SECAC Fall Forum

Vision 2018
Common Core Standards
PARCC Assessments
Gallup and Climate Surveys
Cornerstone Class
Transition Council
Teacher Evaluation

SECAC Fall Forum

New Teacher Evaluation Grid

HCPSS Teacher Evaluation Model

Charlotte Danielson's Framework For Teaching
Professional Practice (50%)

Qualitative Measures

Domain 1 Planning and Preparation 12.5%	Domain 2 Classroom Environment 12.5%	Domain 3 Instruction 12.5%	Domain 4 Professional Responsibilities 12.5%

Domain 5 Student Growth (50%)

Quantitative Measures

Literacy

- Reading

- Writing

- Speaking and Listening

- Differentiation
25%/30%

Mathematical Practices

- Overarching Habits
- Reasoning and Explaining
- Modeling and Using Tools
- Seeing Structure and Generalizing
- Differentiation
25%/30%

Creative Problem Solving in Support of MD STEM Standards of Practice

- Understanding Challenges
- Generation of Ideas
- Preparation for Action
- Application of Technology
- Differentiation

25%/30%

Content

- Assessments
- Performance-Based Tasks
- Differentiation

25%/30%

Growth on State Assessments
(As Mandated by MSDE)
20%

Before you can change practice you must first change hearts and minds! Katie Haycock— Education Trust

Vision 2018
Fulfilling the Promise of Preparation

Our **Vision & Mission**

Vision
Every student is
inspired to learn
and **empowered**
to excel

Mission
We cultivate a **vibrant**
learning community that
prepares students to **thrive**
in a **dynamic** world

GOAL AREAS

Students

Staff

Family/ Community

Organization

Goal 1 Every STUDENT achieves academic excellence in an inspiring, engaging, and supportive environment.

Goal 3 FAMILIES & COMMUNITY

Families and the community are engaged and supported as partners in education.

Presuming Competence Tenets and Vision 2018:

Students are supported in their learning.

Students have equitable access to a rigorous instructional program.

Students are engaged in the learning process.

Students meet or exceed rigorous performance targets.

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Presume Competence

Act As If. Your beliefs will impact your practice!

See Inclusion as a Process, not a Place

Go over, under, around or through …..
Find a way or make a way!

- Resist the urge to act
- Observe and wait
- Resist the urge to add

Only as Special as Necessary!

7

Burn the Chair!

√ Expect independence and teach it!
√ Prompt with purpose!
√ Avoid toxic support!

Question Everything

Ask and ask again

Provide Academic Challenge for ALL!

We Can Do It!

Each and every student

Practice Radical & Relentless Role Sharing

ALL teach ALL

Presuming Competence and Performance Measures:

State assessment performance--PARCC
MAP—Measures of Academic Progress
PSAT—Participation and Performance
LRE—Least Restrictive Environment
Attendance rate
Graduation rate
Gallup Student poll
Climate survey results

Wearing a clean dress and a bow in her hair and carrying her lunch pail, Ruby walked slowly for the first few blocks. As Ruby approached the school, she saw a crowd of people marching up and down the street. Men and women and children shouted at her. They pushed toward her. The marshals kept them from Ruby by threatening to arrest them. Ruby Bridges by Robert Coles

What does this mean for students with disabilities as we move to Common Core Standards?

*"Letter from a Birmingham Jail [King, Jr.]"16 April 1963*

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms.....

What does this mean for students with disabilities as we move to Common Core Standards?

Examining the HCPSS Continuum of Services; Cornerstone Class at Cedar Lane
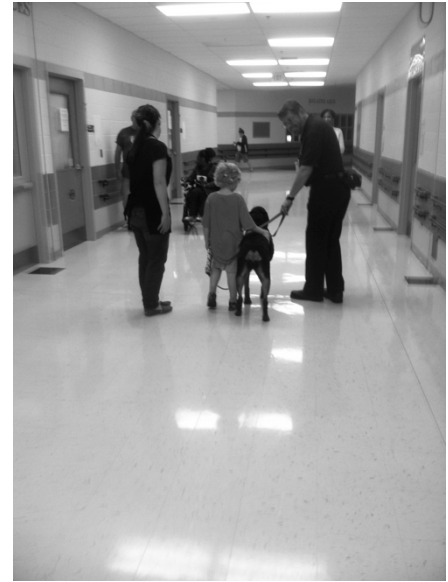
HCPSS Graduates with IEPs;
starting with the end in mind

|	2013	2014	2015	2016
MD High School Diploma	193	225	270	277
MD Certificate of Completion	45	45	50	49
Total	238	270	320	326

The Howard County *Transition Council*

- In 2011, the Howard County Interagency Workgroup was established

- Guiding question:

  How do we ensure customized employment for Howard County Public School System students prior to, and following, their exit from the school system?

Bold Step #1

Employment opportunities for every
student before exiting the school system.
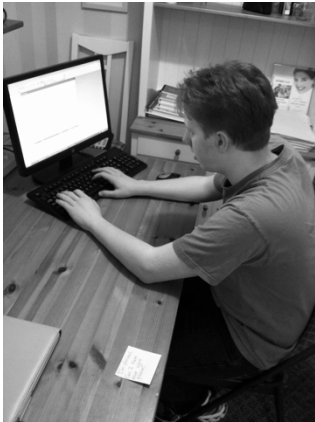
Bold Step #2

Students, families, and secondary special education personnel will be knowledgeable about service delivery at the college level.

Bold Step #3

Engage Businesses

➢ Educate businesses within Howard County

➢ Host Consortium – Conference

➢ Identify and Expand Network and Create Resources

Bold Step #4

Students will explore post secondary opportunities that align with interests, aptitudes, and abilities.

Bold Step #5

Businesses within Howard County, including HCPSS, will expand hiring practices to include students who exit with a certificate.

Cornerstone Program Benefits:

1 — **1:1 staff to student ratio**

2 — **Opportunities for students to initiate and respond to motivating conditions across the day**

3 — **Incorporates principals of Applied Verbal Behavior and other evidenced-based methodologies**

4 — **Meets an individual's unique communication and learning needs**

5 — **Allows for long-term transition plans to assist**

In the shift back to a comprehensive school

program

Cornerstone Program Benefits:

intensive 1:1 teaching throughout the day

access to related arts with their classmates

small group learning experiences

opportunity for inclusion with typically developing peers

PARCC UPDATE

PARCC UPDATE

- http://parcconline.org/assessment-blueprints-test-specs

The PARCC assessment have six priority purposes, which are driving the design of the system

- Determine whether students are college- and career-ready or on track

- Assess the full range of the Common Core Standards, including standards that are difficult to measure

- Measure the full range of student performance, including the performance high- and low-performing students

The PARCC assessment have six priority purposes, which are driving the design of the system

- Provide data during the academic year to inform instruction, interventions and professional development

- Provide data for accountability, including measures of growth

- Incorporate innovative approaches throughout the assessment system

Overview of PARCC Mathematics Task Types

Task Type	Description of Task Type
I. Tasks assessing *concepts, skills and procedures*	• Balance of conceptual understanding, fluency, and application • Can involve any or all mathematical practice standards • Machine scorable including innovative, computer-based formats • Will appear on the End of Year and Performance Based Assessment components • Sub-claims A, B and E
II. Tasks assessing *expressing mathematical reasoning*	• Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements . • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Included on the Performance Based Assessment component • Sub-claim C
III. Tasks assessing *modeling / applications*	• Each task calls for modeling/application in a real-world context or scenario • Can involve other mathematical practice standards • May include a mix of machine scored and hand scored responses • Included on the Performance Based Assessment component • Sub-claim D

For more information see PARCC Task Development ITN Appendix D.

ELA/Literacy Assessments

The ELA/Literacy PBA assessments at each grade level will include three tasks:

- – a research simulation,
- – a literary analysis, and a
- – narrative task.

For each task, students will be asked to read one or more texts, answer several short comprehension and vocabulary questions, and write an essay that requires them to draw evidence from the texts.

The ELA/Literacy EOYs at each grade level will include four to five texts, both literary and informational. A number of short-answer comprehension and vocabulary questions will also be associated with each text.

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Partnership for Assessment of Readiness for College and Careers

Web: www.parcconline.org

Sample Items: http://www.parcconline.org/samples/item-task-prototypes

Test Administration Guidance:
http://parcconline.org/assessment-administration-guidance

Assessment Policies: http://parcconline.org/parcc-assessment-policies

Twitter: @PARCCPlace

HOPE

ENGAGEMENT

Well-being

2013 GALLUP SURVEY

- The ideas and energy we have for the future, drives effort, academic achievement, credits earned, and retention of students of all ages.

  – Hope is more predictive of academic success than traditional measures.

  – Hope items correlate positively with academic achievement and predict academic success in college better than high school GPA and ACT/SAT.

- I know I will graduate from high school.
- There is an adult in my life who cares about my future.
- I can think of many ways to get good grades.
- I energetically pursue my goals.
- I can find lots of ways around any problem.
- I know I will find a good job after I graduate.

NOTE: Scale 1 (Strongly Disagree) to 5 (Strongly Agree)

- The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

  – Student engagement declines from grades 5 through 12.

  – Engagement items distinguish between high and low performing schools.

- I have a best friend at school.
- I feel safe in this school.
- My teachers make me feel my schoolwork is important.
- At this school, I have the opportunity to do what I do best every day.
- In the last seven days, I have received recognition or praise for doing good schoolwork.
- My school is committed to building the strengths of each student.
- In the last month, I volunteered my time to help others.

- How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

  – Gallup studies show that about 2/3 of students are thriving and about 1/3 are struggling or suffering.

  – Suffering students are much more likely to be actively disengaged at school.

Well being

- The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

- On which step (0 to 10) of the ladder would you say you personally feel you stand at this time?

Well-being

- Were you treated with respect all day yesterday?
- Did you smile or laugh a lot yesterday?
- Did you learn or do something interesting yesterday?
- Did you have enough energy to get things done yesterday?
- Do you have health problems that keep you from doing any of things other people your age normally can do?
- If you are in trouble, do you have family or friends you can count on for help whenever you need them?

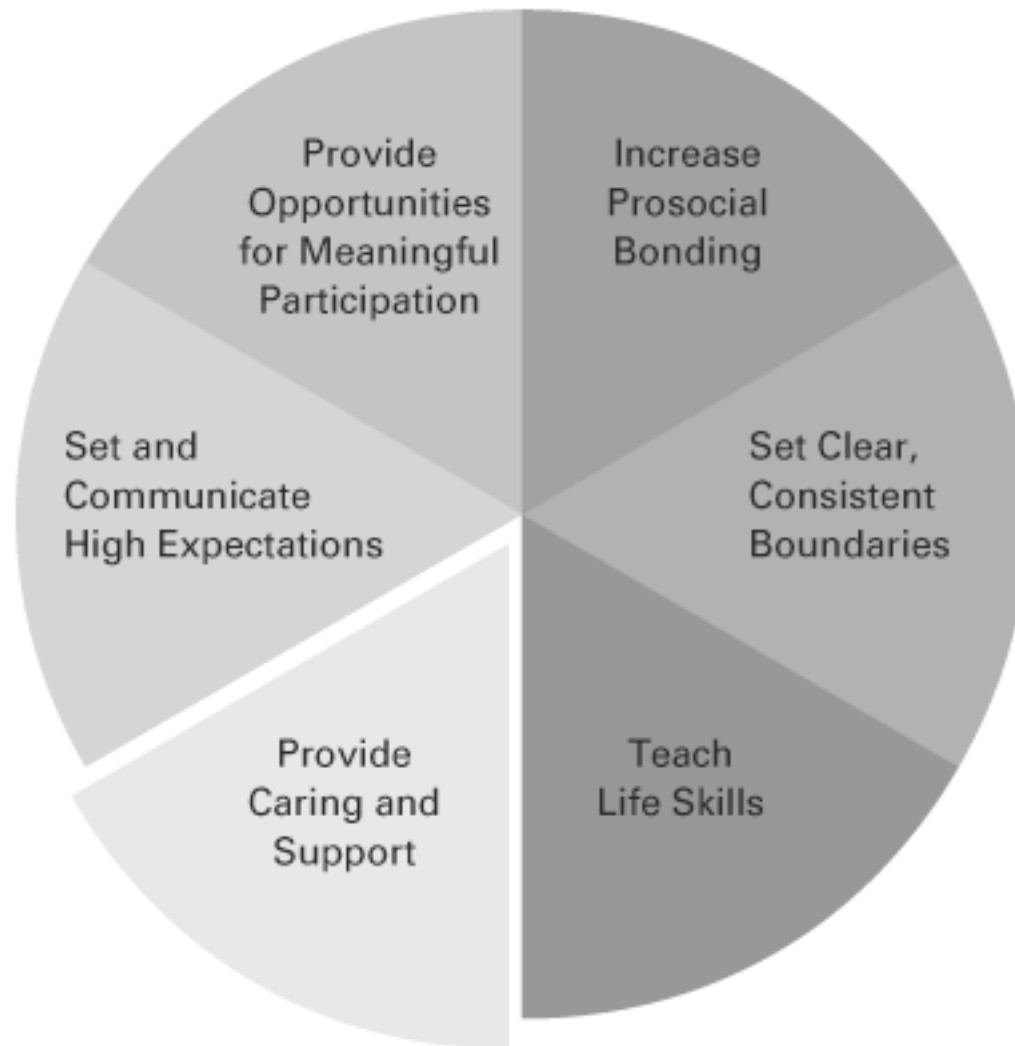# Common Core Common UPDATE; Breakout Sessions:

Jennifer Harwood & Kym Craig
"Are We There Yet?"

Patti Mackey, Terri Savage, Debbie Misiag, Fran Clay, Kay Sammons
Common Core for Students in Elementary School

Ellen Hill, Joyce Agness, Bill Barnes, Zeleana Morris
Common Core for Students in Secondary School

The Resiliency Wheel

"The greatest thing in the world is not so much where we stand, as in what direction we are moving."

Oliver Wendell Holmes