

Lead Evaluator Training

2012-2013

Day 6



INSTRUCTIONAL SUPPORT

Agenda

- Just how is this thing supposed to go?
- Math!
- Evidence Collection
- Inter-rater agreement and reliability
- “Specific considerations in evaluating teachers and principals of ELLs and students with disabilities”

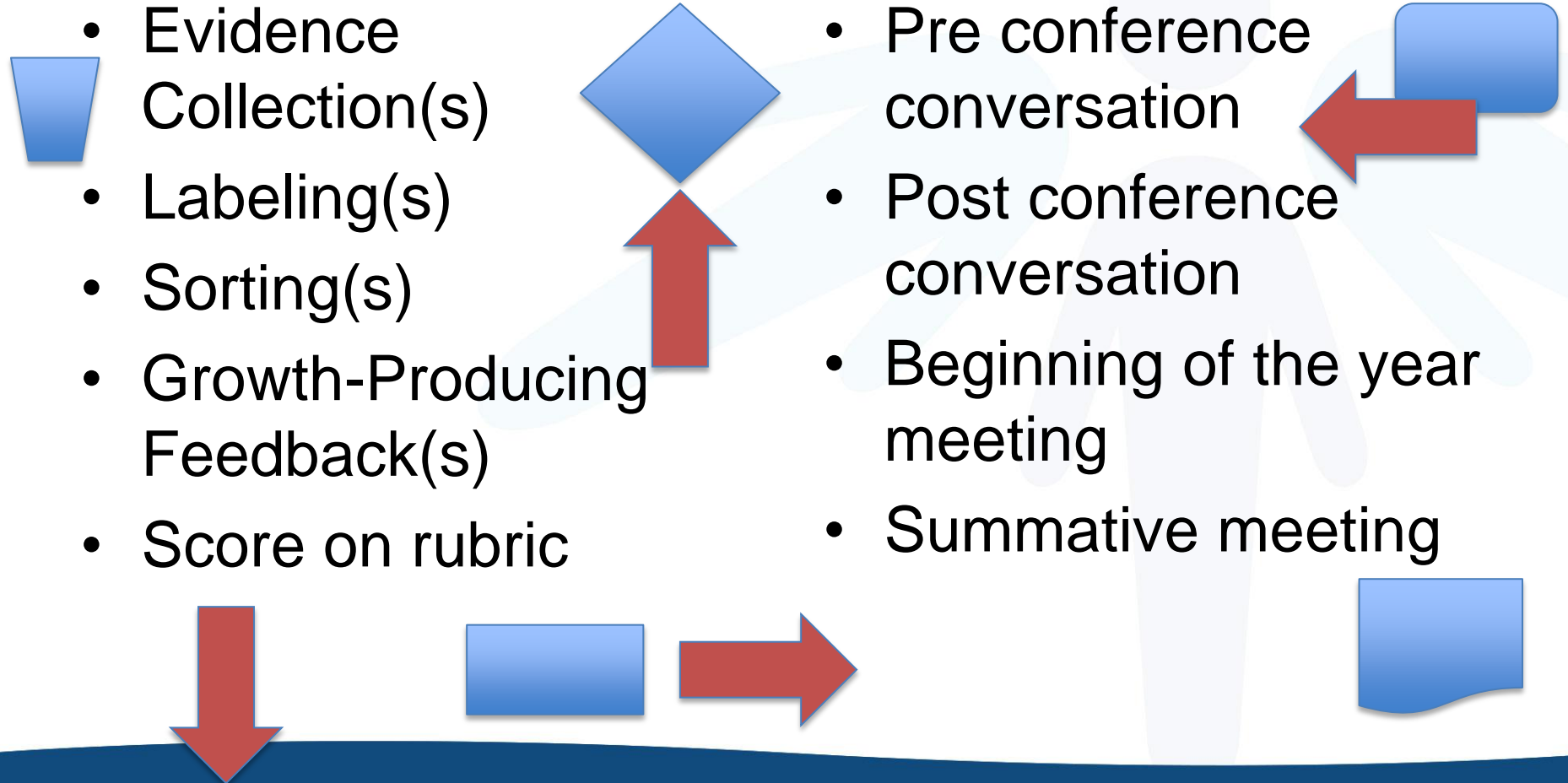
On the chart paper at your table, draw a flow chart of how the process is supposed to work. Include:

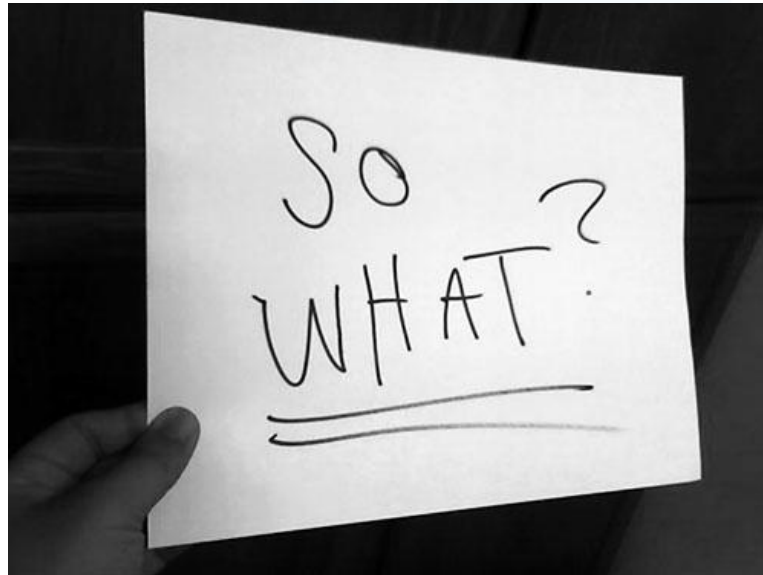
Required pieces:

- Evidence Collection(s)
- Labeling(s)
- Sorting(s)
- Growth-Producing Feedback(s)
- Score on rubric

Optional pieces:

- Pre conference conversation
- Post conference conversation
- Beginning of the year meeting
- Summative meeting





ELA



INSTRUCTIONAL SUPPORT

One More Thing For Now... Posters!

Shifts in ELA/ Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Mathematics



INSTRUCTIONAL SUPPORT

Introduction



Six Shifts: Math

Focus

Coherence

Fluency

Deep Understanding

Applications

Dual Intensity

Mathematical Practices:

- Make sense of problems & persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

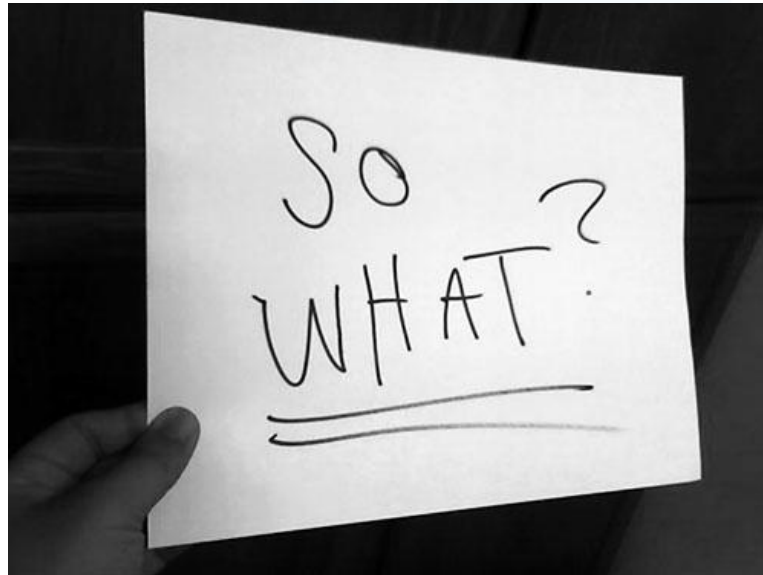
Math Emphases

Grade 7

Focus	Additional	Sample
<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems. <p>The Number System</p> <ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions. <p>Geometry</p> <ul style="list-style-type: none"> Solve real-life and mathematical problems using numerical and algebraic expressions and equations.¹ 	<p>Expressions and Equations</p> <ul style="list-style-type: none"> Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. <p>Geometry</p> <ul style="list-style-type: none"> Draw, construct and describe geometrical figures and describe the relationships between them. <p>Statistics and Probability</p> <ul style="list-style-type: none"> Use random sampling to draw inferences about a population. 	<p>Statistics and Probability</p> <ul style="list-style-type: none"> Investigate chance processes and develop, use, and evaluate probability models. Draw informal comparative inferences about two populations.

Depth Opportunities:

RP 2; NS 3; EE 3, 4; G 6



Math Walk

- You will need:
 - Sample assessment items
 - Common Core Learning Standards
- You might also need:
 - preApril/postApril
 - Math emphases



Math Walk

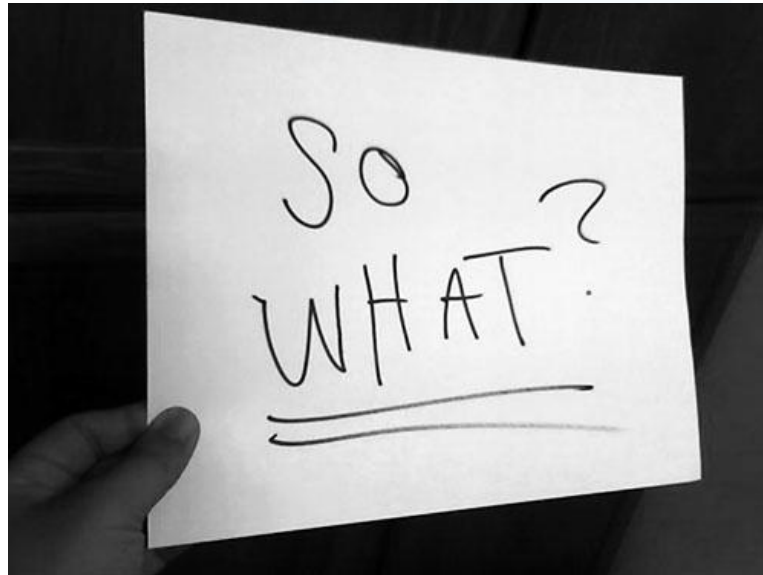


- Select one sample assessment item from a 3rd grade test
- With the corresponding grade's standards in front of you, discuss that item and its annotation with your colleague. What is it measuring? What choices did the item writer make?
- Trace one of those measured standards backwards to lower grades. What is happening in those grades in that same standard? How does it build through P-2?
- Focus now on 2nd grade. How would you measure student knowledge/skill? In that standard for 1st grade?
- **So What?** Does this mean for your math program?

Math Walk - continued



- Trace that same standard up to 8th grade
- Look at the 8th grade sample items and see how it plays out in those questions
- **So What?** are the instructional and programmatic implications?



Timeline

- For 3-8 (P-8) now (you should be operating on your bridge plan)
- For high school, here's the assessment schedule:
 - A1 2013-2014
 - Geometry 2013-2014
 - A2 2014-2015 (PARCC?)

New York State Assessment Transition Plan: ELA and Mathematics

As of March 12, 2012 (Subject to Revision)

Assessment – Subject / Grade	2011-12	2012-13	2013-14	2014-15
ELA				
Grades 3-8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹
Grade 11 Regents	Aligned to 2005 Standards		Regents Exam Aligned to the Common Core ²	Regents Exam Aligned to the Common Core / PARCC ^{1,2}
Math				
Grades 3-8	Aligned to the Common Core		PARCC ¹	
Algebra I	Aligned to 2005 Standards	Aligned to 2005 Standards	Regents Exams Aligned to the Common Core ^{2,3}	
Geometry			Aligned to the 2005 Standards	
Algebra II		Aligned to the 2005 Standards		Regents Exams Aligned to the Common Core / PARCC ^{1,2,3}
Additional State Assessments				
NYSAA ⁴	Aligned to 2005 Standards		Aligned to the Common Core	
NYSESLAT	Aligned to 1996 Standards		Aligned to the Common Core	

Our Students. Their Moment.

What's a Leader To Do?

- Here's a checklist that you can use to keep guide (and keep track of) building and district actions
- Which can you check off now?

Implementing the Common Core: Math

Check the items as they are implemented:

Building Shared Knowledge

- Every teacher of math has a copy of the eight mathematical practices
Notes:
- Every teacher of math has a copy of the appropriate standards
Notes:
- Every teacher of math has a copy of the math emphases (priorities)
Notes:
- Every teacher of math has a copy of pre-Ar1/post-Apel
Notes:
- Every teacher of math has a copy of the district-developed timeline (scope and sequence)
Notes:
- Developmentally appropriate list of mathematical practices posted in each classroom
Notes:
- Teacher practice demonstrates understanding of Common Core, practices, etc.
Notes:

Leadership Team

- Math leadership team has been formulated (administration, math specialists, math initiators and early adopters)
Notes:
- Math leadership team meetings are scheduled for the year
Notes:
- Communication strategies between leadership team and teachers of math are established
Notes:

Think about this activity; **discuss** in your table group:

- Would you do this activity with teachers?
- All of them or just your 3-8?
- What would it accomplish?



Evidence Collection *and* Growth-Producing Feedback



INSTRUCTIONAL SUPPORT

Evidence Collection

- Watch the video
- Collect evidence
- Focus on instruction
 - Standard III (Teaching Standards and NYSUT)
 - Domain 3 (Danielson)



Evidence Collection

- Label the evidence provided to you
- Use Standards (or refer to Danielson)



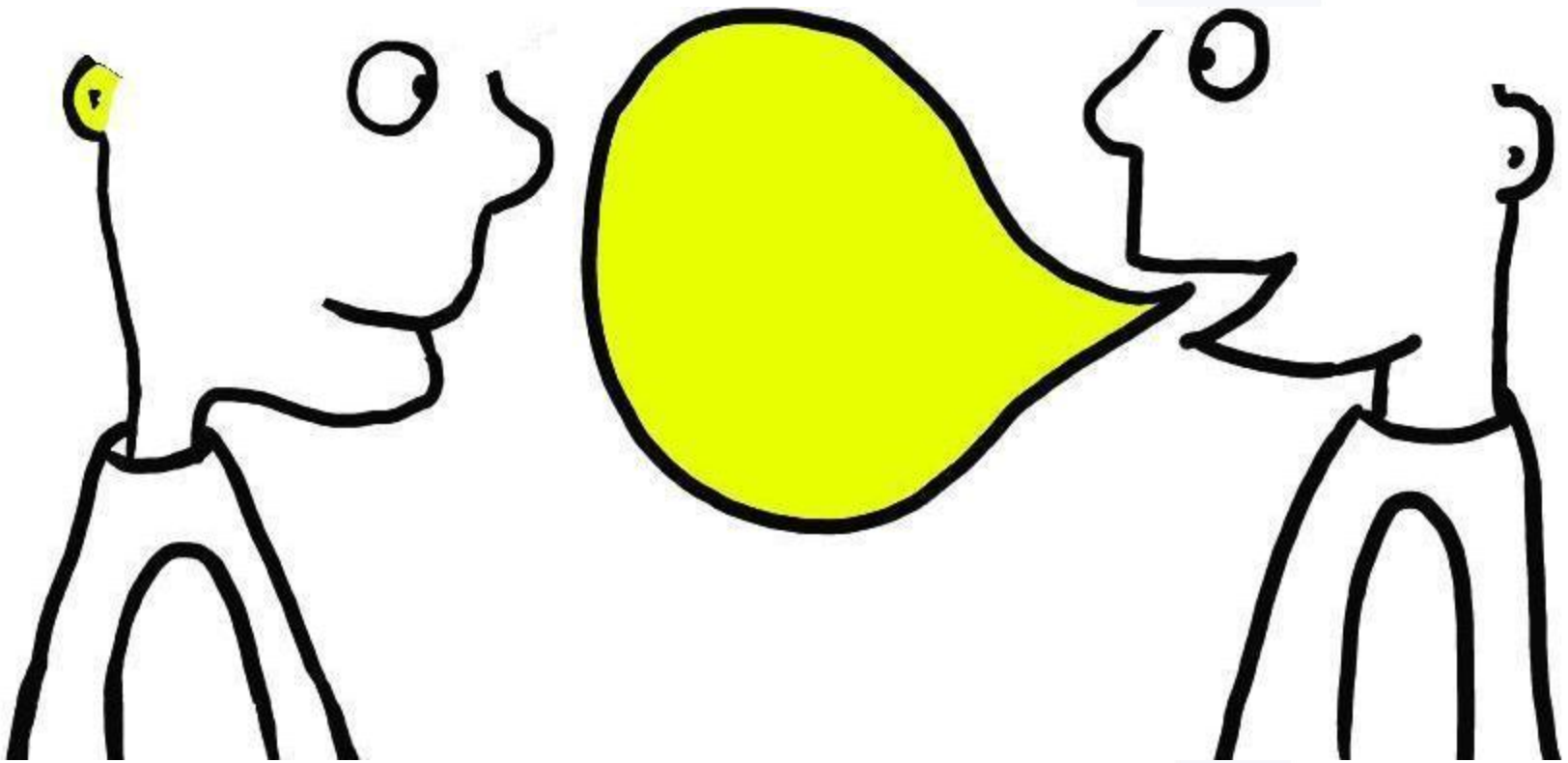
Evidence Collection

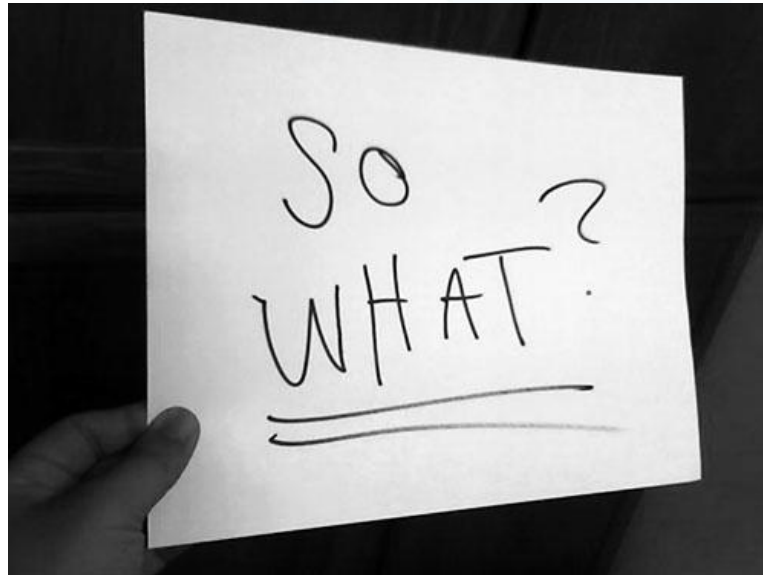
- Rate the teacher on Standard 3 (NYSUT).
- As prompted in [polleverywhere](#), text your rating
- Where were you, compared to
 - Others in the room
(inter-rater agreement)
 - The facilitator
(inter-rater reliability)



Growth-Producing Feedback

- With your neighbor, plan your conversation with the teacher





Next Session

- December 14th in Syracuse
- Agenda will include
 - Evidence Collection and Growth-Producing Feedback
 - Mini-lesson: Data-Driven Instruction
 - Special Considerations (Teachers of ELLs)