Creating Coherence:

Connecting *All the Standards* To reach *All Learners*

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Part 1: Introductions
Agenda

- Overview
- Activity 1: Who’s in the Room?
- Activity 2: Vision of the Ideal Teacher
- Professional Learning
- Core Instructional Practices
- Activity 3: Mapping Professional Standards to Core Instructional Practices
- Activity 4: Making It Visible
- Activity 5: District Huddle – Next Steps
Activity

★ Who’s in the room?

★ Introduce yourself – name
★ Current position
★ Something most people don’t know about you

★ Who’s your ideal teacher?
Learning Target: **We can**

- Ensure that *instruction* reflects that teacher evaluation systems are aligned with the instructional practices required by the Content Standards, and review and plan for supportive professional learning activities.
Success Criteria: *If we are able to*

- Build a shared understanding and language for addressing professional learning for the Content Standards
- Strengthen the connections among Content Standards, district evaluation systems, and school/district professional development plans
- Identify any gaps in support of teachers and discuss concrete steps to address those gaps.
Aligning Systems to Drive Instruction Forward to the Content Standards
Essential Question: What knowledge about standards and practices do you as administrators and evaluators need to be successful Instructional Leaders?
Part 2: High Quality Professional Development

Make it real!
Commitment to Quality

- Learn
- Support
- Mentor,Coach
Part 3: Core Instructional Practices

Connecting Teacher Evaluation and Support Systems to the Content Standards
Convergences

Math

M1: Make sense of problems and persevere in solving them
M2: Reason abstractly and quantitatively
M6: Attend to precision
M7: Look for and make use of structure
M8: Look for and make use of regularity in repeated reasoning
M4: Models with mathematics
S1: Ask questions and define problems
S2: Develop and use models
S5: Use mathematics and computational thinking
S3: Plan and carry out investigations
S4: Analyze and interpret data
S6: Construct explanations and design solutions

Science

E2: Build a strong base of knowledge through content-rich texts
E5: Read, write, and speak grounded in evidence
E3: Obtain, synthesize, and report findings clearly and effectively in response to task and purpose
E7: Come to understand other perspectives and cultures through reading, listening, and collaborations

ELA

E1: Demonstrate independence in reading complex texts, and writing and speaking about them
M3 & E4: Construct viable arguments and critique reasoning of others
S7: Engage in argument from evidence
S8: Obtain, evaluate, and communicate information

Commonalities
Among the Practices in Science, Mathematics and English Language Arts

Based on work by Tina Chuek ell.stanford.edu
Activity

★ Core Instructional Practices
  ★ Discuss the Core Instructional Practices
  ★ Form Groups of 3
  ★ Discuss the Standards – Indicators – Elements that match the Practices
  ★ On the Chart place those that match in the Implicit or Explicit Column

★ Be prepared to share your thinking with the group.
Part 4: Making It Visible

Examining the Evidence
What is rigor?

★ Rigor is the instructional goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Activity

★ How would you recognize each Core Instructional Practice *at work* in the classrooms and the school community?

★ Your group will have about 15 minutes to identify evidence and record it on the chart.

★ Next, using a “carousel routine” each team will examine other charts and record additional evidence, comments, or suggestions.

★ Return to your original chart and discuss the additions with your team.
Part 5: District Huddle

Plan Next Steps
Connect the Dots for Student Success!

Frameworks
College & Career Ready
Next Steps

★ Develop an action plan for the Leadership Team – link to already existing plan.

★ Consider 2 Key Themes:
  ★ Supports and Trainings for Evaluators
    ★ Think: Evidence based on grade levels and content expertise
  ★ Professional Learning to Help Teachers Fill in the Gaps
    ★ Think: Opportunities for teachers to make sense of the connections
Learning Target: *We can*

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Success Criteria: *If we are able to*

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Resources

Educator Evaluation Resources
http://www.doe.mass.edu/edeval/

2011 Framework and Crosswalk Resources
http://www.doe.mass.edu/candi/commoncore
References