

MCIEA Convening – Cohort 1 Schools

Thursday, November 30, 2017

8:00 a.m. - 3:00 p.m.



November 2017

Welcome, Connections & Network Updates

MCIEA Plan

Professional learning building educator capacity to develop high quality performance assessments

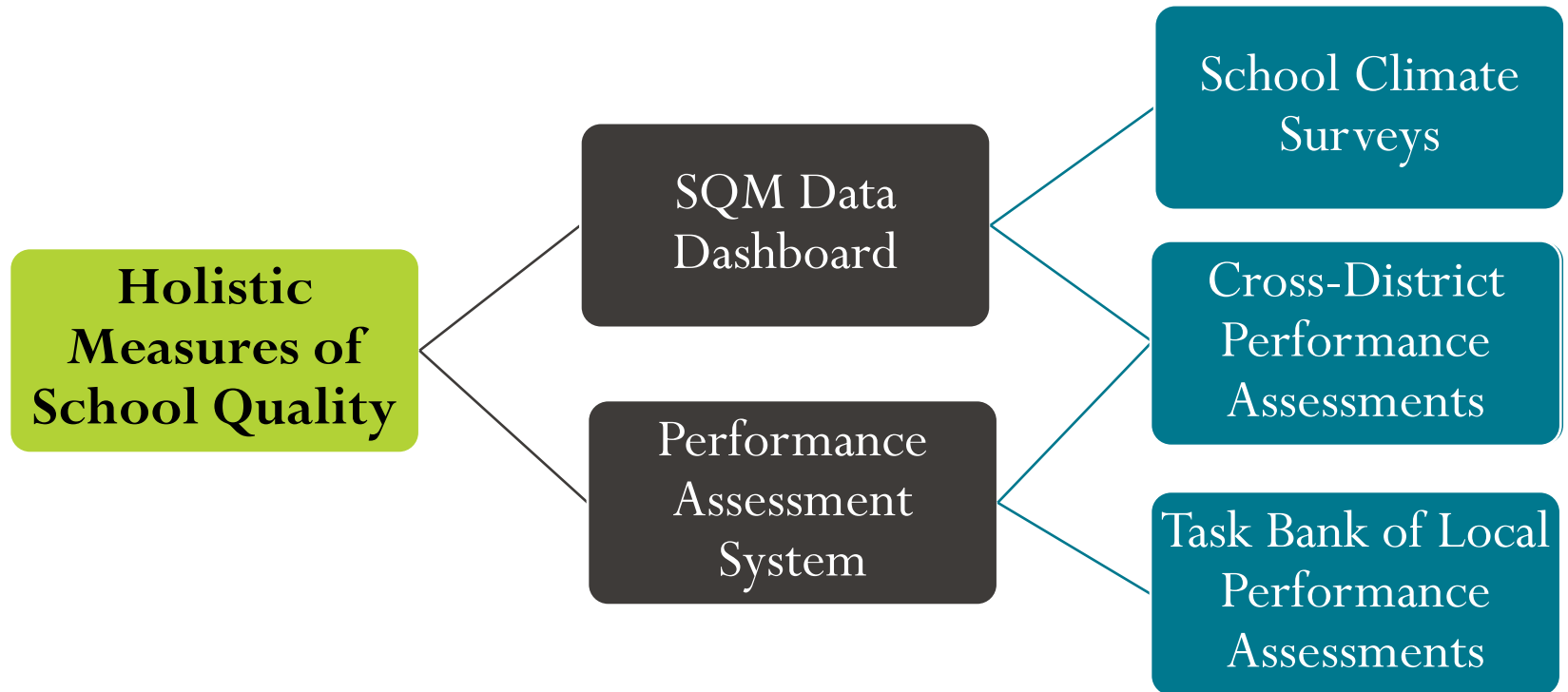
Develop dashboard of holistic school quality measures that show a more complete picture of schools

Build cross-district network to create coherence across districts in terms of design and scoring

Collect proof points from performance assessment as evidence of student learning SQM as meaningful information for school communities

Pilot new accountability model across all schools in MCIEA districts

Building Coherence





Student Success



*Performance
Assessment
Journey*

Connections



DailyVenusDiva.com

- An **elevator pitch** is a brief, persuasive (**20-30 seconds**) that sparks interest about what you're doing.
- Ideally, it should be interesting, memorable, and succinct.
- It may change based on your audience
 - Parent
 - Out of Network Colleague
 - Lawmaker

MCIEA – Elevator Pitch

- Five steps in creating an elevator pitch:
 - 1) **Identify your goal** – What do you want people to know about MCIEA?
 - 2) **Explain what you do** – What is your school focused on achieving through its MCIEA work?
 - 3) **Communicate what's unique about your work** – What's the expected impact of your MCIEA efforts?
 - 4) **Engage with a question** – Prepare an open-ended question that allows for conversation.
 - 5) **Put it all together**

Putting It All Together

- Example:
 - My school believes that students are more than their test scores.
 - As part of MCIEA, we are designing assessments that provide them with multiple opportunities to apply their classroom learning in real world issues.
 - Students show us what they know and are able to do in ways we cannot predict; in that way, both students and educators learn from one another.
 - How might this be something you'd like your school to do?

Crafting & Practicing an Elevator Pitch

- Step 1: Create an elevator pitch (5-7 minutes)
 - a) Identify your audience and goal
 - b) Explain what you do
 - c) Communicate what's unique about your work
 - d) Engage with a question
 - e) Put it together
- Step 2: Share your pitch with someone you do not know (1.5 minutes)
- Step 3: Share your pitch with someone else (1.5 minutes)
- Step 4: Group debrief (3-5 minutes)

Agenda

TIME	ACTIVITY		
8:30 – 9:30	Welcome, Connections & Network Updates		
9:30 -10:45	Tuning: Cross-district Design Committee Plan	Tuning: Local Tasks	
10:45 - 11:00	Stretch Break		
11:00-12:00	Task Bank Feedback	Planning School Learning Visits	Learning from Others: New Approaches to Accountability
12:00 – 12:45	Lunch		
12:45 – 1:45	School Quality Measures: Making Meaning of the Data		
1:45-2:45	Team Time		
2:45 – 3:00	Closing & Next Steps		
3:00	Thank You!		

Cross-District Design Plan

Stay Here

Local Task Tuning

Breakout Room

Tuning: Cross-district Design Committee Plan

Turn and Talk- How do you know students in different districts are doing similar work?



Comparability

- Comparability is the degree to which the results of assessments intended to measure the same learning targets lead to the same or similar inferences
- For example, “proficient” in a particular grade and content area in one school district should mean the same (or similar) thing as “proficient” in the same grade and content area in other school districts.

What do we need to think about comparability?

We need something in common...

1. The same students taking different tasks **OR**
2. Different students taking at least some of the same tasks

#1 is not practical, so we are relying on #2



Cross- District Performance Assessments

- Cross-district performance assessments are a tool that will allow us to determine the degree to which districts score student work similarly or differently.
- We want feedback from you on the process to use for doing cross-district design work

Tuning Protocol: Cross District Design Plan

1. Presentation (5 min)
 1. Context of the plan
 2. Goals that drive the plan
 3. Focusing Question: How can MCIEA best create an engaging process for educators to collaborate across schools and districts to co-design performance assessments?
2. Examination of the Plan (10 min)
3. Clarifying Questions (5 min)
4. Feedback Rounds at Table (15 min)
5. Reflection (5 min)
6. Debrief (3 min)



- Revise Plan
- Set-up Registration
- Launch in February 2018!

Stretch Break

Learning Visit Planning

Stay Here

Task Bank

Breakout Room

Learning From Others

Breakout Room

Planning School Learning Visits

Connections

- If you were planning on visiting a school to learn and/or observe effective practices, what would you like to see?
- And, why?

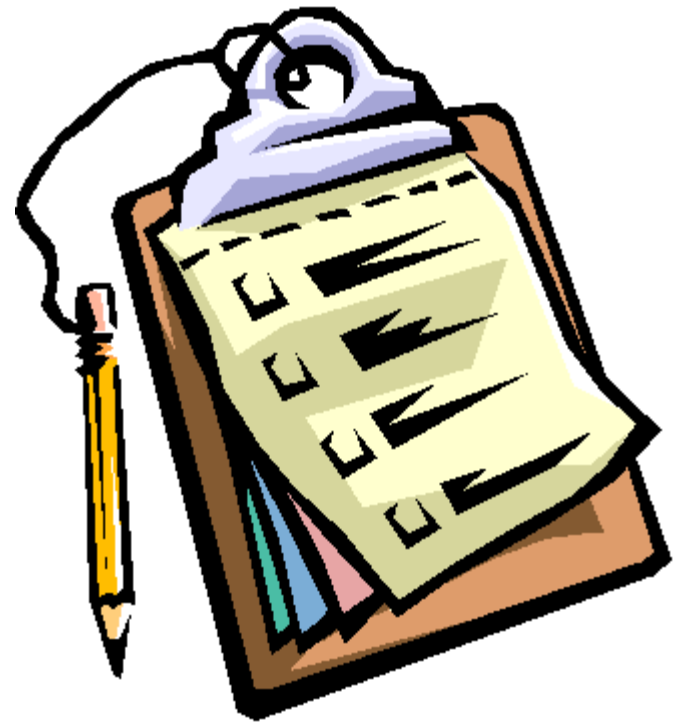


Text-Based Discussion

- Article: The Art & Science of Teaching/Making the Most of Instructional Rounds
- Protocol: The Four As (20-30 minutes)
 - *Read the text and consider the following questions:*
 - What **Assumptions** does the author of the text hold?
 - What do you **Agree** with in the text?
 - What do you want to **Argue** with in the text?
 - What parts of the text do you want to **Aspire** to (or **Act** upon)?

Create a Draft Agenda

- Review model agendas (5-7 minutes)
- Create a potential agenda for your school (12-15 minutes)
- Group debrief (5 minutes)



Designing a School Visit

- Review Collaborative Cultures Survey (2-5 minutes)

Lunch

School Quality Measures

Making Meaning of Data

Background on SQM

- Goals
 - Restoring the broad purposes of education
 - Strengthening teacher practice
 - Engaging the community in defining quality schools
- Process
 - Develop a stakeholder-informed holistic framework for measuring school quality
 - Collect data connected to SQM framework
 - Engage stakeholders in making meaning of SQM data

Intersections Between SQM and QPA

- QPA informs many dimensions of SQM framework, including:
 - Inputs
 - professional community
 - academic challenge/rigor
 - cultural responsiveness
 - Outcomes
 - student learning
 - critical thinking
 - student engagement

SCHOOL QUALITY MEASURES FRAMEWORK

1 Teachers and the Teaching Environment

1A Knowledge and Skills of Teachers
1A-i Professional qualifications
1A-ii Effective practices

1B Teaching Environment
1B-i Professional community
1B-ii Support for teaching development & growth
1B-iii Effective leadership

2 School Culture

2A Safety
2A-i Student physical safety
2A-ii Student emotional safety

2B Relationships
2B-i Student sense of belonging
2B-ii Student-teacher relationships

2C Academic Orientation
2C-i Valuing of learning
2C-ii Academic challenge

3 Resources

3A Facilities and Personnel
3A-i Physical space and materials
3A-ii Content specialists and support staff

3B Learning Resources
3B-i Curricular strength and variety
3B-ii Cultural responsiveness
3B-iii Co-curricular activities

3C Community Support
3C-i Family-school relationships
3C-ii Community involvement, external partners

4 Academic Learning

4A Performance
4A-i Performance growth
4A-ii Overall performance

4B Student Commitment to Learning
4B-i Engagement in school
4B-ii Degree completion

4C Critical Thinking
4C-i Problem solving emphasis
4C-ii Problem solving skills

4D College and Career Readiness
4D-i College-going and persistence
4D-ii Career preparation and placement

5 Citizenship and Wellbeing

5A Civic Engagement
5A-i Appreciation for diversity
5A-ii Civic participation

5B Work Ethic
5B-i Perseverance and determination
5B-ii Growth mindset

5C Creative and Performing Arts
5C-i Participation in creative and performing arts
5C-ii Valuing creative and performing arts

5D Health
5D-i Social and emotional health
5D-ii Physical health

SQM Data Dashboard



Districts

Attleboro

Boston

Lowell

Revere

Somerville

Winchester

www.mciea-dashboard.herokuapp.com



Caveats

- Partially complete
 - Dashboard does not yet include administrative data
- Aggregated
 - All data aggregated at the school level as a way to preserve teacher and student confidentiality
- Confidentiality
 - Decision to roll out dashboard district- or community-wide belongs to Governing Board
- Continuously improving
 - If/when you spot bugs, please document them and share them

Data Inquiry

- Focused on:
 - One subcategory (2-C-ii, Academic Challenge)
 - Two schools (one shared, one yours)
 - Three rounds
 - What do you notice?
 - What questions does this raise?
 - What does this mean for you and your school?

Team Time

Closing

Exit Survey and Next Steps

Stay Involved!

Learning Visits

Cross-District
Design

Task Bank

Local Task
Design and
Implementation

Full School Roll
Out



Student Success



*Performance
Assessment
Journey*