

Colorado Content Collaborative
Technical Steering Committee Meeting
Courtyard Marriott at the Denver Airport
6901 Tower Road, Denver CO 80249
303-371-0300

February 16, 2012

Meeting objectives

1. To familiar TSC members with Colorado's educator evaluation system and the work of the Colorado content collaboratives and provide a context for subsequent technical discussions.
2. To solicit TSC members' feedback about the design principles that will be used to guide assessment select and design decisions of the collaboratives.
3. To solicit TSC members feedback about the various tools in the "assessment toolkit" and suggestions about how we may improve these tools to better support the work of the collaboratives.

8:00 Breakfast

8:30 Welcome, introductions and charge to the Technical Steering Committee (TSC)

Jo O'Brien, CDE and Scott Marion, Center for Assessment

- ✓ Focus on productive, solution-oriented advice
- ✓ Open, honest, and respectful discussions
- ✓ Provide advice to CDE on locally selected and developed assessments for the purposes of supporting educator effectiveness determinations

9:00 Introduction to Colorado's Educator Effectiveness System

Toby King, CDE

The Colorado educator evaluation system requires that at least fifty percent of a teacher's evaluation must come from student growth measures, and that student growth results from state tests generated by the Colorado Growth Model must be used as one measure to evaluate teachers in tested-subjects. A 45-minute overview of the entire teacher evaluation system will be provided to TSC members. Specific focus will be given on challenges encountered in the following areas of the evaluation system:

- ✓ Identifying measures and analytic approaches for the student growth component
- ✓ Evaluating student growth for teachers in non-tested subjects and grades
- ✓ Using multiple measures to derive an overall effectiveness rating for a teacher

Materials:

1. SB 191 for TSC PowerPoint presentation

10:15 Break**10:30 Introduction to the Content Collaboratives**

Angela Norlander and Sara Hiris, CDE

CDE staff will present the current objectives, structure, timeline, and process for the content collaborative work. The collaborative members represent teachers who were selected for their demonstrated content expertise and who reside in various regions of the state. Over the course of this year, two separate groups of collaborative members will come together at four different times. Group 1 consists of teachers from the Performance Arts (Music, Visual Arts, Drama, and Dance), Social Studies and Reading, Writing and Communicating. Group 2 consists of teachers from Health, Math, Physical Education and World Languages. The state's long-term vision for these groups is help to build capacity in assessment literacy throughout the state. Teachers who participated in the collaboratives would ideally serve as an assessment resource or contact for other teachers in their school district or region. Points of discussion will include:

- ✓ Work conducted by national content experts to identify and select assessments in respective content areas
- ✓ Work to be conducted by collaborative members to identify areas where no approved assessments are available for a given grade and content area, and to determine which assessments provided by experts should be considered for the resource bank
- ✓ Work to be conducted by collaborative members to develop performance tasks
- ✓ Piloting of recommended assessments in the resource bank in pilot districts or other schools/districts requesting to pilot instruments

[Note: The specific tools being used in the content collaborative work will be discussed in our afternoon sessions.]

Materials:

1. Content Collaborative Timeline and Activities

11:45 Lunch**12:30 Assessment design principles**

The content collaborative will develop performance assessments to enable students to engage in meaningful activities to demonstrate mastery of intended learning outcomes. The assessment design document identifies the principles that are being used to guide the design of such

assessments to strengthen the instructional utility of such assessments: alignment to content standards, instructional sensitivity, developing assessments with a clear understanding of how the information supplements instructional goals, involving teachers in the scoring process, and establishing relevance of assessment and opportunities to enhance learning for all students. This document is not intended to be comprehensive or overly technical in nature. Rather, it was developed to highlight a set of principles that should guide the development process. This document in conjunction with the assessment template will be used to guide the performance assessment development process.

- ✓ Review contents of the design principles document.
- ✓ Review assessment template.

Materials:

1. Design Principles Document

Questions for TSC:

1. The design document identifies five general assessment design principles to strengthen the instructional utility of a performance assessment for teachers. Are there other principles that must be considered to improve the instructional utility of a performance task?
2. What additional information should be added under each principle?
3. Are there other guidelines that should be included to ensure that the needs of students belonging to groups requiring additional structures or supports are met (e.g., English language learners and students with disabilities)?

2:00 Review of Tools

The assessment toolkit developed by Karin Hess and used by teachers in several states (e.g., RI, VT, NY and WY) provides one set of criteria by which the CC members will evaluate assessments selected by the researchers and also evaluate the assessments constructed in their content groups. The toolkit consists of a summary review sheet, slides that were used to familiarize the CC members with the review tool, the assessment review tool, and examples of cognitive rigor matrices that apply to Math and English Language Arts. The summary review sheet reflects the decision reached by teachers to select an assessment for the resource bank. The assessment review tool provides the criteria for evaluating the quality of assessments and for developing assessments. The cognitive rigor matrix presents an opportunity for the CC members to evaluate the assessments along two dimensions evaluating cognitive complexity. Although CC members had the opportunity to use the toolkit on sample assessments during one afternoon session, all of these materials are considered to be in draft form.

Materials:

1. Assessment Toolkit

Questions for TSC:

1. The assessment review tool addresses alignment, reliability, fairness, and access and opportunity to learn. Do the criteria presented for each part addressed in the review tool provide clear and sufficient evidence to guide the selection and review process from a content and design standpoint? If no, what additional information should be added to make the criteria more explicit or clear?
2. Should additional criteria be added to the assessment review tool?

3:30 Wrap up

By the time the TSC meets again in May, the content collaborative would have had the opportunity to:

- ✓ Interact with national content experts
- ✓ Use the final version of the toolkit to make their assessment selection
- ✓ Develop one performance assessment

4:00 Adjourn**Future Meetings:**

- May 10-11, 2012
- August 2-3, 2012