cultures and role of state department of Ed-

Partnership with the sector

Focus on collective capacity building with linkage to results

Transparency of results and practice

Reduce distractors

Four year collective bargaining agreements

Reinforcers

Resolute leadership

Respect for the sector

Communication