Welcome

Content Collaboratives
Cohort II
Pueblo, CO
July 23-24, 2012
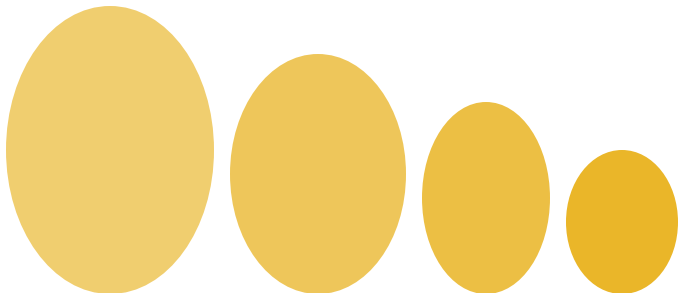
colorado content collaboratives   cde
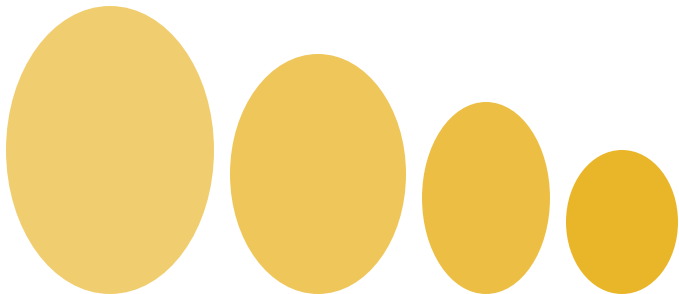
Welcome
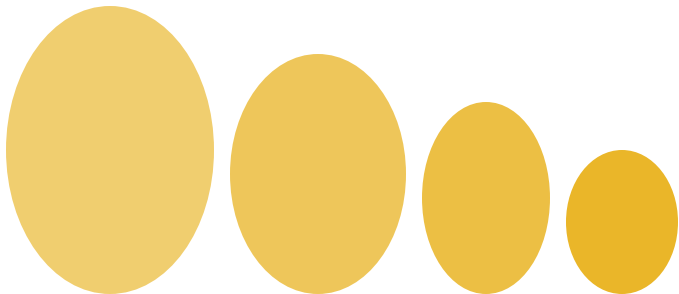
Who is here?

What is the purpose?

Where is this going?

How do we produce something our colleagues want?

Welcome

Colorado Community College System
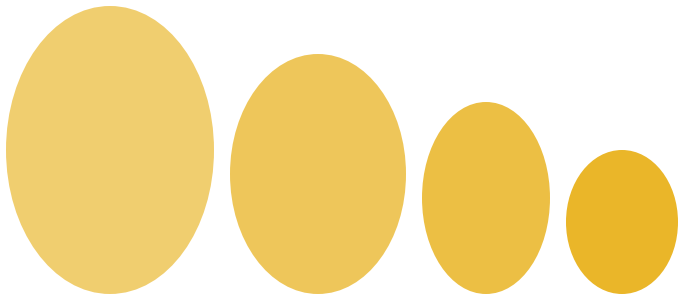
Scott Stump, Dean
Career and Technical Education

colorado content collaboratives   cde

Meeting One

Cohort One

- February –May 2012
  - Dance
  - Drama/Theatre
  - Music
 - Reading/Writing/Comm
  - Social Studies
  - Visual Arts

Cohort Two

- June-December 2012
  - Health
  - Mathematics
  - Physical Education
  - Science
  - World Languages

colorado content collaboratives   cde

Introductions for today

- We are 140 people selected from roughly 400 applicants in a name-blind process, who represent content-specific expertise in Colorado

- National expertise in assessment and technical measurement are assisting this year's work

colorado content collaboratives   cde
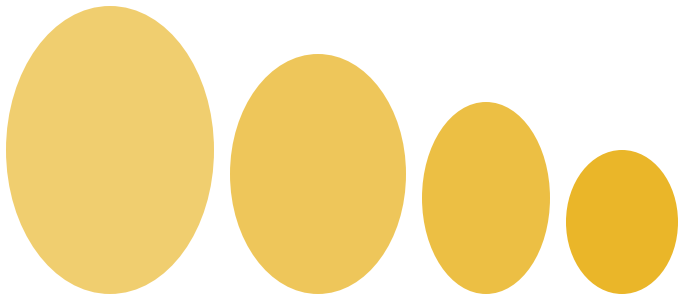
2012 Purpose

- The objective is to identify an initial bank of high quality student academic measures which can be used to determine, in part, the effectiveness of an educator

- Sample measures in each grade for each subject will establish the beginning of on-going "build out" of the bank

- Over time, the Content Collaboratives will focus on developing instructional resources, creating performance tasks and continue to populate the bank with multiple measures that represent both student learning and educator effectiveness

How Colorado Will Determine Student Learning
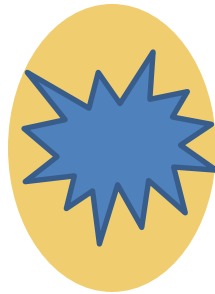
- Quality Criteria for <u>One Measure</u>

- Multiple Measure Design Principles for <u>Combinations of Measures</u>

- <u>Growth Measure</u> Development

colorado content collaboratives   cde

What are we producing collaboratively by December, 2012?

Recommendations of student learning measures for trial

Guiding principles & final protocol

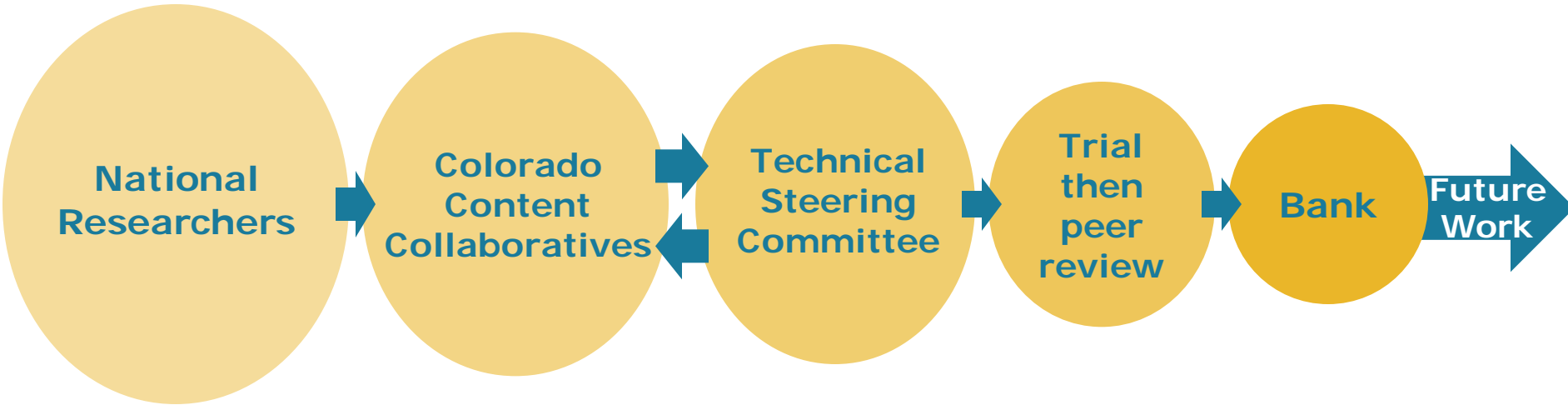colorado content collaboratives   cde
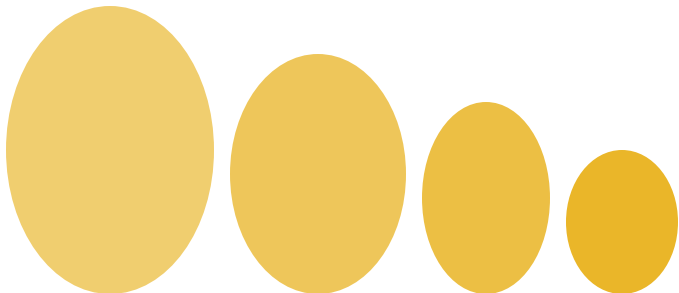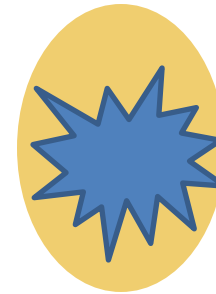
What goes in the bank?

- Identification of assessments a district can use.
- Multiple modes of actual assessments
- TCAP (!)
- Future tasks and items which may become eligible
- Protocol for eligibility

colorado content collaboratives   cde

Cohort II

National Researchers → **Colorado Content Collaboratives** ⇄ **Technical Steering Committee** → **Trial then peer review** → **Bank** → **Future Work**
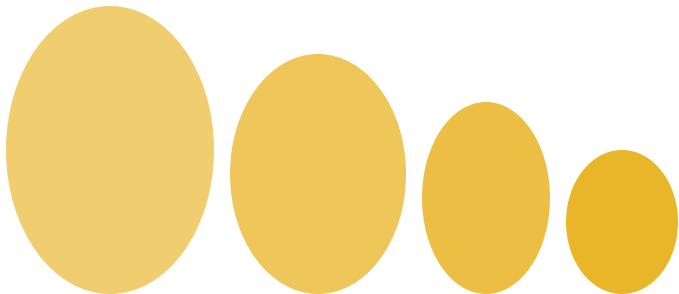
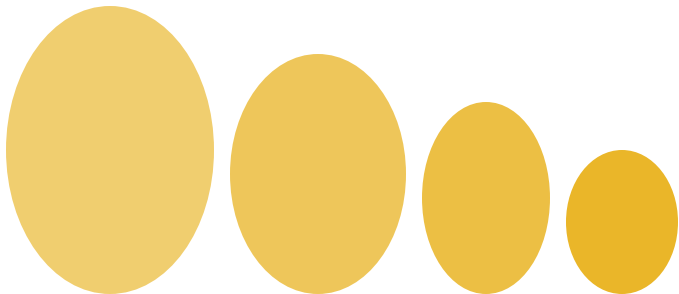| Jul-Sept 2012	July-Nov 2012	Feb-Dec 2012	Jan 2013 - June 2013	Aug 2013
Researchers gather existing fair, valid and reliable measures for consideration.	Collaboratives use review researchers' measures for feasibility, utility and gaps. Prepare to fill gaps. Provide recommendations to Technical Steering Committee.	Technical Steering Committee creates technical principles of measures. Committee technically reviews recommendations of collaboratives.	Piloting and peer review of measures.	Measures placed in online educator effectiveness resource bank for voluntary use.

Think, Pair, Share

- To digest what we have discussed so far, please take a moment to turn to a neighbor and share your response to the question:

    "What excites you about this work?"

colorado content collaboratives   cde

Protocol for Identifying & Developing High Quality Assessments
Review Components

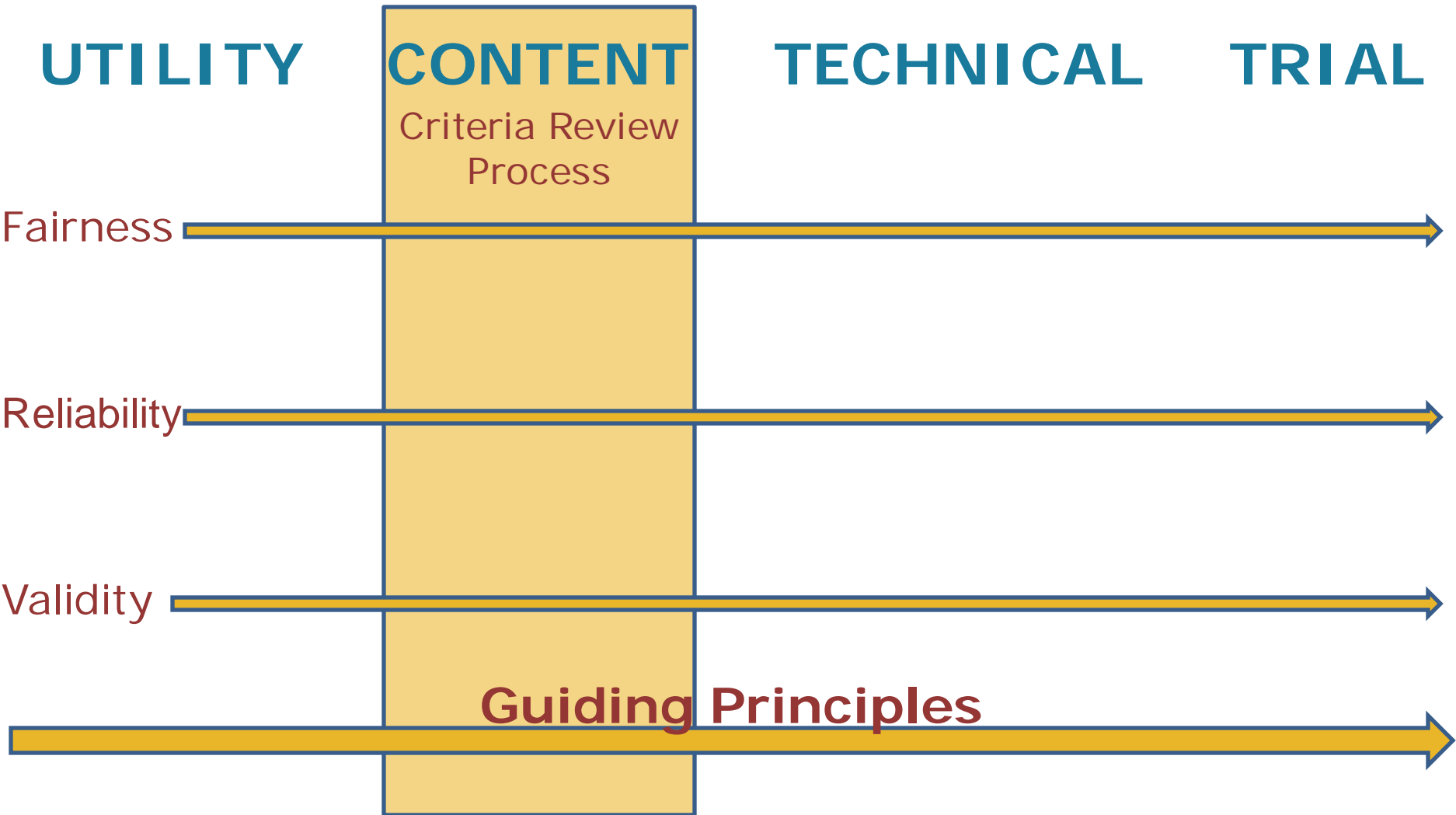| UTILITY | CONTENT | TECHNICAL | TRIAL |

CONTENT
Criteria Review Process

Fairness →

Reliability →

Validity →

**Guiding Principles** →

Where will this process go?

- Like the logo, this gets clearer and more focused over time.

- Your expertise builds networks of greater expertise in Colorado for years to come, building statewide capacity.

- It is both "face to face" strength and a smart use of tech tools (Moodle, eNet, Yammer for the phone, clouds for easy access)

colorado content collaboratives   cde

Where does this go, cont'd

- After a year or two of building dependable ways to measure the standards/mastery, the content collaboratives will focus next on superb ways to better teach students for mastery. (2013-2014)

- Possibly the third wave of expertise statewide becomes student teaching and higher education supports(?)

Statewide expertise

Measuring Mastery

Improved Lessons to Mastery

Efficient Mastery Thinking
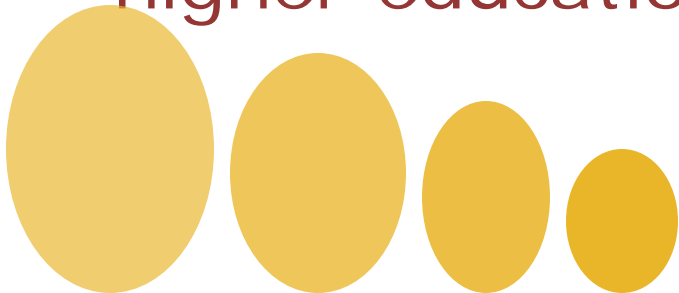
colorado content collaboratives   cde
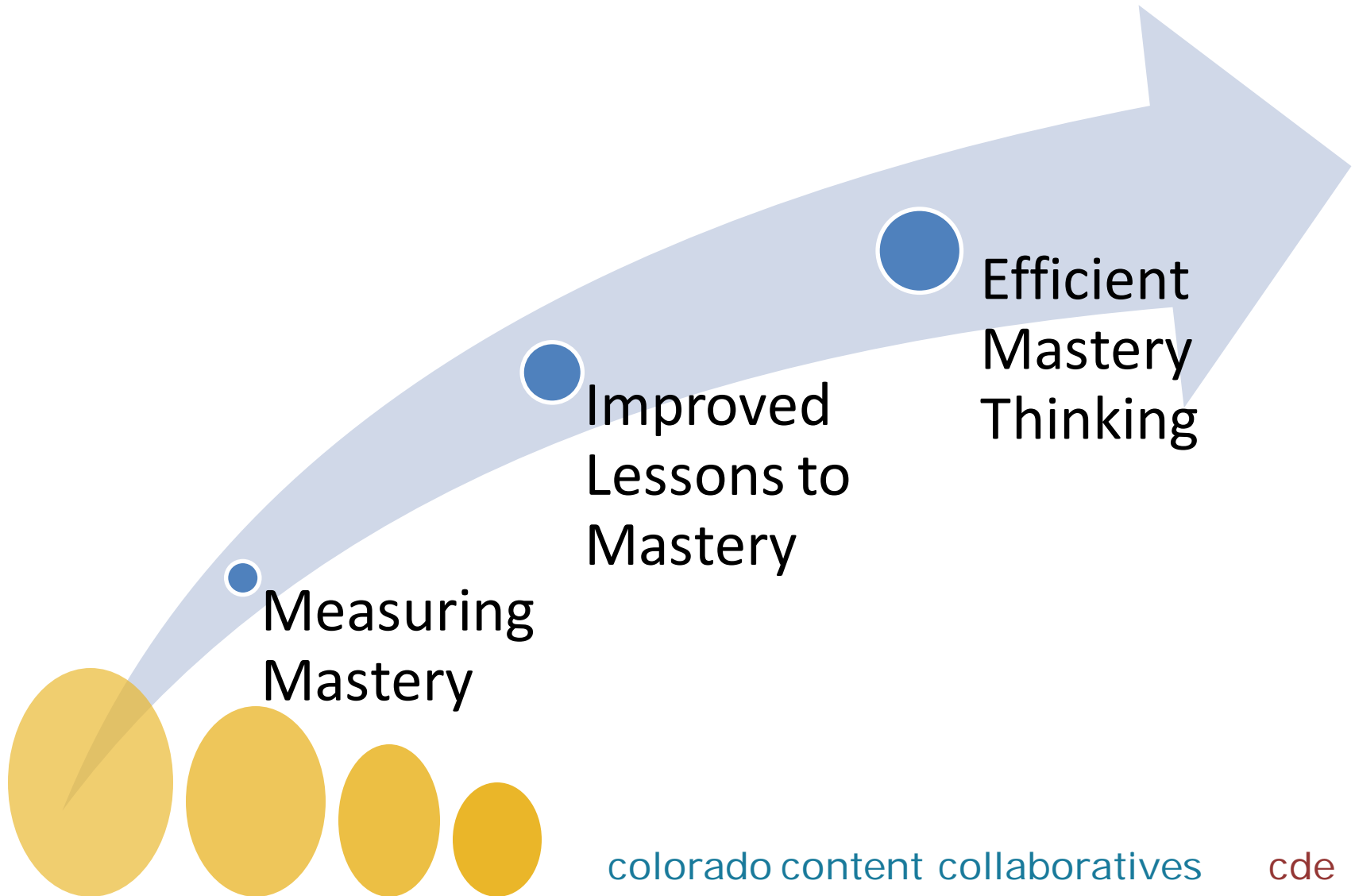
Why start this club with the identification of MEASURES?

- Without clear and trustworthy feedback, the impression of success becomes very subjective.

- Like the standards, begin with the "end in mind" with each grade and in each subject for the child. Measure the progress and confusion. Track the gains! Note the persistent failure.

The right question..

What does mastery look like?:

- For the student?
- For the teacher

Reading, Writing, and Communicating
Grade Level Expectations at a Glance

Standard	Grade Level Expectation
Twelfth Grade	
1. Oral Expression and Listening	1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness 2. Effective collaborative groups accomplish goals
2. Reading for All Purposes	1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies 2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
3. Writing and Composition	1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes 3. Standard English conventions effectively communicate to targeted audiences and purposes
4. Research and Reasoning	1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes 2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment

colorado content collaboratives   cde
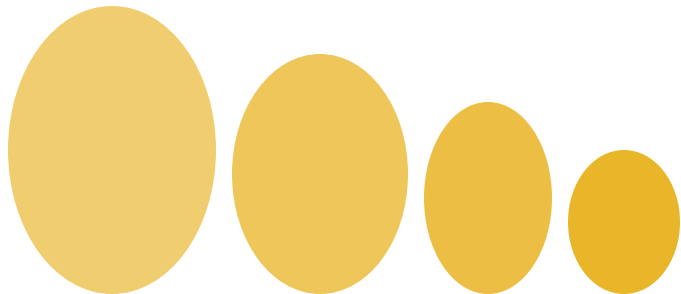
A visual of the Bank

Reading and Writing and Communicating

	12	11	10	9	8	7	6	5
Reading	✚		⬭		⬭	⬭		
Writing	✚			✚			✚	
Oral		✚						
Research				⬭				

⬭ = need

colorado content collaboratives   cde

Assessments for Consideration
Music
5-8-2012

Chart legend: ■ To Be Reviewed ■ Reviewed ■ Partially/Fully Recommended

Category	To Be Reviewed	Reviewed	Partially/Fully Recommended
Music Elem. (34)	1	33	25
Music MS (32)	3	29	27
Music HS (34)	2	32	32

colorado content collaboratives cde 2012
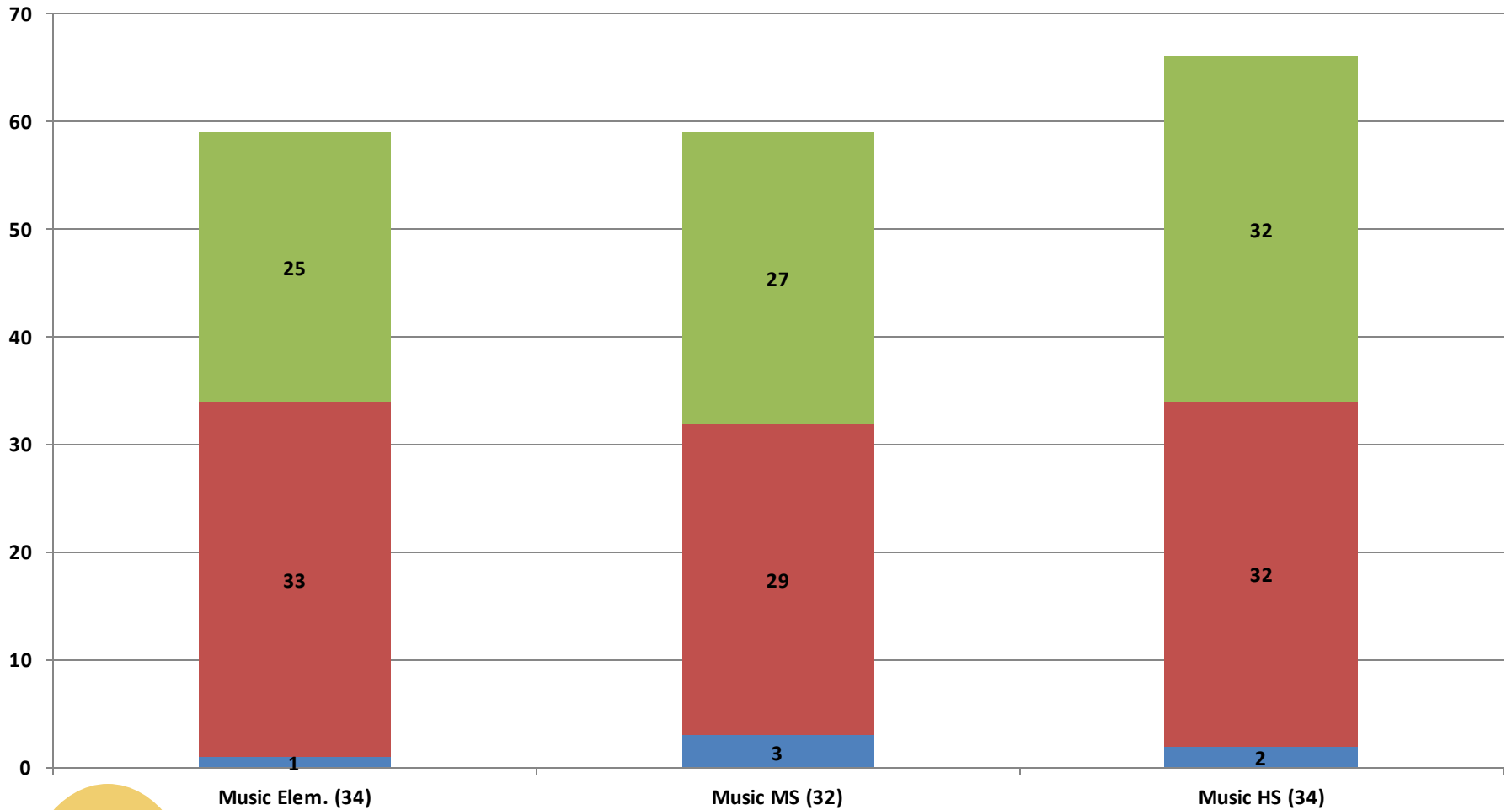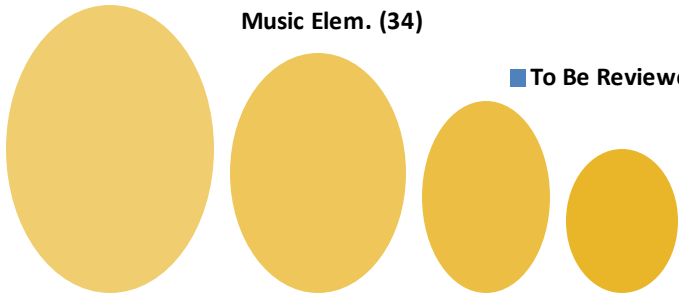
*Recommended *Partially Recommended *Not Recommended *Did Not Meet Minimum Requirements	Name of Assessment	Grade Level (as indicated by the assessment	Grade Level (as assigned by the CCC)	Mode (SR, ER, CR, PT, Other)	Standard(s)	Depth of Knowledge of the Assessment (as assigned by the CCC)
MUSIC						
Recommended	Military Entrance Audition	12	12	Performance	Expression of Music HS Perf 1.1, 1.2, 1.3, 1.4; 2.1 for appropriate instrument	2-4
Recommended	Connecticut Common Arts Assessment 2nd Grade Solo Singing	2	2	Performance	1: Expression of Music 3: Theory of Music	3
Recommended	MO Kindergarten Assessment	K	K-5	Selected Response	K-1.1,2.2,3.1,2,3,4,4.1,2,3	1-3
Recommended	WA All State All Stars Gr 8	8	8			
Recommended	WA_BubbleGumJingle-Gr8	8	8	Short Answer, Extended Response, Performance, Process	Expression of Music 1.1a,1.1c,1.1d; Creation of Music: 2.1b; Theory of Music: 3.1b,3.2a,3.3a,3.3b; Aesthetic Valuation: 4.1a,4.2a	3
Recommended	WA_FestivalTimeGr10	10	HS Perf			

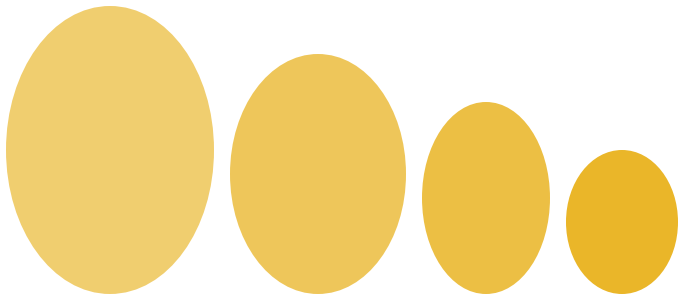| Grade / Grade Level Expectation	Expression of Music				Creation of Music			Theory of Music				Aesthetic Valuation of Music			
	GLE 1	GLE 2	GLE 3	GLE 4	GLE 1	GLE 2	GLE 3	GLE 1	GLE 2	GLE 3	GLE 4	GLE 1	GLE 2	GLE 3	GLE 4
Preschool															
Kindergarten	Missouri	Spotlight on Music			Spotlight on Music	Missouri		Missouri	Missouri	Missouri	Missouri	Missouri	Missouri	Missouri	
1st Grade	Spotlight on Music	Spotlight on Music			Spotlight on Music	Spotlight on Music		Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	
2nd Grade	Connecticut 2nd grade singing	Connecticut 2nd grade improvising			Connecticut 2nd grade improvising	Spotlight on Music		Connecticut 2nd grade singing	Spotlight on Music	Spotlight on Music	Connecticut 2nd grade improvising	Spotlight on Music	Spotlight on Music	Spotlight on Music	
3rd Grade	Spotlight on Music	Spotlight on Music			Spotlight on Music	Spotlight on Music		Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	
4th Grade	Spotlight on Music	Spotlight on Music			Spotlight on Music	Spotlight on Music		Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music	Spotlight on Music		
5th Grade	Inst. Ensem. Form, Inst. Lg Gp Form,	Inst. Ensem. Form, Lg Gp Form, perc.	Connecticut, Inst. Ensem. Form, Inst. Lg		Connecticut 5th grade composition	Connecticut (fully rec.) & WA Cat		OK (partial rec.), CT (fully rec.) &	Connecticut 5th grade composition	Spotlight on Music	Connecticut 5th grade composition	Spotlight, WA Cartoon & Cat	OK & WA Cat		
6th Grade	Inst. Ensem. Form, Inst. Lg Gp Form,							Alfred Ear Training	Alfred Ear Training						
7th Grade	Inst. Ensem. Form, Inst. Lg Gp Form,							Alfred Ear Training	Alfred Ear Training						
8th Grade	Wash.Bubble Gum Jingle; Wash.Steppi	Wash. Stepping...	Wash.Fest.Time Solo and Ensemble		Wash Bubble Gum Jingle; Wash. Roller			Alfred Ear Training (partial);	Alfred Ear Training (partial);	OK Music Core Curr. Test (partial);		Wash Bubble Gum Jingle; Wash. Fest.	Wash Bubble Gum Jingle; Wash.		
High School: Generalist Pathway	Wash. PrimeTime (fully rec.);	Wash.PrimeTime			Wash. PrimeTime	Wash.PrimeTime		Alfred Ear Training; Wash.Prime				Alfred Ear Training; Wash.Prime			
High School: Performance Pathway	Military Entrance Audition;	Military Entrance Audition;	Military Entrance Audition;	Military Entrance Audition	Military Entrance Audition			Alfred Ear Training		Alfred Ear Training			Wash.Fest.Time Solo and Ensemble		

Meeting Structure – Cohort I

- Meeting 1
    - Introduction and Context of the Work
    - Assessment 101
    - Used Assessment Review Tool with Sample Assessments
- Meeting 2
    - Researchers presented findings, worked with Collaboratives
    - Organized by grade spans, reviewed and prioritized assessments to be reviewed
    - Some began review
- Meeting 3
    - Continued Reviews
    - Identified additional assessments to be reviewed
- Meeting 4
    - Finalized Reviews
    - Produced Gap Report
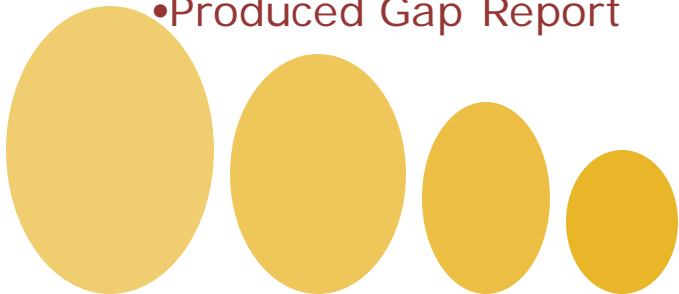
Who is helping us?

- Researchers
- Technical Steering Committee
- Center for Assessment (NCIEA)
- Pilot Districts
- Peer Reviewers
- Other states and districts

Who is helping us?

Researchers

- Each content specific national researcher identifies and describes assessments that sufficiently measure student academic learning.

- The considerations will be of assessment types used in both international and national contexts for evaluating student academic learning, P-12.

colorado content collaboratives   cde

Who is helping us?

Researchers

They are bringing fair, valid , reliable instruments for consideration

They will introduce a variety of modes (multiple choice, tasks, etc.)

colorado content collaboratives   cde
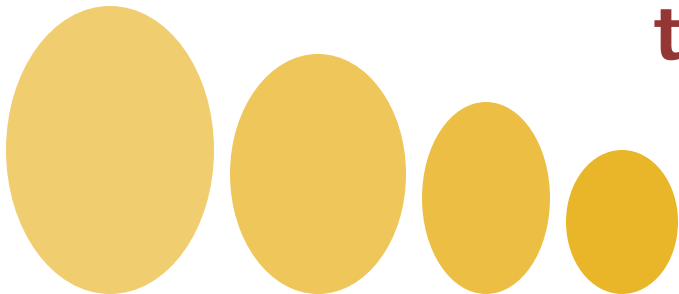
Who is helping us?

Technical Steering Committee

- A technical steering committee has been established for Colorado with psychometric expertise

- Colorado and other states represented

- Refine the possibilities based on a theory of action of measurement and which horizontally considers issues between subject areas.

Who is helping us?

Technical Steering Committee

- **Address predictive validity**
- **Address construct validity**
- **Address concurrent validity**
- **Address the issues of enough items**
- **Address defensibility**
- **Etc.**

colorado content collaboratives   cde

Who is helping us?

Center for Assessment (NCIEA)

- Serves as a technical and implementation consultant to CDE.

- In this role, Center personnel will rely on their deeper understanding of technical issues involved with accountability to advise CDE of potential opportunities and pitfalls.

- Drafts assessment design principles for the initial round of assessments identified by the collaboratives.

colorado content collaboratives   cde
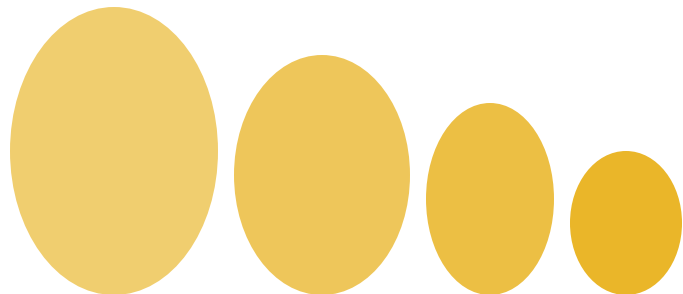
Who is helping us?

Center for Assessment (NCIEA)

- Develops a growth and learning objectives research framework. This framework will help guide the development and evaluation of a growth measure or student learning objectives to be used in an educator effectiveness system.

(Although different districts are expected to specify different measures and approaches for evaluating student outcomes for teacher effectiveness purposes, this framework provides criteria for CDE to determine whether adequate work has been done by a school district to appropriate fair and credible approaches for evaluating.)
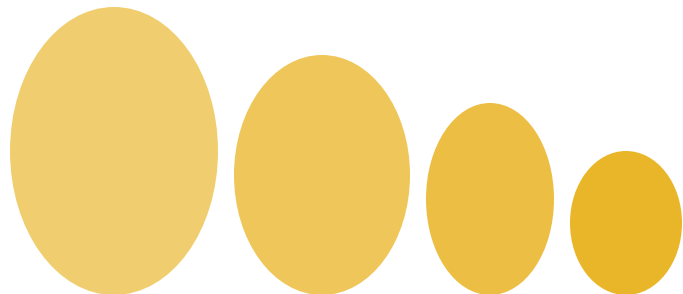
Who is helping us?

Center for Assessment (NCIEA)

- Conducts assessment training for CDE

- Designs the "peer review" structure

colorado content collaboratives   cde

Who is helping us?

- Pilot Districts
- Peer Reviewers
- Other states and districts
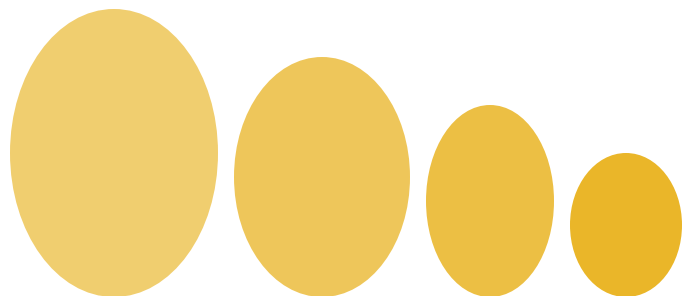
What is your role?

Content review

- Is the content there?
- Is this reasonable?
- Is there enough to be fair?
- What are the considerations?
- Does this metric make sense to the content?
- Is it creditable?
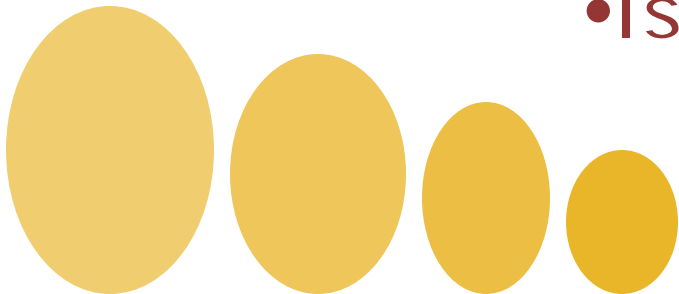
High Quality Assessment Content Validity Review Tool

- A high quality assessment should be…Aligned

- A high quality assessment should be…Scored using Clear Guidelines and Criteria

- A high quality assessment should be…FAIR and UNBIASED

- A high quality assessment should …increase OPPORTUNITIES TO LEARN

colorado content collaboratives   cde
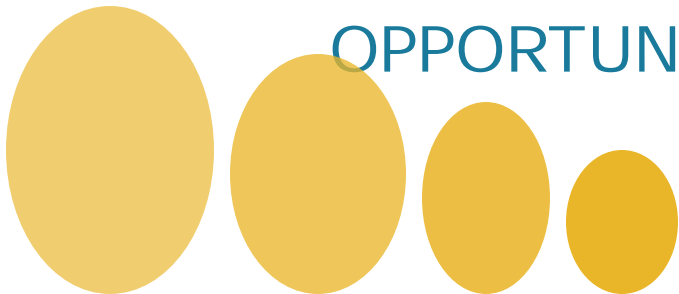
2012-2015 Work of Content Collaboratives

2012
- Researchers offer assessments for consideration to the Content Collaboratives
- Cohorts I & II of Content Collaboratives review/create/recommend assessments for piloting & peer review, based on technical criteria provided by the Technical Steering Committee
- Cohort I assessments begin piloting in Fall 2012 to determine its utility within educator effectiveness evaluations
- Guiding principles and criteria posted on the website for designing and vetting assessments to be used in ed. Effectiveness evaluations

2013
- Continue piloting of Cohort I assessments & begin peer review of assessments in terms of how the assessments function for the purposes of educator effectiveness evaluation
- Begin piloting of Cohort II assessments in January 2013, with peer review in summer 2013
- Begin populating Resource Bank with assessments in August 2013
- Content Collaboratives, using identified measures, begin working on instructional practice aligned to the Colorado Academic Standards

2014
- Continue to refine and build the Resource Bank
- Build out sophisticated instructional lessons that respond to gaps in student learning

2015
- Continue to refine and build the Resource Bank
- Continue to build statewide capacity
- Continue build-out of the bank in regards to instructional practices

The...Flashdrive!

- What is in it?
- How to use it?
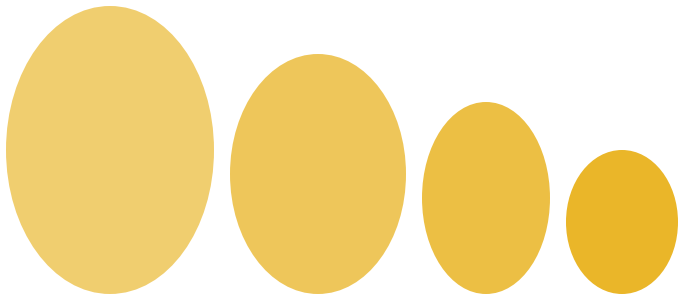
Think, Pair, Share

- Turn to a neighbor and respond to the question:

"After listening to this presentation, what questions do you have?"
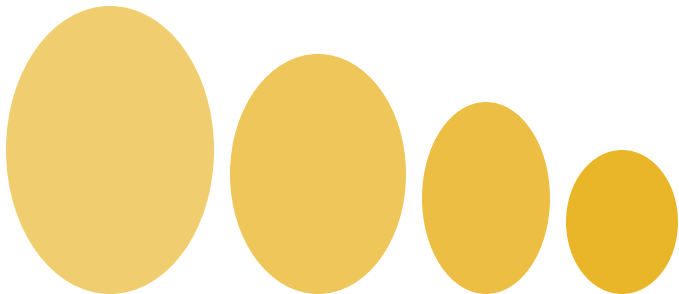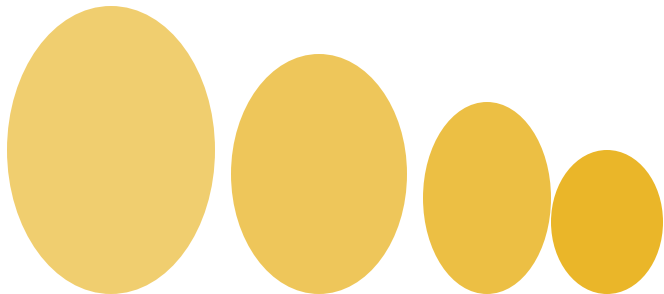
Your State Role ...

It matters.....

1. When the media calls...
2. When a vendor calls...
3. When you talk about one another and the decisions made...

A PLEDGE

colorado content collaboratives   cde

Your Attendance

- Full attendance is expected and needed

- Extraordinary circumstances…

Educator Effectiveness
S.B. 191 Overview & Update

Tricia Miller, PhD

Director of Race to the Top

Colorado Department of Education
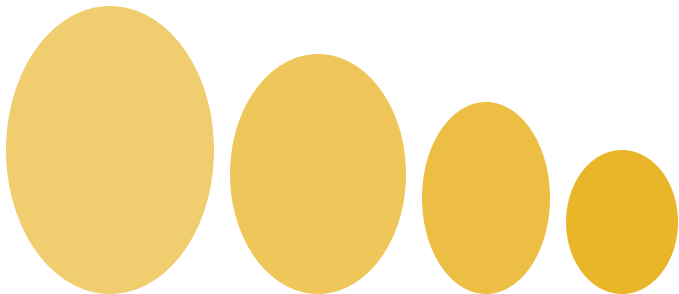
Colorado Content Collaboratives Work Group Process

February, 2012

colorado content collaboratives   cde

Roles/Attributes
of the External Facilitator

o   Is more concerned with process than content

o   Manages the discussion and the decision making process

o   Believes the <u>group</u> can make a better decision

o   Contributes ideas in non-dominating way

o   Frames/Reframes ideas, as appropriate

o   Checks perceptions of meeting participants

o   Directly confirms commitment to consensus

colorado content collaboratives   cde
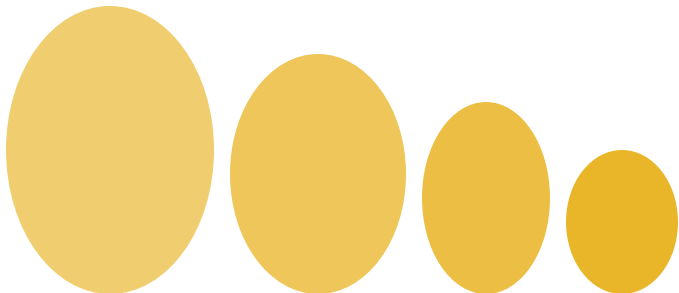
Roles/Attributes for Collaborative Meeting Participants

o Be prepared to contribute and participate

o Focus on the task and stay on track

o Listen to others to seek understanding

o Disagree productively, not personally

o Look for ways to "expand the pie"

o Be open minded to new ideas

o Attempt to avoid becoming defensive

o Check perceptions with the group

colorado content collaboratives   cde

Collaborate

o 3:   to cooperate, usually willingly, with an agency or instrumentality with which one is not immediately connected, often in some political or economic effort
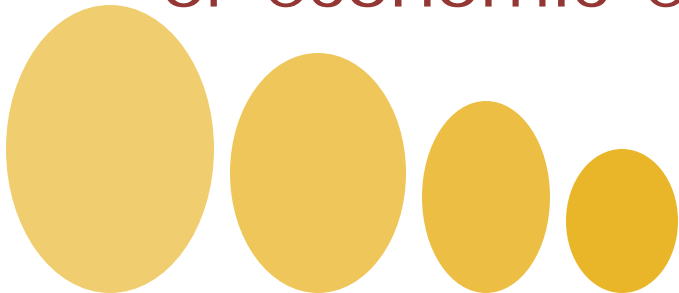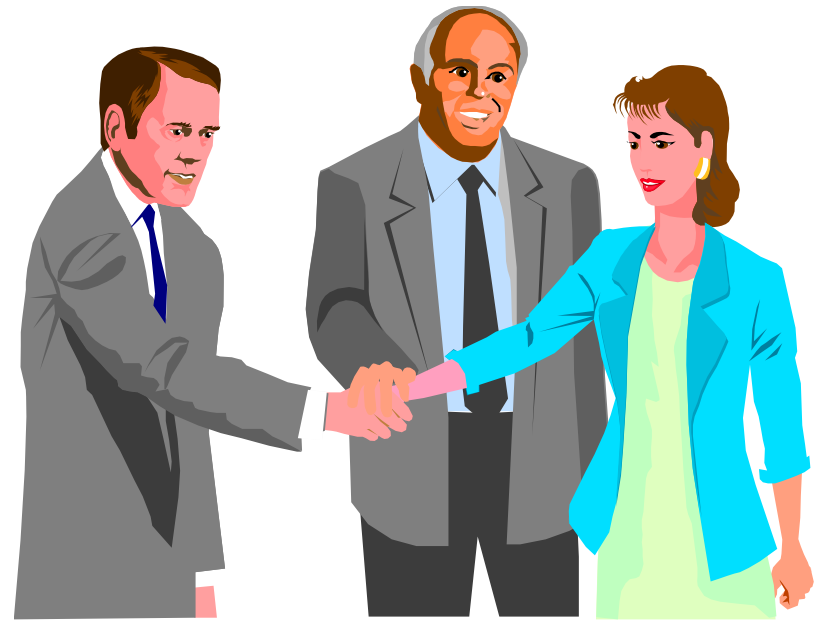
Collaborate

o 1: to cooperate with one's enemies.

Collaborate
(Our Proposed Definition)

Working together <u>interdependently</u> to achieve common or shared goals.
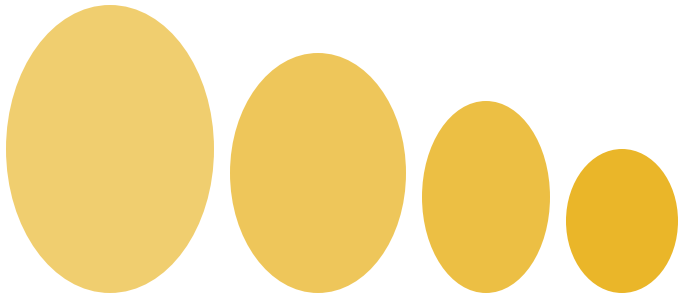
Consensus

The outcome of a discussion, problem solving meeting, or negotiation where:

a) <u>all participants agree that they can at least live with the decision(s) to be implemented</u>, and where b) <u>the participants further agree not to sabotage or undermine the decision(s).</u>

Generally, everyone will not have all of their interests met, but everyone will have some of their important interests met. The outcomes are perceived by all as reasonable and worth achieving.

colorado content collaboratives   cde
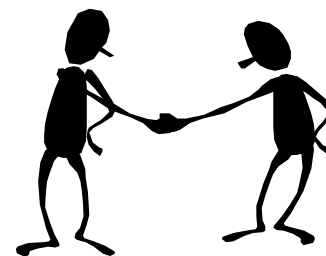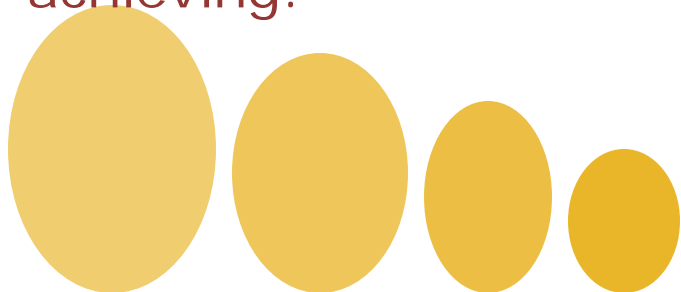
Three Option Voting

Option 1: I fully support the proposal/decision.

Option 2: I support the proposal/decision with the following reservations (specify)

Option 3: I do not support the proposal/decision for the following reasons.

Examples of process alternatives with Option 3 responses:

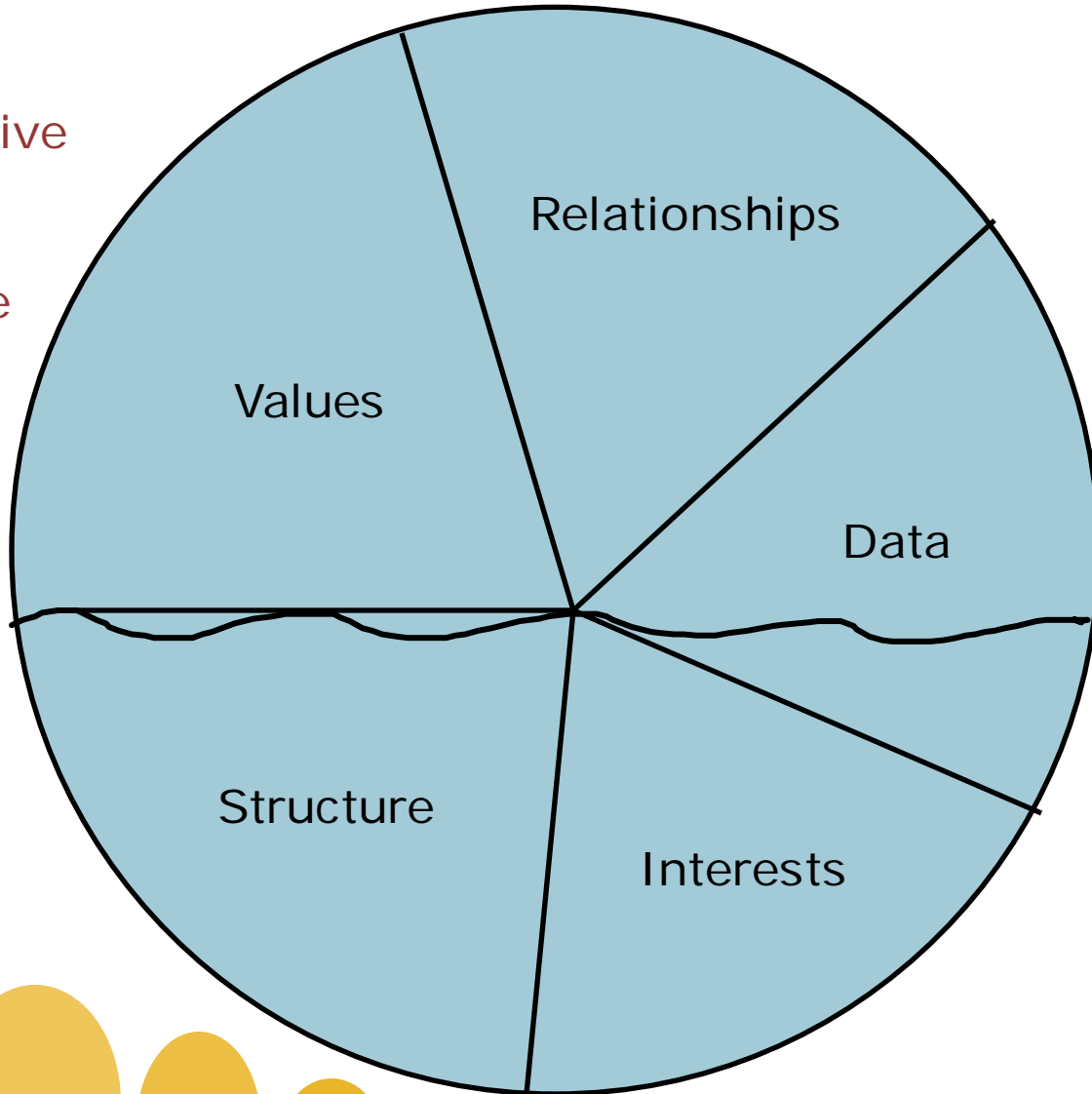oSet a time frame for revisiting results and reassessing decision in an effort to reach consensus.

oAddress/re-address reservations and objections in an attempt to reach full consensus, or

oAccept results of the vote, keeping in mind reservations and objections during implementation.
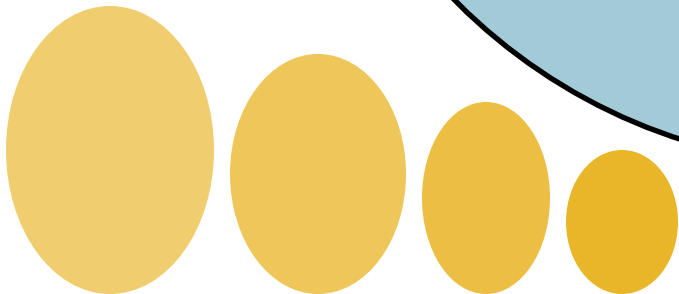
colorado content collaboratives   cde

The Circle of Conflict

o More subjective

o Emotional

o Unproductive outcomes

Relationships

Values

Data

Structure

Interests

Bottom Half

o Mostly objective

o Less emotional

o Productive outcomes

colorado content collaboratives   cde

The Triangle of Durable Agreements
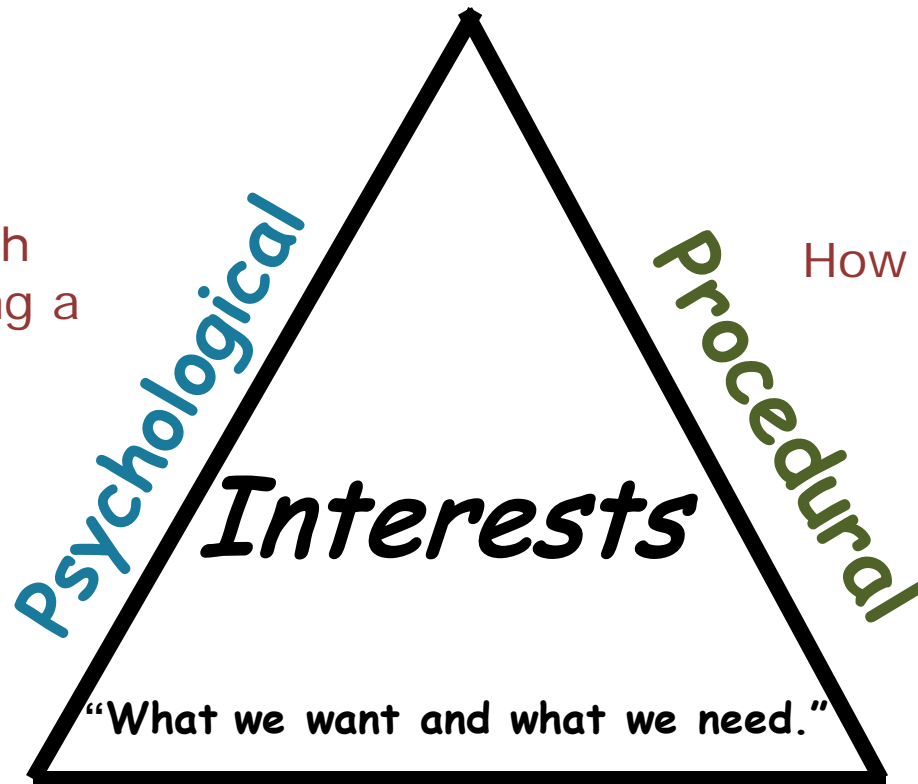
How we _feel_ with regard to making a decision.

Psychological

How the decision is made.

Procedural

Interests

"What we want and what we need."

Substantive

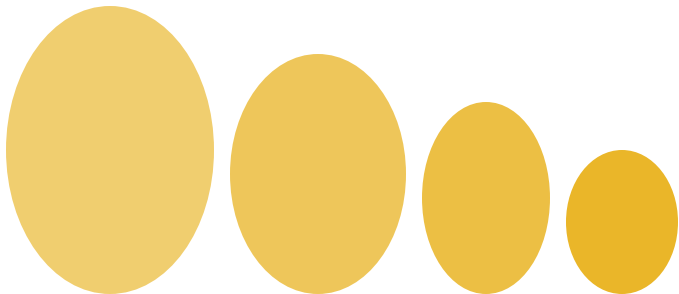The "bottom line" stuff.

colorado content collaboratives   cde
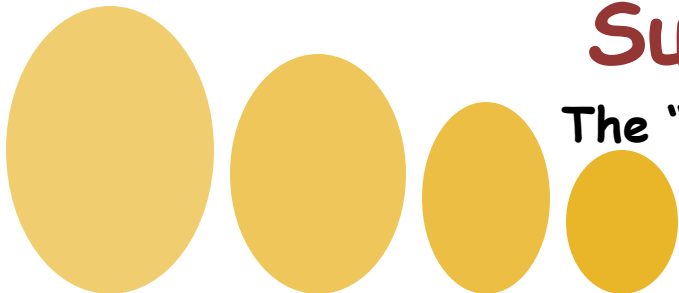
Positional Negotiating

<u>Starts with the solution.</u>
Parties propose solutions to one another and make offers and counteroffers until they hit upon a solution that is acceptable to both of them.

How to Positionally Negotiate

oDetermine your negotiating point

oDetermine your bottom line

oEvaluate your BATNA

oTry to figure out the other party's bottom line

oStart with high opening positioning

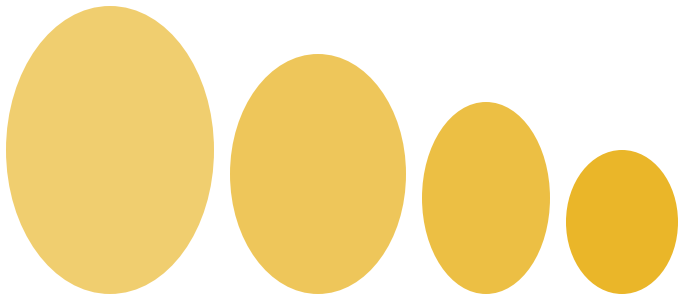oUse incremental offers to get to an acceptable range

oArrive at compromise

colorado content collaboratives   cde
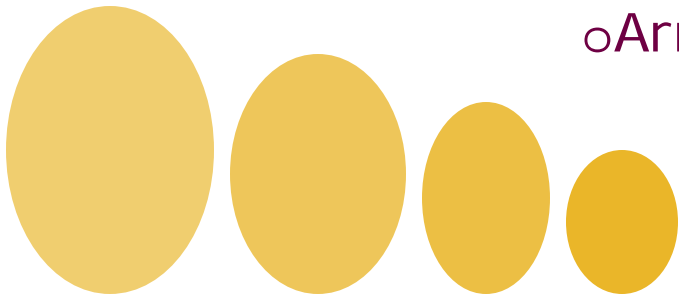
You've gotta have a:

BATNA

Best Alternative To Negotiated Agreement

Don't leave home without one!!!

Positional Bargainer's Attitude
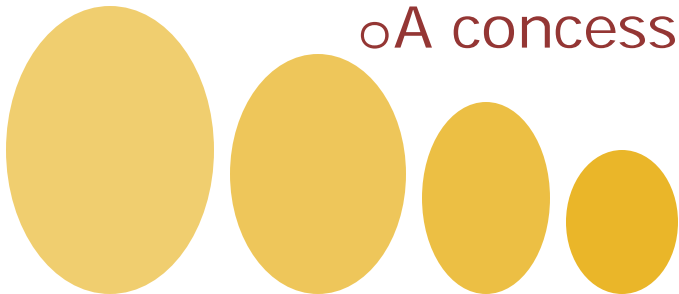
oPie is limited;
my goal is to get the biggest piece

oA win for me = a loss for you

oWe are opponents

oThere is one right solution--MINE!
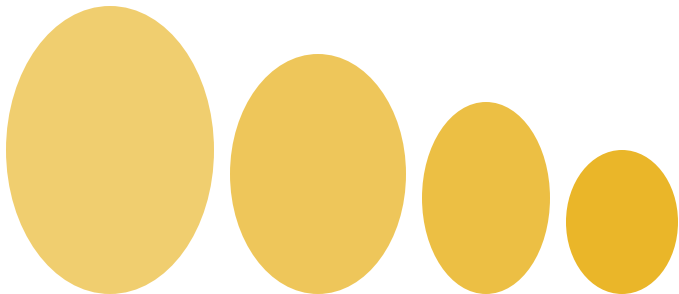
oI must stay on offensive

oA concession is a sign of weakness
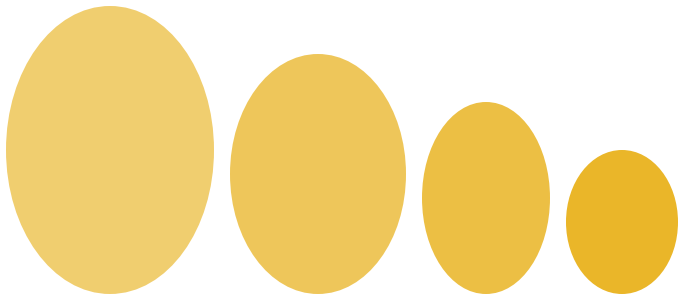
Interest Based Negotiation

Starts with <u>developing and preserving the relationship.</u> Parties educate each other about their interests and needs, and then jointly problem solve on how to meet those needs.

How to do
Interest Based Negotiation

o Identify your own interests and needs.
o Speculate on the other party's interests/needs.
o Establish rapport.
o Focus on the problem, not on the people.
o Begin negotiations by educating each other .
o Frame problem as a joint task to meet both parties'
  needs.
o Avoid premature solutions.
o Look for way to expand the "Pie".
o Generate multiple options.

colorado content collaboratives   cde

Interest Based Negotiator Attitudes

o The "Pie" is not limited.

o The goal is win/win.

o The needs of all parties must be addressed to reach agreement.

o We are cooperative problem solvers.

o The relationship is important.

o There are probably several satisfactory solutions.
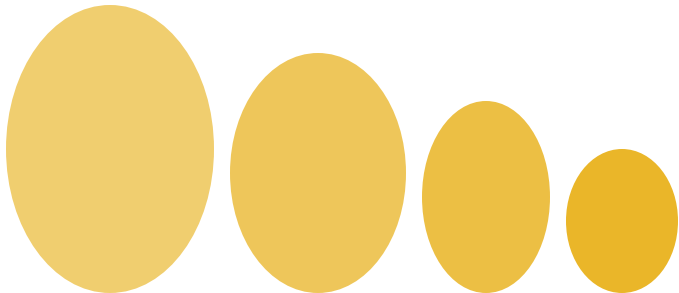
Sequence for Collaborative Problem Solving/Decision

o Framing and Clarification

o Interests Discussion

o Option Generation

o Evaluation of Options

o Modification/Selection

o Confirmation, if agreement

colorado content collaboratives   cde
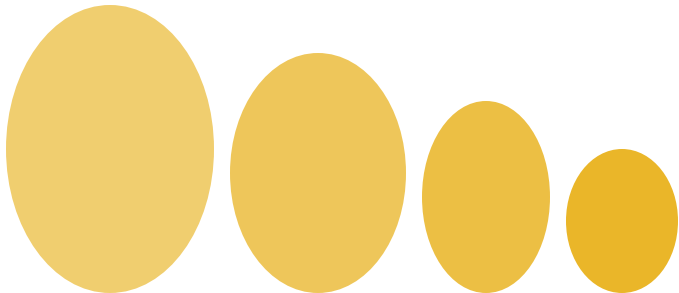
Cohort II, Meeting 1 Closing

• Next Meeting's Agenda

• Preparation work for next meeting

• Invitation to experiment with tool

• Communication Processes

colorado content collaboratives   cde