

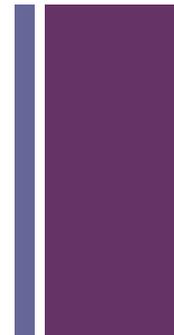
2014 Annual SREB Leadership Forum

May 2014

Connecting
College and Career Readiness Standards
with Teacher Evaluation



Ayers Institute Focus



- **Our mission:** to support teachers and leaders in improving student outcomes through proven professional learning and innovative instructional ideas
- **Our vision:** to become Tennessee's premier clearinghouse and resource for professional learning opportunities and support to improve student outcomes



SREB Promising Practices and Policies for College and Career Readiness

- + *Teacher development should not be seen as an afterthought, but rather as a means-to-the-end of helping more students graduate college- and career-ready.***

From SREB State College and Career Readiness Initiatives



INVEST Project Goals



- To prepare the next generation of teachers to effectively use College and Career Readiness Standards (CCSS)
- To guide the development of resources for IHEs for the implementation of College and Career Readiness Standards (CCSS)
- To represent the diverse interests of the educator preparation community in integrating College and Career Readiness Standards (CCSS) into teacher training
- To facilitate communication between Arts and Sciences and College of Education faculty on College and Career Readiness Standards (CCSS) implementation



Partnership with TN Higher Ed Commission



- Funded as part of Tennessee's Race to the Top program to ensure the pipeline of teachers are adequately prepared to teach to the new, more rigorous standards
- Creating resources for university faculty to use when preparing new teachers to employ the national and state-adopted College and Career Readiness Standards (CCSS).
- Advised by a Higher Education Common Core Advisory Board
- *“The Tennessee Higher Education Commission is excited to partner with the Ayers Institute for Teacher Learning and Innovation at Lipscomb University on this important endeavor. This program will ensure that future teachers are prepared to help students learn on the first day in the classroom” --Dr. Richard G. Rhoda, executive director of the Tennessee Higher Education Commission.*



+ THE RESOURCES

*Preparing pre-service teachers for College and
Career Readiness Standards*



The Content:

Full-length videos of model classroom lessons

Web-based content available to all teacher preparation programs in the state

A facilitator's guide with specific activities for each video lesson

IHE advisory board members as key producers of lesson content for facilitator's guide



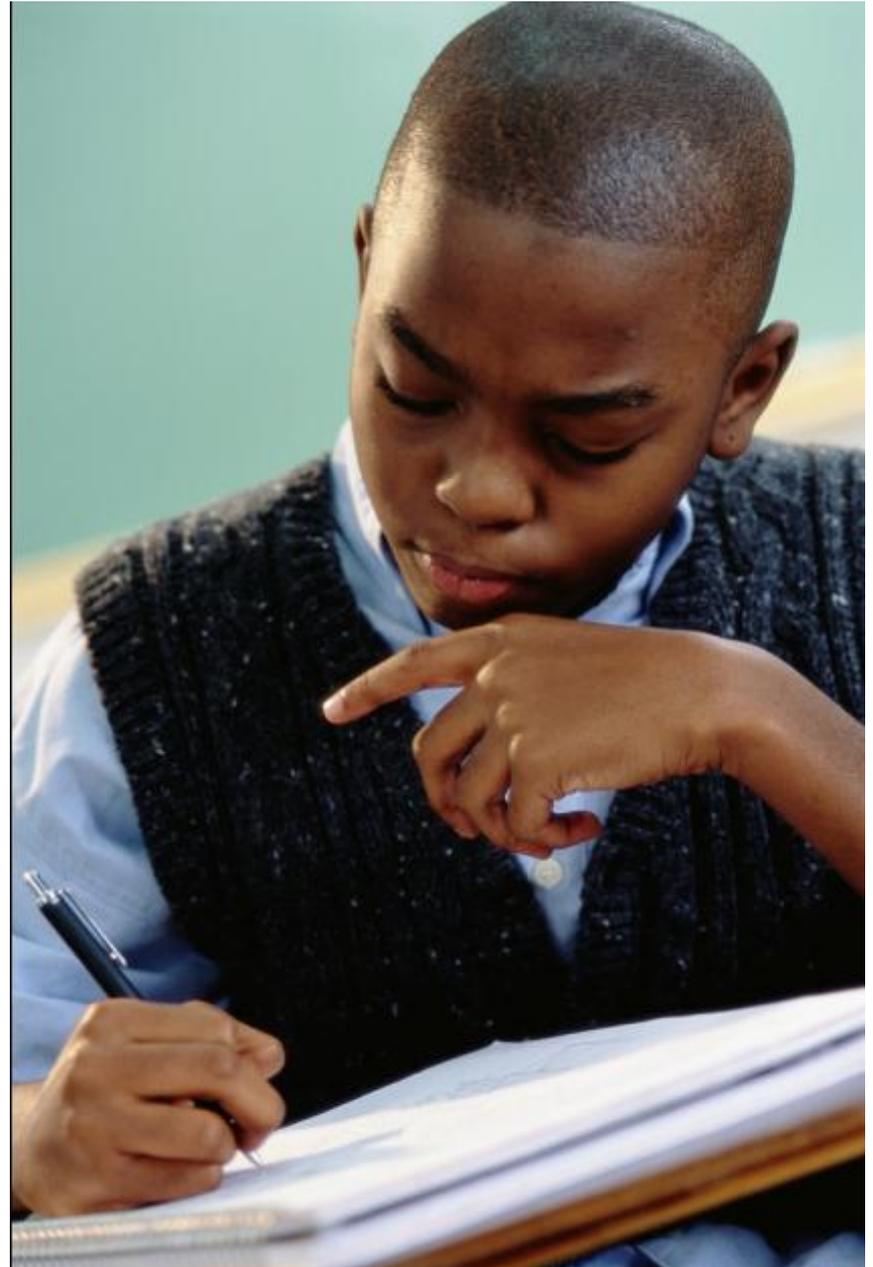


IHE CCSS Video Resource Production: Year One

CCSS model lessons

- Introduction to CCSS
- 4th grade math
- 5th grade math
- 7th grade math
- 7th grade ELA
- Math practice standards

Facilitator's guides on
model lessons





IHE CCSS Video Resource Production: Year Two

CCSS model lessons

- 1st grade reading
- High School math (Alg. I)
- High School ELA
- High School chemistry
- PLC planning
- PLC reflection

Facilitator's guides on model lessons

TEAM evaluations of Year 2 model lessons with activities





IHE CCSS Video Resource Production: Year Three

CCSS model lessons

- TEAM (13 chapters)
- High School SS
- High School CTE
- 1st grade reading
- 3rd grade reading
- 3rd grade math
- Fine Arts

Leadership resources

- Culture of Collaboration
- Culture of Coaching
- Data-rich Culture

Facilitator's guide with TEAM evaluations and activities





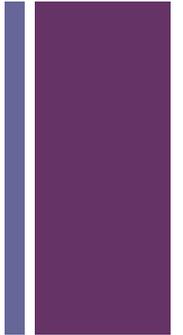
+ TRAINING IHEs

*Training the Institutes of Higher Education in
College and Career Readiness Standards
(CCSS) preparation*



Spring 2013 and 2014 Training

A Partnership between NMSI and the Ayers Institute



- 2013: Two-day training
 - Day 1: Training on College and Career Readiness Standards (CCSS) instructional shifts
 - Day 2: Training on resources available to assist with transition
 - Create opportunities for university teams to come together to discuss successful implementation of College and Career Readiness Standards (CCSS)
 - Teams include both Education and Arts and Sciences faculty

- 2014: One-day training
 - Tier 1: Training for those who did not attend 2013 sessions
 - Tier 2: Training for those who did attend 2013 session on new resources and additional topics
 - Teams include both Education and Arts and Sciences faculty

- INVEST Conference May 2014



WHAT HAVE WE LEARNED?

How is Common Core connected to TEAM?

+ The common focus of College and Career Readiness Standards and TEAM (teacher evaluation)?

Three words-

Evidence



Rigor



Relevance





Evidence: TEAM and CCSS



TEAM

- ❑ Questions require students to **regularly cite evidence** throughout the lesson
- ❑ The teacher thoroughly teaches **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information
- ❑ When text is involved, majority of **questions are text based**

CCSS

- ❑ Students are expected to make the shift from answering solely from prior knowledge and personal experience, to **defending claims based on text(s)**
- ❑ Students will be expected to **defend claims from both informational and literary texts**
- ❑ **Text-dependent questions** are a key tool for teachers to move students toward these goals

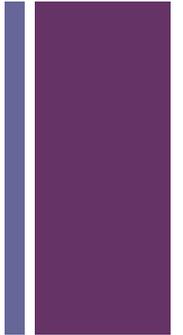
+ Rigor: TEAM and CCSS

TEAM

- ❑ Expectations for student performances are **clear, demanding, and high**
- ❑ Activities and materials are **challenging**
- ❑ The preponderance of activities demand **complex thinking and analysis**
- ❑ Texts and tasks are **appropriately complex**

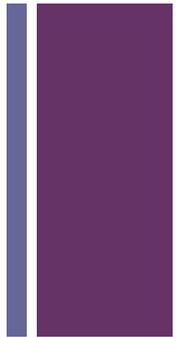
CCSS

- ❑ Students will learn to access [mathematical] concepts from a **variety of perspectives** (and defend these perspectives)
- ❑ Call for **speed and accuracy** in calculation—students practice core functions to improve fluency
- ❑ **Text complexity** becomes the standard by which teachers will be selecting texts
- ❑ Students will be **interacting with increasingly complex texts**





Relevance: TEAM and CCSS



TEAM

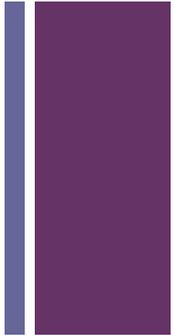
- ❑ The teacher consistently organizes the content so that it is personally **meaningful** and **relevant** to students
- ❑ Students generate questions that lead to **further inquiry** and **self-directed learning**
- ❑ The teacher thoroughly teaches practical thinking, where **students use, apply, and implement** what they learn in real-life scenarios

CCSS

- ❑ Relevance is essential to learning:
 - Relevance as related to the **instructional goals** (are we learning something worth learning?)
 - Relevance as related to **student expectations** (do your expectations lead to college and career readiness?)
 - Relevance as related to **student engagement** (I will remember what I do, maybe not what you say.)



Shared focus of TEAM and CCSS



- **Evidence** quote from Charlotte Danielson:

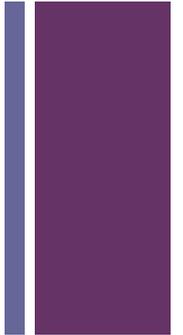
...when I walk into a classroom, of course I care about what the **teacher** is doing, but in some ways I care even more about what the **students** are doing. What's the nature of the task? Are **students** being invited, or even required, to think? Naturally, that has implications for what the teacher is doing and what the teacher has *already* done. That is, has the teacher designed **learning experiences for kids that engage them in thinking or formulating and testing hypotheses or challenging one another respectfully or developing an understanding of a concept?** You really only know what a **teacher is doing** when you look at what **the students are doing**. I also listen carefully to how teachers **question** students—if they ask kids to explain their **or instance**. That's very different from just saying that's the right or wrong answer. It's a very different mindset about wanting to understand the **students' thinking** and their **degree and level of understanding**.

Relevance

Rigor



College and Career Readiness Standards and IHEs



- College and Career Readiness Standards (CCSS) are impacting teacher preparation and **collaboration** between arts and sciences and education faculty
- Professional development for pre-service and new teachers is enhanced through the use of **video**
- Common Core pushes teacher preparation to think about ***planning and instruction*** rather than ***one right lesson plan format***



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Questions