



2014 Annual SREB Leadership Forum
Connecting College and Career Readiness
Standards with Teacher Evaluation

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The Tennessee Story

- *“We can’t sit back any longer and be followers. We’ve got to step up and be leaders. How can we not? Our students deserve the best, and as educators, it is our responsibility to be the best. If we continue to do what we’ve always done, we’ll continue to get what we’ve always gotten, and for Tennessee, that is no longer good enough.”*

--Lisa Choate, Cannon Co. Teacher and 2013 Math Core Coach

Tennessee has taken many bold steps toward reform in the past several years

2007

- U.S. Chamber of Commerce gives Tennessee an F rating for lack of “truth in advertising” in state standards

2010

- Tennessee Diploma Project standards change takes effect
- First to the Top Act is passed
- Tennessee wins Race to the Top grant

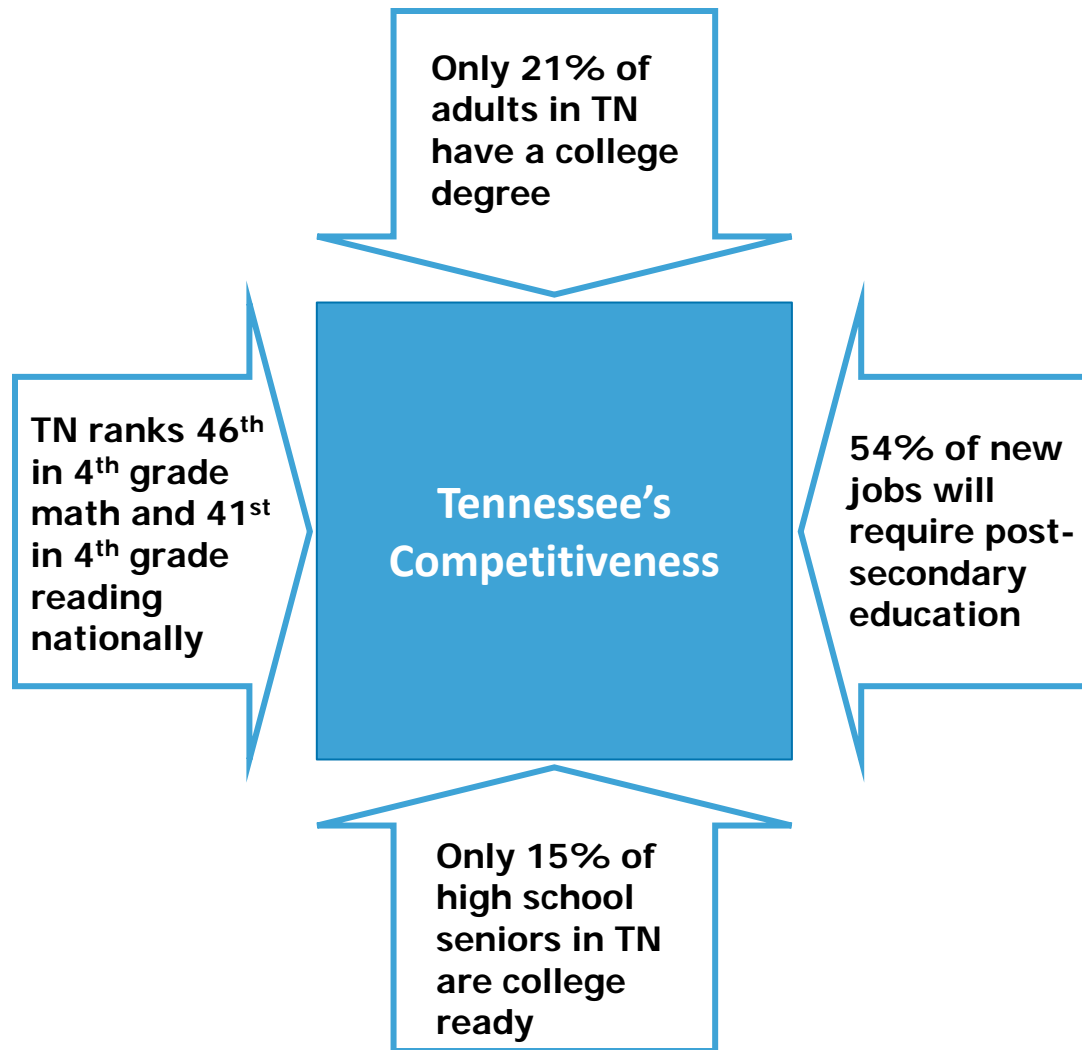
2011

- Tenure reform is passed, linking tenure to performance.
- Charter bill is passed, lifting cap and removing enrollment restrictions

2012

- First year of teacher evaluation, changes proposed for year two
- Waiver from No Child Left Behind is granted

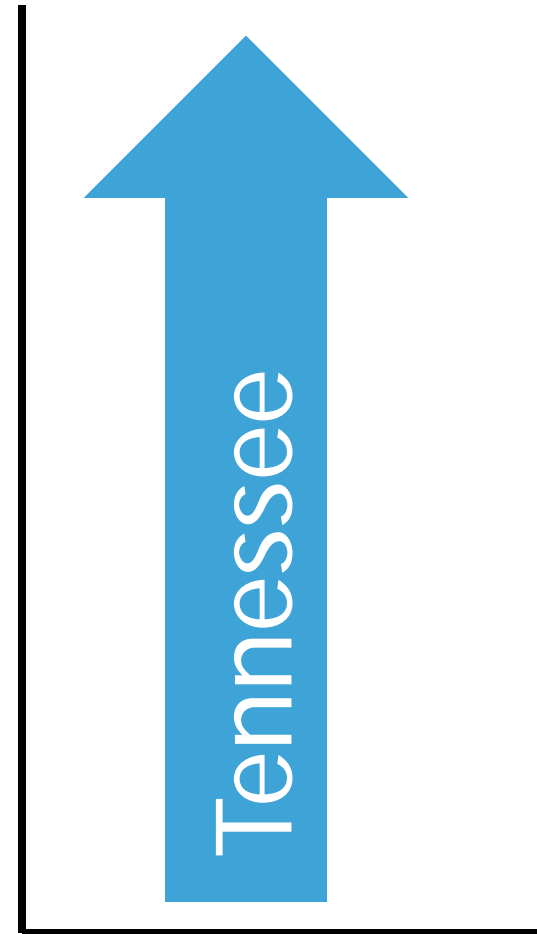
Transforming Tennessee's education system must be a statewide priority



We aim to be the fastest improving state in the nation by 2015

We will measure our success by our progress on NAEP, ACT, and PARCC

*Tennessee had the largest recorded growth in NAEP history!



Lever # 1: Teacher Evaluation revisions for 13-14

- Educators' perceptions of the system improved
- More teachers received individual growth scores
- More support for struggling observers
- Revisions made to reflect Common Core State Standards
- Districts made modifications under flexibility plans

TEAM Teacher Rubric Revisions for 13-14

- *Activities and Materials Indicator*

Adding descriptors emphasizing the importance of complexity and analysis helps bring the language of Common Core and evaluation into alignment. Activities and materials that met the expectations already described in the indicator are likely to also meet the expectations of complexity and analysis.

- *Questioning Indicator*

Adding descriptors emphasizing the importance of citing evidence, texts and assessing and advancing student learning helps bring the language of Common Core and evaluation into alignment. Questioning that met the expectations already described in the indicator are likely to also meet the expectations of the new descriptors. The heavier emphasis on texts reflects a similar emphasis in Common Core.

Examples of Evidence for Quality of Teacher Evaluation: Teacher Interview/Survey Questions

- What is the purpose of teacher evaluation at your school?
- Would you say your evaluators generally score too low; exactly right, or too high? Explain.
- Describe the quality of post-conference feedback you've received related to improving teaching practices and increasing student achievement.
- Describe the quality of school-based professional learning opportunities you've participated in related to improving teaching practices and increasing student achievement.

Lever # 2: TEAM Administrator Evaluation Rubric

| Unique Indicators | Looks Like | Sounds Like | Sample Evidence | District Supports |
|--|------------|-------------|-----------------|-------------------|
| Capacity Building | | | | |
| Interventions | | | | |
| Leveraging Educator Strengths | | | | |
| Differentiated Professional Learning | | | | |
| Induction, Support, Retention and Growth | | | | |
| Teacher Leaders | | | | |
| Self Practice | | | | |

Alignment of Indicator with Common Core

| Indicator | Level 5 | Level 3 |
|---|---|---|
| <p>Capacity Building: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards</p> | <p>Utilizes shared leadership practices to build capacity of nearly all educators for:</p> <ul style="list-style-type: none"> • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Maintaining a system for monitoring student work for rigor and curriculum alignment | <p>Builds capacity among educators for:</p> <ul style="list-style-type: none"> • Developing an accurate understanding of Tennessee-adopted standards and instructional practices • Establishing a system for monitoring student work for rigor and curriculum alignment |
| | | |

Alignment of Indicator with Common Core

| Indicator | Looks Like | Sounds Like | Sample Evidence | District Supports |
|---|--------------------------|--|-------------------|--|
| <p>Capacity Building: Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted standards</p> | <p>Principal led PLC</p> | <p>Principal and teachers discussing future lesson plans. They will also determine what students will do when they master the content and what students will do when they do not master the content.</p> | <p>PLC Agenda</p> | <p>District could send the principal to a school where principal led PLCs are effective.</p> |
| | | | | |

Professional Learning Support Tool # 1: TNCORE Initiative

- Focus on the three legs of the CC stool: Quality training and support, aligned materials and resources, and assessment transparency.
- 40,000 teachers have been trained by 700 peer Core coaches between 2011-13.
- Common Core Leadership Council – a group of 25 district leaders, at every level, charged with leading Tennessee’s transition to Common Core State Standards.
- Trainings were offered in math by grade level or course (K, 1, 2, 3, 4, 5, 6, 7, 8, Algebra I, Geometry, Algebra II), in English language arts by grade or grade band (K, 1, 2, 3, 4-5, 6-8, 9-10, 11-12) and in content areas by grade band (Science 6-8, Science 9-12, Social Studies 6-8, Social Studies 9-12 and CTE – career and technical education.)
- In each of the 8 Centers of Regional Excellence (CORE) regional offices, these courses were offered monthly (with staggered scheduling options that include morning, afternoon, evening and weekend meetings).


Professional Learning Support Tool # 2: Action Briefs with 12 Changes Supporting the Role of School Leaders in Transitioning to CCSS


Implementing the
Common Core
State Standards


The Role of the Elementary School Leader


With support from **MetLife Foundation**

A Joint Action Brief by

 Achieve

 college summit
connect to your future

 nassp
national association of
secondary school principals

 naesp
Leading Learning Communities


Revised, February 2013


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The Role of the Secondary School Leader


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School-wide Changes

#1 – Culture

#2 – Literacy Instruction

#3 – Text Complexity &
Informational Text

#4 – Close Reading and
Text-based Response

#5 – Writing Across
Content Areas

#6 – Mathematics
Instruction

#7 – Student Engagement
& Collaboration

#8 – Instructional Time

#9 – Create-and-Learn vs.
Sit-and-Get

#10 – Professional
Learning

#11 – Assessment

#12 – Technology
Integration

School-wide Change #1

Culture

“Study after study points to the principal as the single key to a strong school culture.”

An effective principal accounts for **25 percent** of a school’s impact on student gains, while teacher effectiveness accounts for 33 percent.

School-wide Change #1

Culture

Characteristics of faculty/staff in strong school cultures

- More adaptable to change
- Higher motivation
- More commitment
- More cooperation and collaboration
- Better able to resolve conflicts
- Greater capacity for innovation
- Effective in achieving goals

School-wide Change #1

Culture

Four Focus Areas for Strong Culture

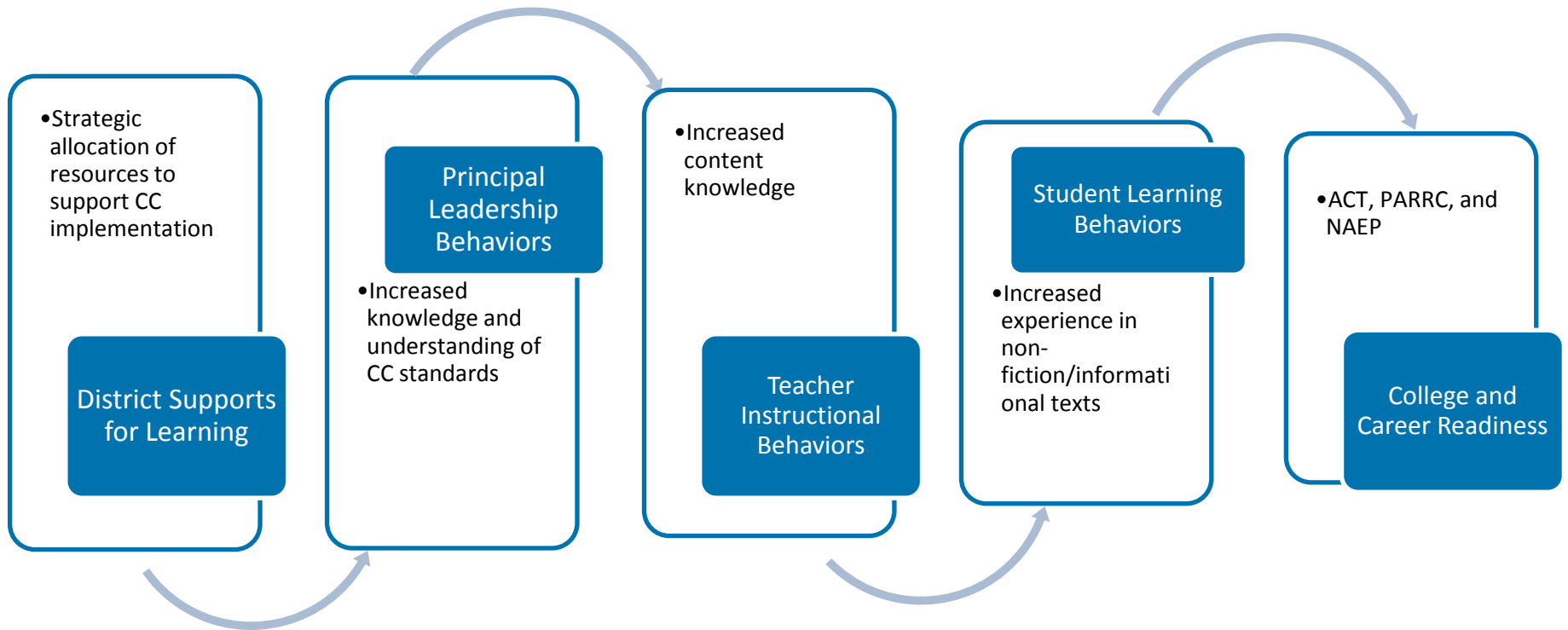
Partnerships with learning focus

Collaborative conversations centered around student learning

Build trust

Develop leaders

Professional Learning Support Tool # 3: Common Core Implementation Continuum



Common Core Implementation Model

- What student learning behaviors must change to ensure college and career readiness?
- What teacher instructional behaviors must change to drive the student learning behaviors that will ensure college and career readiness?
- What principal leadership behaviors must change to foster the teacher instructional behaviors required to drive student learning behaviors that will ensure college and career readiness?
- What district supports for ensuring college and career readiness must change?
- How do you see your role in supporting Common Core implementation and College and Career Readiness for all students?

Shifts in school leadership

| FROM... | TO... |
|--|---|
| <ul style="list-style-type: none">• Building manager and sole instructional leader• Focus on evaluation checklist and scores• Emphasis on individual planning for teachers• Primary focus of hiring, placement, and retention of teachers based on years of experience and possession of degree• One-time, external provider of professional development targeting whole faculty | <ul style="list-style-type: none">• Shared leadership model• Coaching, with relevant and timely feedback to improve practice for all• Collaborative planning with structures that provide support and a strong focus on best practices• Placement decisions based on analysis of relevant teacher level data and student outcomes• Sustained, job-embedded, and personalized professional learning driven by student achievement data and relevant to adult learner needs |

Resources

- <http://team-tn.org/>
- <http://www.tncore.org/>