

Louisiana Believes

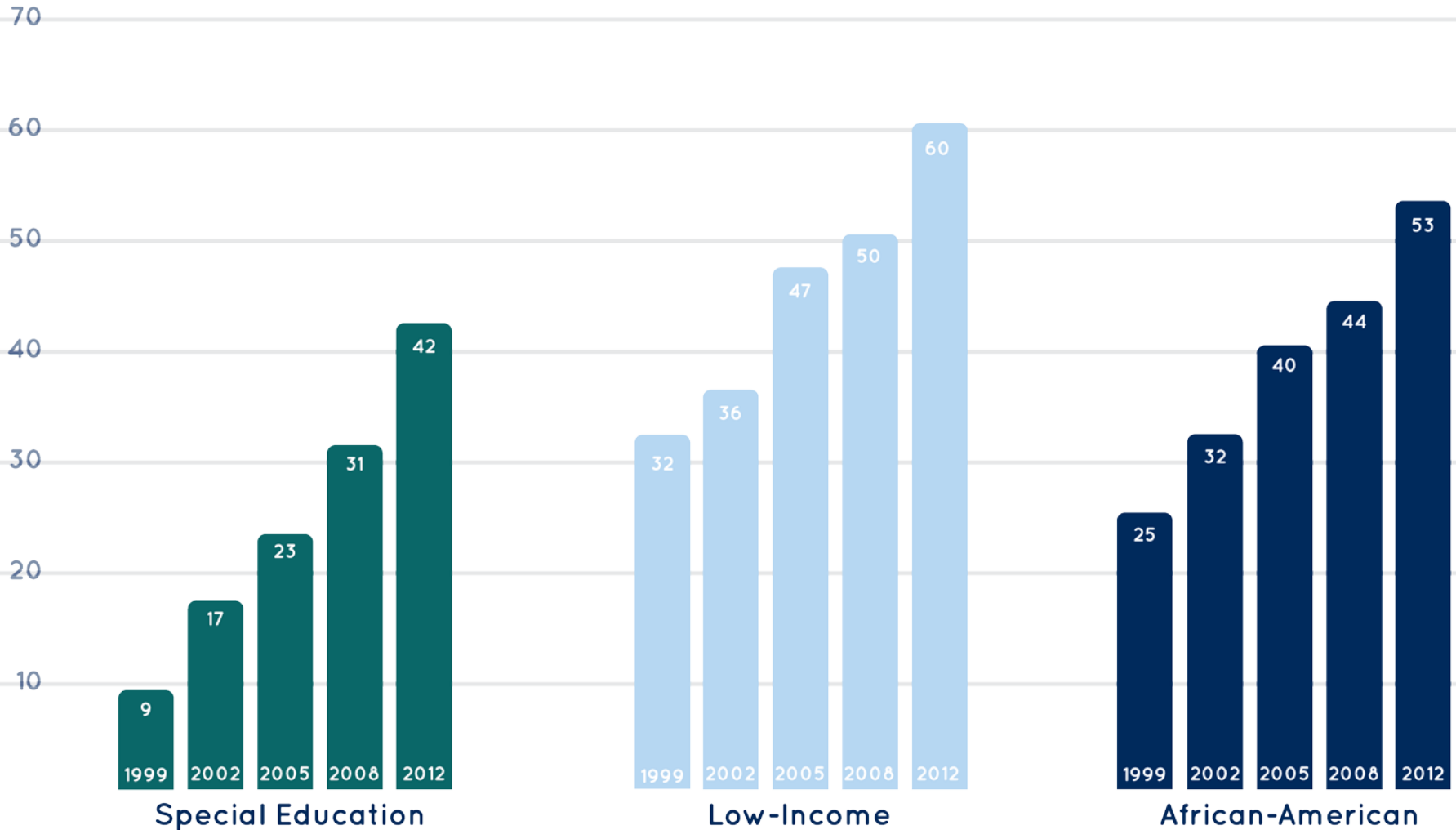
Superintendents' Statewide Collaboration

Objectives

- Describe what teachers will have to do in order to help students meet our state standards.
- Explain the tools and resources available to support educators in 2013-14
- Collaborate with colleagues as you build your plan for 2013-2014

Our State Has Made Great Progress

Percent of Students at Basic + Above



How We Achieved Progress

Our state achieved progress through standardization:

- GLE's provided a basis for what should be taught, some tested and some not.
- LEAP, iLEAP, and GEE provided a basis for measuring results.
- A Comprehensive Curriculum required activities and objectives on a daily basis.
- Required textbooks, approved by the state, ensured teachers covered the GLE's.

Math: Shifts in Student Mastery

8.EE.C.7b Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

2012-2013 Test	2013-2014 Test	2014-2015 PARCC Test
<p>If $n + n + n = 60$, what is the value of n?</p> <p>A. 6 B. 10 C. 15 D. 20</p>	<p>Paula currently has x pencils. She determines that buying 8 more pencils will give her the same number of pencils as if she bought 2 more and then doubled the amount of pencils she has. The equation shown represents this situation. $x + 8 = 2(x + 2)$</p> <p>How many pencils does Paula currently have?</p> <p>A. 2 pencils B. 4 pencils C. 6 pencils D. 14 pencils</p>	<p>Show how to solve this equation for x. $3(2x - 5) + 9 = 12$</p> <p>Drag selected equations to the Solution Steps column and place them in the correct order under the given equation. You must show at least 4 steps in the correct order to receive full credit. Leave Unneeded equations in the Equations column.</p>

What is changing each year in what will be required of our students to show mastery?

Our Next Mission

Our challenge on assessments alongside other states (NAEP, e.g.) is often expressed via a proficiency bar:

- Louisiana – 26 percent proficient
- Arkansas – 37 percent proficient
- Texas – 39 percent proficient
- Massachusetts – 58 percent proficient

Statistics like this tell us future tests will be harder. It will be more difficult to answer a question correctly, we can assume. But the statistics do not capture the tests' rigor.

In order to help students persist through rigorous questions, educators must themselves understand the rigorous intellectual process.

How We Will Achieve Our Next Mission?

Given the new expectations for students, standardization will no longer work. Educators must comprehend deeply the work expected of their students and the practice necessary to help them achieve those expectations.

- Standards establish rigorous **expectations for student work**.
- Assessments **measure students' mastery** of the standards.
- **Teachers use tools to plan** what to teach, the order in which it will be taught, and instructional materials.
- **Compass provides a roadmap** for the “how” of classroom instruction.
- **Teachers collaborate** to reflect on results; **administrators provide feedback** on teacher and student performance.

Those closest to students make decisions on behalf of students.

How Will Policies Need to Change?

Given new expectations for students, policy changes will also need to be made relative to:

- Student graduation policy
- School and district accountability policy
- Compass policy

These policies will be formulated with district leadership feedback over the course of the school year and presented to BESE for approval in the spring.

What Will Teachers Need To Do?

Teachers will engage in three core activities:

1. Setting goals
2. Designing instruction
3. Engaging in frequent, actionable feedback and collaboration

These are the core competencies that comprise the Compass leader rubric. The DOE will produce tools, support teacher leaders and provide ongoing networks support to help educators.

Setting Goals

All teachers set at least two goals for their specific students at the start of the year grounded in the Common Core State Standards (CCSS), where appropriate.

Classroom Support Toolbox

- a. Resources to understand standards
- b. Additional CCSS aligned Eagle items
- c. Assessment guidance
- d. Student data: Compass Information System and LEAPWeb
- e. Revised student learning targets grounded in CCSS

Teacher Leaders

- a. Orient teachers to shifts in the new CCSS standards
- b. Orient teachers to the resources within the classroom support toolbox
- c. Support teachers to understand assessment shifts for 2013-14

Planning for Student Learning

Teachers, in collaboration with other teachers, adapt a yearlong scope and sequence that will help students achieve their goal. Then, they use this year long plan to develop unit plans and lesson plans that guide daily instruction.

Classroom Support Toolbox

- a. Sample year-long plans
- b. Sample unit plans
- c. How to guides to build year-long and unit plans
- d. Recommended resources for daily instruction
- e. Recommended curricular texts

Teacher Leaders

- a. Orient teachers to the shifts in instruction
- b. Orient teachers to the new long term plans that exist for K-12 ELA/Math
- c. Support teachers on how to develop unit plans using the long term plans

Engaging in Frequent, Actionable Feedback and Collaboration

To support teachers in planning and instructing to new standards, they need opportunities to work with other teachers and receive frequent, actionable feedback from their evaluators.

Classroom Support Toolbox

- a. Updated CIS to allow for flexible entry of observation information
- b. Video library to illustrate strong instruction
- c. Revised principal rubric to focus on feedback/collaboration
- d. Simple structures to support one-on-one feedback and peer collaboration

Network Teams

- a. Support districts in designing flexible cycles of frequent observation and actionable feedback for both teachers
- b. Support districts in building out collaboration time for teachers and leaders and identifying the right individuals to lead collaboration
- c. Support districts in ensuring feedback and collaboration are leading to increased student achievement and teacher improvement

What's Next?

Thus far, districts have worked with networks to plan for the start of school by establishing milestones. Today is an opportunity to strengthen those plans by hearing from colleagues around the state.

The sessions today focus on the three key teacher actions:

1. Setting Goals
2. Planning for student learning
3. Engaging in frequent, actionable feedback and collaboration

Thank you

A special thanks to those districts and teacher leaders who are sharing their work today:

Ascension

Caddo

Calcasieu

DeSoto

East Feliciana

Iberia

Iberville

Lincoln

Livingston

Monroe City

Morehouse

St. Bernard

St. Tammany

Tangipahoa

Webster

Agenda

We tried to honor all registration requests. Your nametag contains your session assignments for each block of time.

8:30 – 9:30: Opening

9:45 – 10:40: Breakout Block 1

10:55 – 11:50: Breakout Block 2

12:00 – 1:00: Lunch

1:15 – 2:10: Breakout Block 3

2:25 – 3:30: Planning with Network Teams