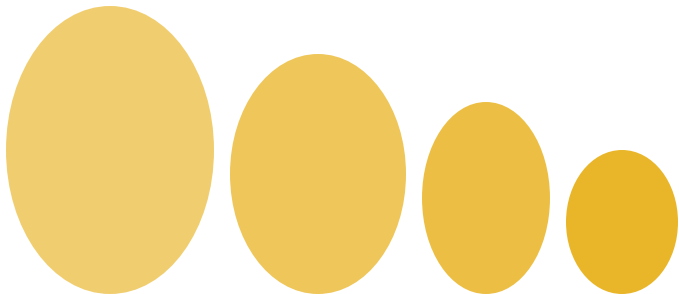
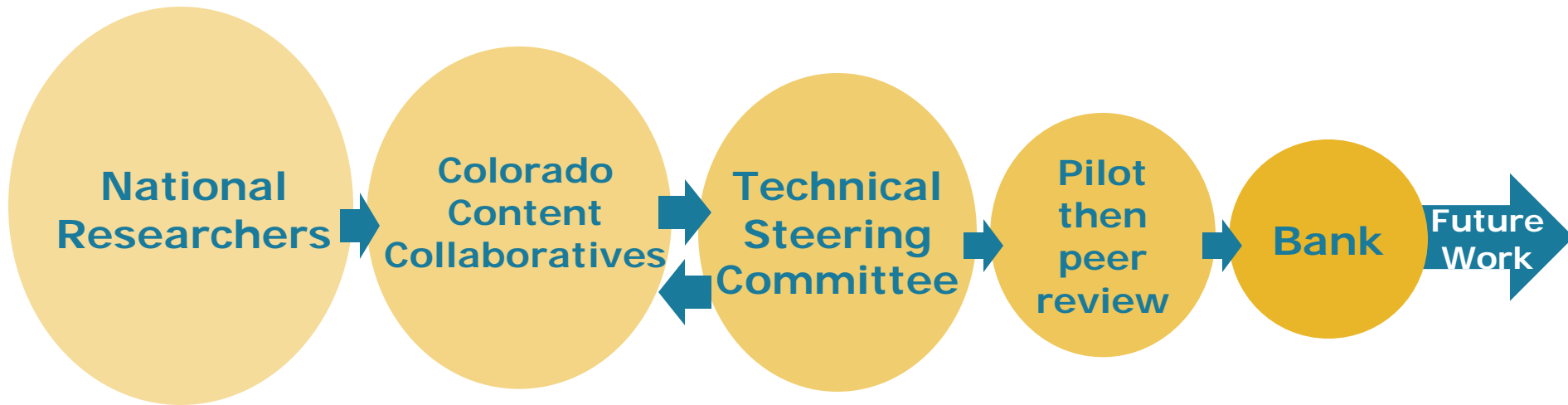


Welcome

Technical Steering Committee
Meeting 1
February 16, 2012
Denver



Cohort I & II: Flow Chart of Work



I: Jan-Mar 2012
II: Jun-Aug 2012

Researchers gather existing fair, valid and reliable measures for Consideration.

I: Feb-May 2012
II: July-Nov 2012

Collaboratives use protocol to review researchers' measures for feasibility, utility and gaps.

Prepare to fill gaps.

Provide recommendations to Technical Steering Committee.

I & II:
Feb-Dec 2012

Technical Steering Committee creates frameworks and design principles for collaboratives to use in reviewing and creating measures.

Committee reviews recommendations of collaboratives.

I & II: Aug 2012-
Aug 2013

Piloting and peer review of measures.

Aug 2012-Aug 2013: Cohort I piloting & peer review

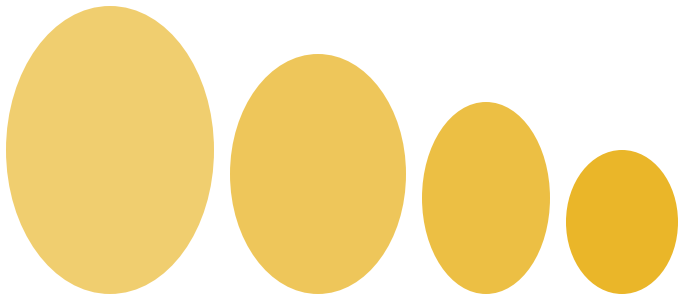
January 2013-Aug 2013: Cohort II piloting & peer review

I & II
Aug 2013

Measures placed in online Education Effectiveness Resource Bank for voluntary use.

2012 Purpose

- The objective is to identify an initial BANK of excellent 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

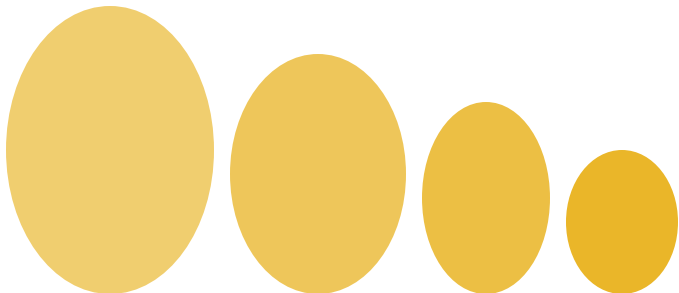


A visual of the Bank

Reading and Writing and Communicating

	12	11	10	9	8	7	6	5
Reading	+		○		○	○		
Writing	+			+			+	
Oral		+						
Research				○				

○ = need

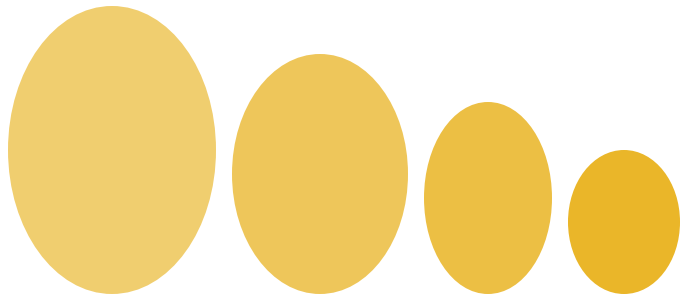


Reading, Writing, and Communicating Grade Level Expectations at a Glance

Standard

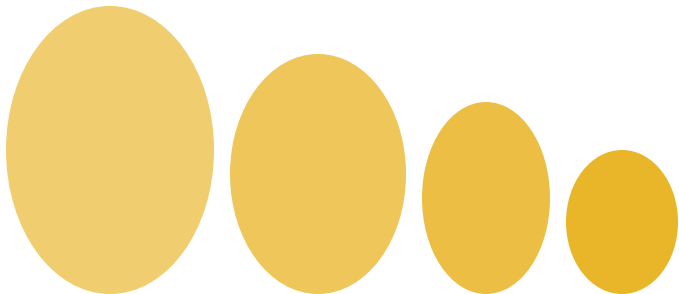
Grade Level Expectation

Twelfth Grade	
1. Oral Expression and Listening	<ol style="list-style-type: none">1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness2. Effective collaborative groups accomplish goals
2. Reading for All Purposes	<ol style="list-style-type: none">1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
3. Writing and Composition	<ol style="list-style-type: none">1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes3. Standard English conventions effectively communicate to targeted audiences and purposes
4. Research and Reasoning	<ol style="list-style-type: none">1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment



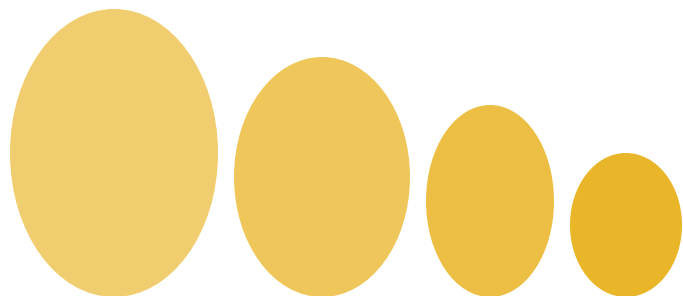
How are we doing this? Who is involved?

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



Researchers' Role

- Each content specific national researcher identifies and describes assessments that sufficiently measure student academic learning, and offers these assessments for consideration to the collaboratives.
- Assessments are of different types (multiple choice, performance, etc.) and may come from states, countries, districts, universities, vendors, etc.



Researchers

<u>Content Area</u>	<u>Name</u>	<u>Title</u>	<u>Company</u>	<u>City</u>	<u>State</u>
Dance	Susan McGreevy-Nichols	Senior Partner	The Griffin Center for Inspired Instruction	Santa Monica	CA
Drama & Theatre Arts	Dr. Mary Schuttler	Director of Theatre Education	University of Northern Colorado College of Performing & Visual Arts	Greeley	CO
Music	Dr. Mark Hudson	Music Department Chair	Colorado State University at Pueblo	Pueblo	CO
RWC	Dr. Karin Hess	Senior Associate	Center for Assessment	Burlington	VT
Social Studies	Beth Ratway	Senior Consultant	American Institutes for Research	Milwaukee	WI
Visual Arts	Dr. Frank S. Philip	Independent Researcher & Consultant	Audience Focus	Annapolis	MD

Protocol for Identifying & Developing High Quality Assessments

Review Components

UTILITY

Use & Purpose

CONTENT

TECHNICAL

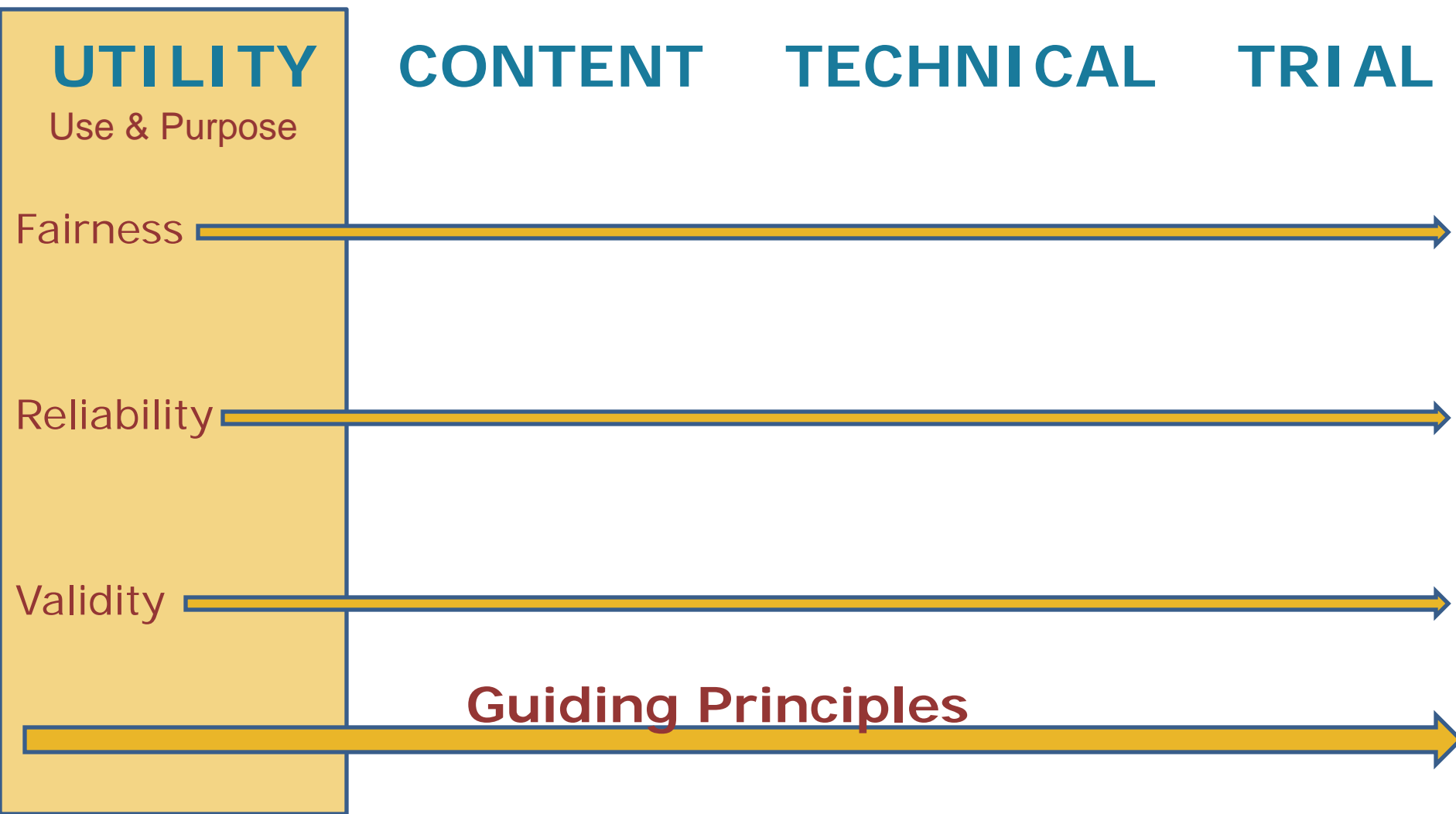
TRIAL

Fairness

Reliability

Validity

Guiding Principles



Content Collaboratives

Cohort I: Roughly 70 educators chosen from over 200 applicants who have expertise in their content area as well as a balance of expertise in:

- Colorado Academic Standards
- Assessment
- Working with Special Populations
- Working with English Language Learners

Review committees also strived to balance the collaboratives in terms of: grade level, geographical representation and rural, suburban and urban schools

Cohort II: Same selection criteria. Currently accepting applications



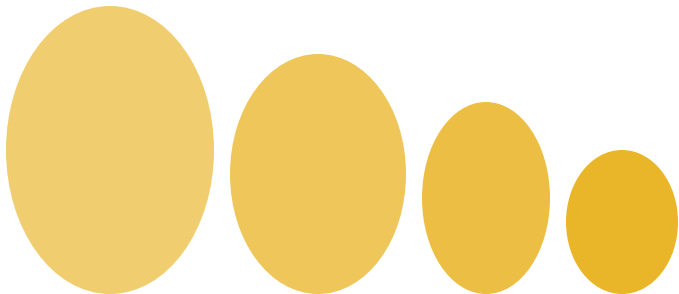
Content Collaboratives-- Cohorts

Cohort One

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

Cohort Two

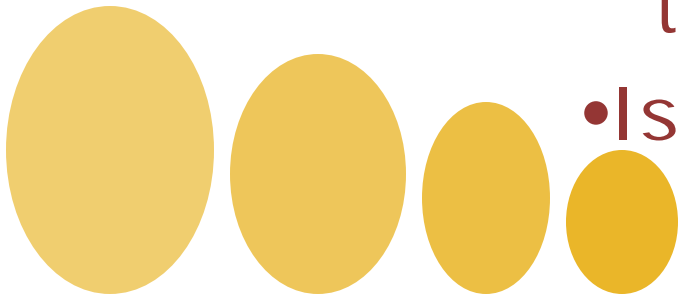
- June-December 2012
 - Comprehensive Health
 - Mathematics
 - Physical Education
 - Science
 - World Languages



Collaboratives' Role

Content review utilizing assessment review tool

- 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?



Protocol for Identifying & Developing High Quality Assessments

Review Components

UTILITY

CONTENT

TECHNICAL

TRIAL

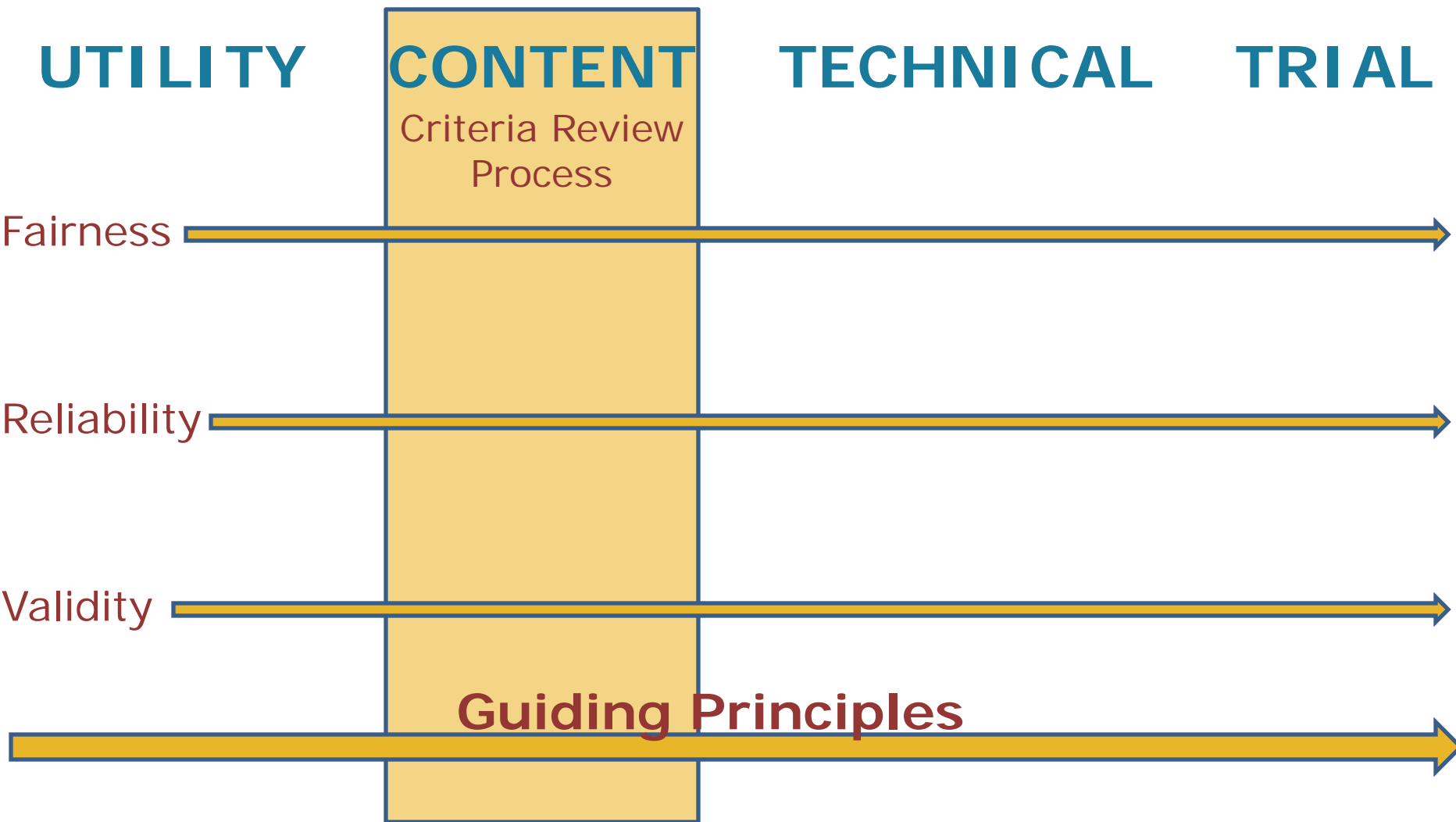
Criteria Review
Process

Fairness

Reliability

Validity

Guiding Principles



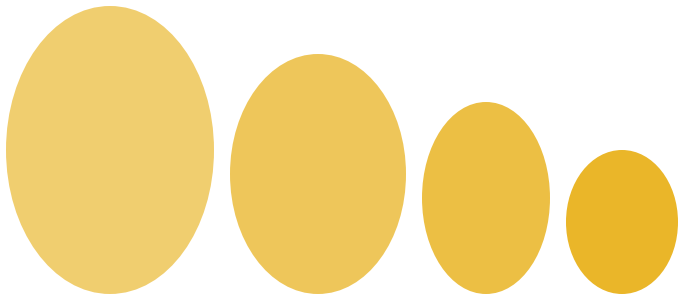
Center for Assessment (NCIEA)

- Serves as a technical and implementation consultant to CDE.
- Facilitates Technical Steering Committee
- Draft design principles
- Conduct assessment training for CDE and the collaboratives
- Consults on pilot and peer review process



Technical Steering Committee

- Review assessment design principles.
- Review and refine the criteria tools and protocols to be used by the Colorado Content Collaboratives.
- Using the assessment design principals, determine whether assessments selected can be uses as a means of evaluating student growth.
- Review and provide input on the technical criteria to be considered when utilizing assessments to evaluate student growth and teacher effectiveness.
- Review and refine scoring guides, rubrics and assessments that may be developed by the Colorado Content Collaboratives.
- Develop field testing protocols.



Protocol for Identifying & Developing High Quality Assessments

Review Components

UTILITY

CONTENT

TECHNICAL

TRIAL

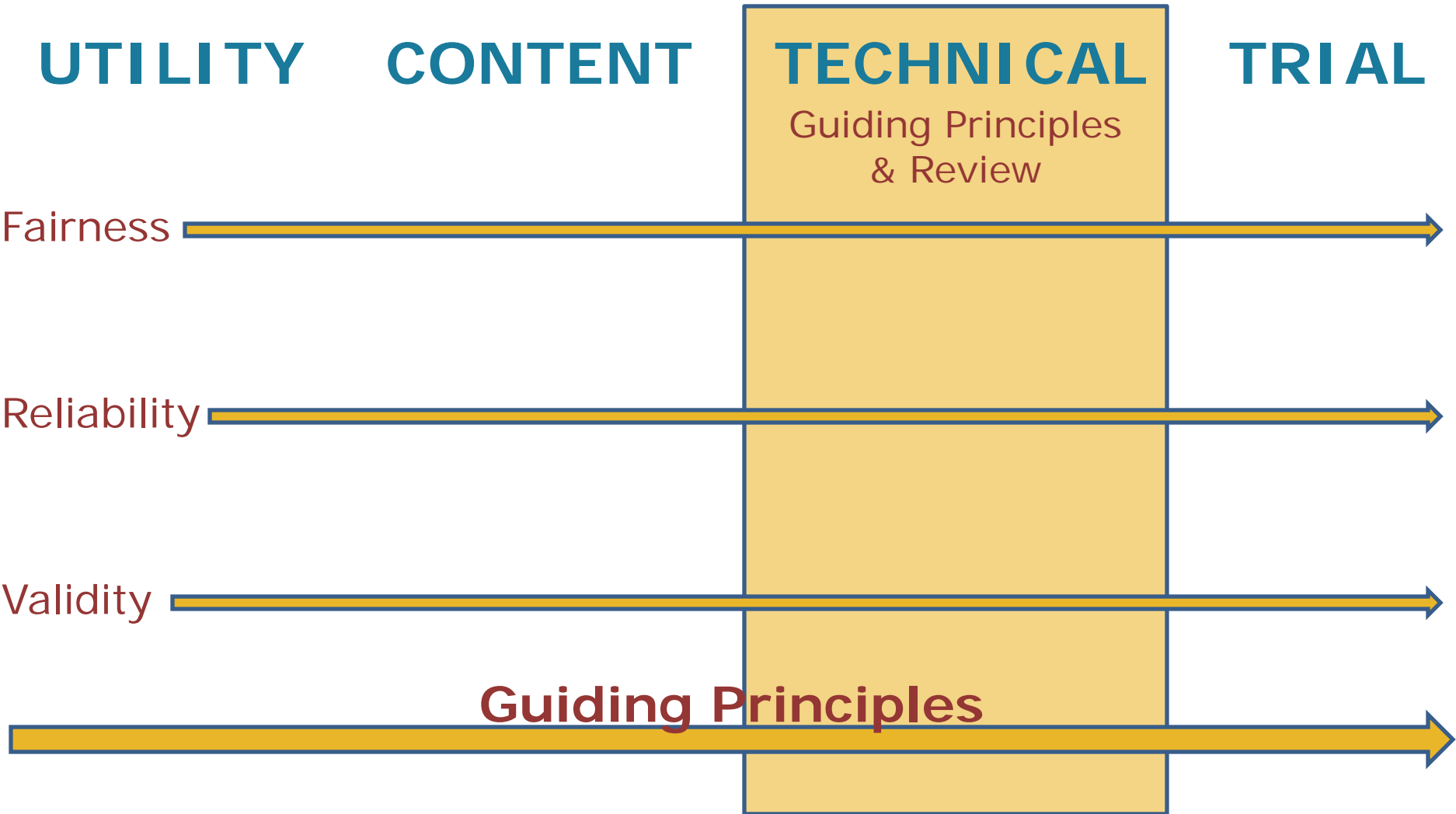
Guiding Principles
& Review

Fairness

Reliability

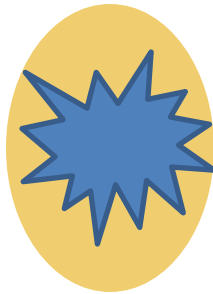
Validity

Guiding Principles

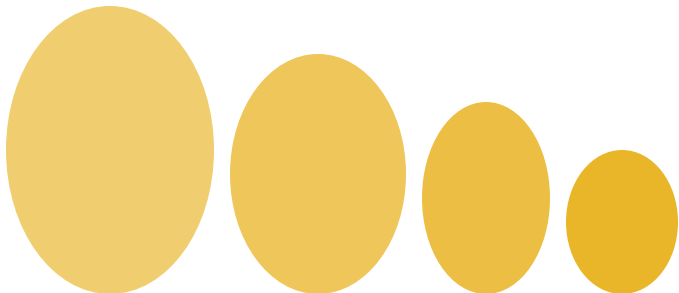
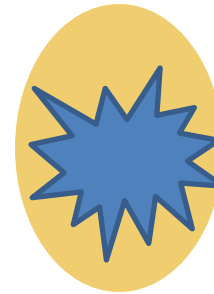


What are we producing collaboratively by May, 2012?

Recommendations
of student learning
measures for
piloting



Guiding principles &
final protocol



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

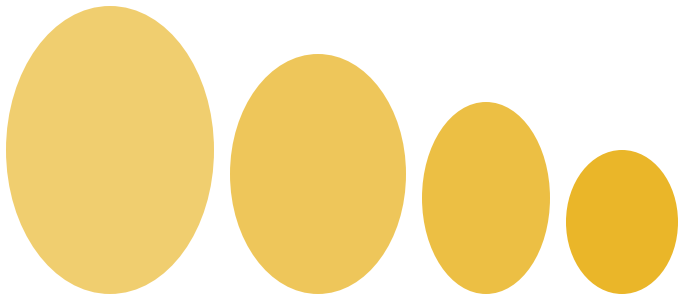
- Continue to refine and build the Resource Bank
- Build out sophisticated instructional lessons that respond to gaps in student learning

2015

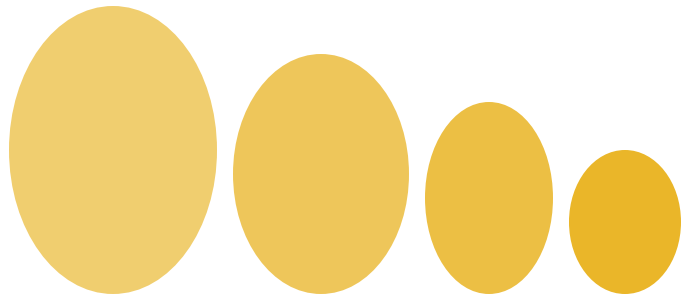
- Continue to refine and build the Resource Bank
- Continue to build statewide capacity
- Continue build-out of the bank in regards to instructional practices

Question for you

With these measures being used for educator effectiveness evaluations, what advice do you have in terms of legal precautions that we should be taking?



Questions/Comments for us?



colorado content collaboratives

cde