Utah's Effectiveness Project for High Quality Education

REVISIONING

ETS · nsdc

First-Stage

Preparatory Practitioner

PREPARATORY PRACTITIONERS – WHO ARE THEY?

Those seeking to become teachers who ...

- *Participate in an accredited preparatory program at a college/university*
- *Engage in other state approved pathways to teaching*
- *Engage in ongoing learning*

RECOMMENDATIONS FOR ENHANCING PREPARATORY PRACTITIONER DEVELOPMENT

- *Include early field experiences in all preparation programs within cross-level cohorts and in a variety of school/community backed settings*
- *Examine cohort exemplary cohort models*
- *Use performance assessments for exiting a preparation program*
- *Build professional growth plans based on feedback from a career inventory and assessment results*
- *Implement innovative internships, professional development school models, and other school-based programs for preparing teachers*
- *Explore multiple models that incentivize student teaching and create a more authentic experience*

Second-Stage Continuum of Practice

Novice Practitioner

NOVICE PRACTITIONERS – WHO ARE THEY?

Teachers who ...

- *Have a teaching position with an initial license*
- *Focus on student and personal growth*
- *Enroll in an alternative program, available from state approved service providers, for professionals from other fields moving to teaching*
- *Develop an awareness of self-efficacy*
- *Engage in professional learning designed to continue the development of novice practitioners*
- *Apprentice in collaborative communities*
- *Receive support from mentoring and induction programs*
- *Develop and refine instructional skills within their classroom*
- *Are teaching a content area or developmental level for the first time*

RECOMMENDATIONS FOR ENHANCING NOVICE PRACTITIONER DEVELOPMENT

- *Require classroom support from compensated, trained mentors*
- *Provide release time for novice and mentor to meet*
- *Offer release time to observe experienced teachers in practice*
- *Provide opportunities to serve as co-teacher with experienced teachers*
- *Implement teacher-as-researcher model*

Third-Stage Continuum of Practice

Developing Practitioner

DEVELOPING PRACTITIONERS – WHO ARE THEY?

Teachers who ...

- *Have a teaching position with a license, preparing for next level of licensure*
- *Are a consumer of, and contributor to, professional learning*
- *Develop an awareness of how personal growth impacts student growth*
- *Differentiate instruction based on knowledge of students*
- *Develop and refine self-efficacy*
- *Engage in professional learning focused on personal needs informed by own practice*
- *Initiate a community of learners*
- *Explore emerging leadership skills and opportunities*
- *Are teaching a content area or developmental level for the first time*

RECOMMENDATIONS FOR ENHANCING DEVELOPING PRACTITIONER DEVELOPMENT

- *Provide release time for career advancement including shadowing, observation, etc.*
- *Offer distributed leadership opportunities (i.e., learning teams)*
- *Engage in authentic and reflective teacher evaluation*
- *Provide opportunities for advancing along various career pathways*
- *Provide meaningful observations of practice with constructive feedback*

Fourth-Stage Continuum of Practice

Experienced Practitioner

EXPERIENCED PRACTITIONERS – WHO ARE THEY?

Teachers who ...

- *Have a teaching position with a professional license*
- *Seek opportunities for leadership roles, both formal and informal*
- *Engage in contributing to learning of colleagues*
- *Promote growth in others to impact student learning*
- *Lead by demonstrating refined knowledge of students to help others differentiate instruction*
- *Influence the efficacy of others*
- *Inform and lead others' professional growth*
- *Lead collaborative communities*
- *Mentor novice and developing educators*
- *Serve as change agents and advocates*
- *Invest in education as a professional career choice*
- *Conduct formative observations of others*

RECOMMENDATIONS FOR ENHANCING EXPERIENCED PRACTITIONER DEVELOPMENT

- *Differentiate staffing options and compensation*
- *Provide release time for experienced practitioners who serve as mentors to work with novice teachers*
- *Distribute leadership through meaningful opportunities (i.e., learning teams)*
- *Provide ongoing and continued professional learning*
- *Develop partnerships to expand opportunities for developing content knowledge and supporting the whole child*
- *Build relationships to establish partnerships with the local and global community*
- *Provide opportunities for facilitating professional learning within school districts and IHEs*
- *Promote job sharing within districts, among districts, and with IHE faculty for the purpose of providing release time for leadership activities and professional support for others*

Utah Educator Advisory Committee

**Teacher Standards
Work Group**

facilitated by

Linda Alder, Coordinator

Educator Quality

**Leadership Standards
Work Group**

facilitated by

Kerrie Naylor, Specialist

Educator Quality

**Educator Evaluation
Work Group**

facilitated by

Sydnee Dickson, Director

Teaching and Learning

Utah Educator Quality Advisory Committee

Teacher Development Group

- USOE
- UEN
- UEA
- LEA Staff
- EYE Coordinators
- IHEs
- USDC
- Consultants

Administrator Development Group

- USOE
- UASSP/UAESP
- UEA
- LEA Staff
- UCEL
- IHEs
- Consultants

Evaluation Workgroup

- Board Member
- Teachers (K-12)
- Principals (K-12)
- Charter Director
- LEA Staff
- HR Director
- UPDC
- UEA
- USOE
- PTSA
- Consultants

Project Phases

Teaching Standards Work Group	Educational Leadership Standards Work Group

Common Guiding Principles

Describes the overarching principles that guide policy, performance, and evaluation.

Teaching Standards, Performance Expectations, and Indicators	**Educational Leadership Standards, Performance Expectations, and Indicators**
Describes the knowledge, skills, and dispositions necessary to teach the Common Core. Includes Essential Knowledge and Critical Dispositions to further define teaching practice. Accompanying rubric defines levels of performance toward the observable actions described by the indicators. May be used for both formative and summative purposes. Establishes minimum attainment for Level 1 and Level 2 performance.	Describes the knowledge, skills, and dispositions necessary to provide leadership for schools and educational programs to support school cultures leading to successful teaching of the Common Core. Defines levels of performance toward the observable actions described by the indicators. May be used for formative and summative purposes. Establishes expectations for educational leadership preparation and practice.

Evaluation System Framework

Defines minimum requirements for educator evaluation programs. Includes a state model, professional development, tools, and other implementation support. Comprises State Board policy for educator evaluation programs.

Effectiveness Project Tools

Professional Development	Measurement Tools	Formative and Summative Assessments
Model Evaluation Plan	Alignment With Common Core	Mentoring and Induction Models
Licensing Requirements	Alternative Preparation Programs	

Additional Development

Teach Leader Area of Concentration or Endorsement

Requirements for University Preparation Programs

Utah Continuum of Professional Practice

Teaching Standards
SOURCES

- CCSSO Common Core State Standards, 2010

- Model Core Teaching Standards. CCSSO, July 2010

- Utah Professional Teacher Standards and Continuum of Teacher Development, USOE 2002

- Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching, 2007*

New Utah Professional Teaching Standards
AREAS OF SIGNIFICANT CHANGE

- Engagement
- Focus
- Explicit/Specific
- Assessment
- Adaptation/Differentiation
- Collaboration
- Diversity
- Differentiation
- Technology
- Communication
- Application and Innovation
- Teacher's Role
- Professionalism

Draft Teaching Standards
January 2011

The Learner and Learning
- **Standard 1: Learner Development**
- **Standard 2: Learning Differences**
- **Standard 3: Learning Environments**

Instructional Practice
- **Standard 4: Content Knowledge**
- **Standard 5: Assessment**
- **Standard 6: Instructional Planning**
- **Standard 7: Instructional Strategies**

Professional Responsibility
- **Standard 8: Reflection and Continuous Growth**
- **Standard 9: Collaboration**
- **Standard 10: Professional and Ethical Behavior**

Educational Leadership Standards SOURCES

- Accomplished Principal Standards: National Board Certification for Educational Leaders, (2010). The National Board for Professional Teaching Standards, Inc., Arlington, VA.

- Educational Leadership Policy Standards: ISLLC 2008: As Adopted by the National Policy Board for Educational Administration, (2008). Council of Chief State School Officers, Washington, DC.

- The Multi-State Consortium: Revisioning the Professional Educator Professional Educator Continuum, (2010). Educational Testing Service, Princeton, NJ.

- Sanders, N. M. and Kearney, K. M., editors, (2008). Performance Expectations and Indicators for Education Leaders. Council of Chief State School Officers, Washington, DC.

Educational Leadership Standards and Performance Expectations

Standard 1: *<u>Visionary Leadership</u>*

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: *<u>Teaching and Learning</u>*

An education leader promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student and staff growth.

Standard 3: *<u>Management for Learning</u>*

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: *<u>Community Collaboration</u>*

An education leader promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5: *<u>Ethical Leadership</u>*

An education leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.

Standard 6: *<u>System Leadership</u>*

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, <u>policy,</u> and cultural context.

Timeline for Utah Effectiveness Project for High Quality Education

- **2010-2011 School Year**

  - **Aug. 2010:** Set up Utah Educator Quality Advisory Committee
  - **Sept. 24:** Held first meeting of Advisory Committee
  - **Oct. 4-5:** Met in Denver with SWCC at WestEd for workshop on Measuring Educator Effectiveness
  - **Oct. –Dec.:** Held Teaching Standards and Educational Leadership Standards Work Groups to develop standards and performance expectations
  - **Jan. 5, 2011:** Shared Effectiveness Project for Quality Education with curriculum directors in statewide meeting
  - **Jan. 6-7:** Met in Phoenix with SWCC for workshop on Measuring Educator Effectiveness to Improve Teaching and Learning
  - **Jan 12:** Met with Superintendent Shumway for Project update
  - **Jan 13:** Met with Deans of Education (Syd)
  - **Feb. – March:** Researched white papers on evaluation, student growth models, assessment and measurement tools, professional practices and align work to Promises to Keep

Timeline Continued...

- **2010– 2011 School Year** (continued)

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- **Feb. 12, 2011:** Update by the Superintendent to the State Board of Education on the Utah Effectiveness Project for High Quality Education
- **Feb. 24–25, 2011:** Share 1st DRAFT of Teaching and Educational Leadership Standards in St. George at the Annual EYE Conference for focus group review
- **Mar. – August:** Continue Teaching and Educational Leadership Standards Work Groups to finalize working DRAFT of Standards, Performance Expectations, Indicators and Rubrics
- **April 2011:** Begin Educator Evaluation Work Group to create Evaluation Standards
- **April 13-14, 2011:** Meet with SWCC in Salt Lake City at workshop on Measuring Student Growth for Teachers in Non-Tested Grades and Subjects
- **May** Meet with common core Math and ELA focus groups to ensure language is embedded in Teaching and Educational Leadership Standards
- **May 4:** Hold Utah Educator Quality Advisory Committee Meeting and update on progress
- **June:** Share Project and Standards with USSA
- **June 3, 2011:** Present to State Board of Education
- **Mar. - July:** Continue collecting current Utah LEA Measurement Tools

Timeline Continued...

- **2011-2012 School Year**

  - **Aug. 2011:** Conduct focus groups and outreach workshops with State Board of Education, LEAs, and Higher Education
  - **Sept. 2011:** Hold Utah Evaluation Summit co-sponsored with SWCC at WestEd to discuss measurement of instruction, tools, and quality education
  - **Sept. – Dec.:** Convene High Quality Instructional Strategies Work Group to ensure 5 Pillars are embedded in Common Core and Evaluation Standards
  - **Sept.- Dec.:** Begin statewide focus groups on Teaching and Educational Leadership Standards, Instructional Strategies, and Educator Evaluation
  - **Nov.:** Present Educator Evaluation System and Teaching and Leader Standards to Utah State Board of Education for adoption.
  - **Jan. – May 2012:** Work on measurement tools, toolkits, and suggested professional development strategies (such as alignment of PD 360 with Common Core State Standards)
  - **Jan. – May 2012:** Continue feedback loop for communication, stakeholder support, and training; convene work groups such as Student Learning, Professional Practice and Responsibility, and Evaluation Process
  - **May – July 2012:** Begin work to implement Standards for preparation programs in Teaching and Educational Leadership in August 2012

Timeline Continued...

- **2012-2013 School Year**

  - **Aug. 2012:** Implementation of Standards for preparation programs
  - **Sept.- May 2013:** Pilot teaching and educational leadership evaluation tools, rubrics, and secure validity and reliability of evaluation instruments

- **2013-2014 School Year**

  - **Aug. 2013** Full Implementation of Elements of Evaluation System