

Focus on Transition

The New Curriculum, Assessments, and Educator Evaluations

Maryland initiated its Third Wave of Reform in 2009-2010 to bring the State's education system from national leader to world-class. Three major components of the reform effort – Maryland's new Common Core State Curriculum, the Partnership for Assessment of College and Careers (PARCC) assessments, and new teacher and principal evaluations – will be implemented in all schools statewide in the coming years. These reforms will raise the bar not only for student achievement, but also for the effectiveness of Maryland's educators.



To impact student learning, it is critical that these reforms reach every classroom in every school in Maryland. The successful implementation of these initiatives requires that teachers receive ample training and support from both the State and their Local Education Agency (LEA).

During the 2012-2013 school year, as work on each of these three reform initiatives continues to move forward, the Maryland State Department of Education (MSDE) will provide technical assistance and professional development to support LEAs and educators in the transition process.

Through Maryland's Educator Effectiveness Academies, individualized school transition plans, and both State-directed and LEA-directed professional development, all educators will develop the skills and knowledge necessary to make these reform efforts a reality in just a few short years.



Educator Effectiveness Academies and School Transition Plans

MSDE initiated its Educator Effectiveness Academies program last summer to begin providing professional development on Maryland's new reform initiatives to educators from every school in the State. Each of Maryland's 1,400 schools sent a team to participate, consisting of an English/language arts teacher; a mathematics teacher; a science, technology, engineering, and mathematics (STEM) teacher; and the school's principal.

During the 2011 Academies, educators developed an understanding of the new Maryland Common Core State Curriculum Standards and Framework and how STEM education aligns with the new curriculum. School teams also created transition plans to bring the knowledge they gained at the Academies back to their schools. During the 2011-2012 school year, these teams used their transition plans to guide professional development activities on this content for their entire faculty. School teams also participated in online Academy follow-up sessions during the year to reinforce and expand upon what they had learned.

Summer 2012, MSDE is holding 10 regional Educator Effectiveness Academies at sites across the State. Attendees will review and build upon their knowledge of the Maryland Common Core State Curriculum Frameworks in English/language arts and mathematics, as well as develop an understanding of the new content literacy Frameworks and Maryland's new STEM Standards of Practice and STEM Frameworks.

Participants will also work with model units and lesson models that teachers across Maryland have helped to develop over the past year and receive an update about the new assessments. The 2012 Academies will again conclude with time devoted for each school team to develop a transition plan to deliver this material to their faculty during the 2012-2013 school year.

The Educator Effectiveness Academies and the continuing work of the attendees to lead professional development at their schools will help to ensure that all teachers are trained and knowledgeable about Maryland's new curriculum, assessments, and evaluations.

The summer Educator Effectiveness Academies and online follow-up sessions will continue through 2013. After that time, Academy content will be delivered entirely online.

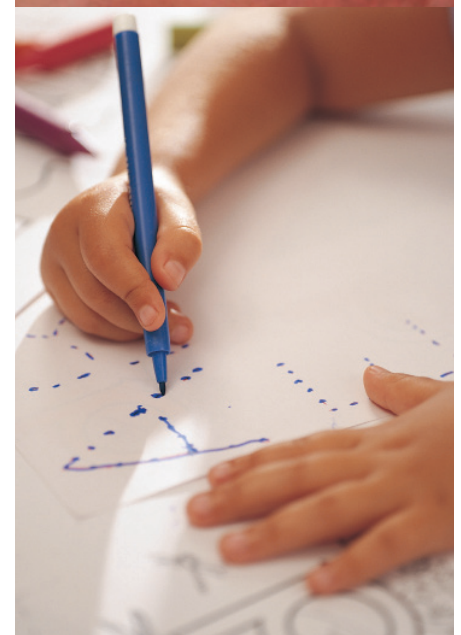
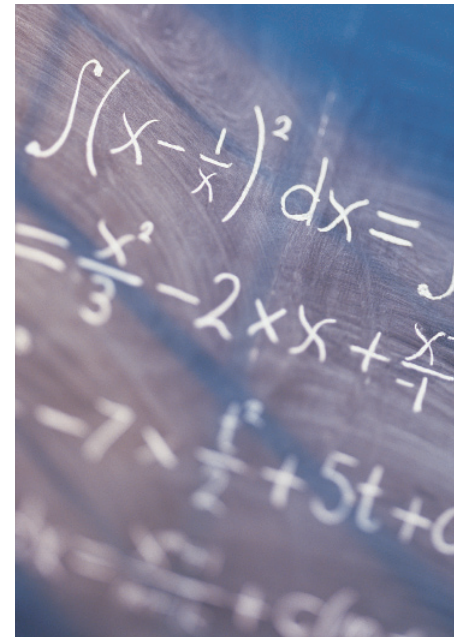


Outcomes for the 2012 Educator Effectiveness Academies

- Facilitate opportunities for school staff to work with English/language arts model units, model lessons, and other resources to support implementation of the Common Core State Curriculum.
- Facilitate opportunities for school staff to work with mathematics model units, model lessons, and resources to support implementation of the Common Core State Curriculum.
- Create and deliver professional development that increases the skills and knowledge of school staff in the literacy standards in history/social studies, science, and technical subjects to support implementation of the Common Core State Curriculum.
- Create and deliver professional development that increases the skills and knowledge of school staff in the Maryland STEM Standards of Practice and Frameworks.
- Determine the critical shifts in instruction necessary to align with the new assessments, based on current information regarding assessment development, design, and timeline.
- Create a transition plan that will guide the delivery of Academy content to school staff.

In future years, Academy outcomes will expand to include information about the new teacher and principal evaluation model and effective use of Maryland's Instructional Improvement System. This includes information regarding new summative assessments being developed by the PARCC consortium, effective use of formative assessment tools, and the Instructional Improvement System.

For more information on the Educator Effectiveness Academies go to mdk12.org/instruction/academies/index.html.



Timeline for Implementation

The implementation of Maryland's new Common Core State Curriculum, PARCC assessments, and educator evaluations are very much connected. Educators will teach the new State Curriculum, administer assessments based on that curriculum, and be evaluated, in part, on their students' achievement in these areas. Because of the interconnectedness of these reforms, it is important that they move forward simultaneously to ensure an effective and cohesive transition.



<u>Reform Initiative</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015 and Beyond</u>
New Maryland Common Core State Curriculum	Transition Plans & Writing New Curriculum		Full Implementation of New State Curriculum	
PARCC Assessments	Assessment Development Begins	Pilot Field Testing, Research, Data Collection	Full Field Testing, Research, Data Collection	PARCC Assessments Fully Implemented
New Teacher and Principal Evaluations	Pilot in 7 LEAs	Statewide Field Test	Evaluation System Fully Operational	





The Maryland Common Core State Curriculum

Maryland adopted the Common Core State Standards in English/language arts and mathematics in June 2010 as part of the State's Third Wave of Reform. These internationally benchmarked standards are the overarching learning expectations that are guiding Maryland's development of the new Common Core State Curriculum.

During the 2010-2011 school year, educators statewide worked to create the Maryland Common Core State Curriculum Frameworks in English/language arts and mathematics. This 600-page document defines the essential content and skills that students need to know and be able to do in order to meet the Common Core State Standards. The Frameworks are the foundation of Maryland's new State Curriculum.

Development of the Online Curriculum Toolkit to support the Frameworks is currently underway. The Toolkit will provide teachers with a variety of resources to assist them in designing instructional programs that are aligned with the new curriculum and the new assessments, such as model lessons, model units, formative assessments, multi-media resources, intervention and enrichment modules, and online courses for students and educators.

During the 2011-2012 school year, teams of educators representing all LEAs participated in the development of model units and lessons in English/language arts and mathematics aligned to the Common Core State Standards. These model units and lessons will be presented at this summer's Educator Effectiveness Academies in addition to instruction on using the Curriculum Toolkit.

The completed curriculum will be fully implemented in all Maryland schools in school year 2013-2014.

To view the Maryland Common Core Curriculum Frameworks go to mdk12.org/instruction/commoncore/index.html.

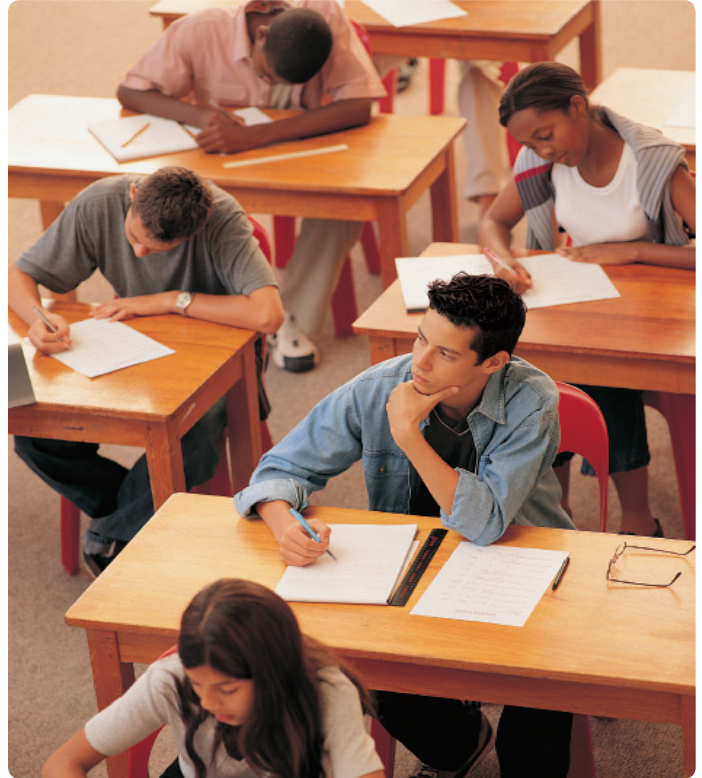


The PARCC Assessments

Maryland is a Governing State in the Partnership for Assessment of Readiness for College and Career (PARCC), a consortium of 24 states working to develop an assessment system aligned with the Common Core State Standards in English/language arts and mathematics. The PARCC assessments will track student progress over time and will report status on a trajectory toward college- and career-readiness. The assessments will be computer-based and will utilize a mix of constructed response items, performance-based tasks, and computer-enhanced, computer-scored items to measure higher-order skills such as critical thinking, communications, and problem solving.

Assessment development, under the leadership of PARCC, is taking place concurrently with the implementation of the Common Core State Standards in the classroom. In August 2011, PARCC released its draft of the PARCC Model Content Frameworks in English/language arts and mathematics, which serve as a bridge between the Common Core State Standards and the new assessment system.

This spring, PARCC is beginning to develop test items for the new assessments and educators representing all 24 PARCC member states, including Maryland, will be engaged in the process of reviewing those test items this summer. Field-testing for some of these items will begin in spring 2013 and test forms will be field tested in spring 2014. The first administration of the PARCC assessments will take place in the 2014-2015 school year and new PARCC Performance Standards will be established in summer 2015.



During the transition to the new assessments, Maryland is focused on addressing three important concerns: ensuring that the assessments are valid, measuring what they are intended to measure and are aligned to the curriculum and instruction that students have received; providing students and parents with sufficient notice that the assessments would be required for graduation (2-3 years); and making sure that students had the opportunity to learn the content and pass the test. With these values in mind, MSDE is working to develop a plan to gradually phase out the HSAs and phase in the new PARCC assessments. PARCC will replace the MSAs in 2014-2015.

To view the PARCC Model Content Frameworks go to www.parcconline.org/parcc-content-frameworks.

New Teacher and Principal Evaluations

Maryland's new teacher and principal evaluations will be fully operational in all school districts in fall 2013. Until that time, MSDE is working with LEAs to ease the implementation process and address any issues that arise.



Since the start of the 2011-2012 school year, seven local school systems have been participating in a no-fault pilot of the new evaluation model (Baltimore City and Baltimore, Charles, Kent, Prince George's, Queen Anne's, and St. Mary's Counties). The pilot process — and MSDE's close partnership with the seven school districts to refine the new evaluation framework — is an important step to ensuring the fairness, reliability, and rigor of the new evaluations. MSDE and the Maryland Council for Educator Effectiveness are collaborating with the pilot districts to collect information, examine lessons learned, and study the impact and validity of the new evaluation model.

The results and feedback from the pilots will inform the no-fault, statewide field test of the evaluation model this coming school year (2012-2013). The year-long field test will give all LEAs time to develop and pilot their own local evaluation model in order to seek solutions to unforeseen obstacles and provide high quality professional development.



During the field test year, MSDE will provide assistance and guidance to all LEAs, while also developing and refining the Maryland State evaluation model as needed before the evaluations are fully implemented. MSDE will also develop and provide professional development/technical assistance content for all components of the State model. This professional development/technical assistance will also be based on the information and lessons learned from the field test year to ensure that all educators are prepared for the full implementation of the evaluations in 2013-2014.

To view the new Teacher and Principal Evaluation Guidebook go to www.marylandpublicschools.org/MSDE/programs/race_to_the_top/tpег.

About the New Teacher and Principal Evaluations

- The purpose is to strengthen the knowledge, skills, and classroom practices of educators to improve student achievement through professional development.
- Evaluation results will give a more detailed look at educator performance so that targeted and supportive professional development can be provided in a timely manner.
- LEAs will select either the State evaluation model OR use the State framework to develop their own evaluation model.
- Teachers will receive an overall evaluation of Highly Effective, Effective, or Ineffective.
- 50% of a teacher's evaluation rating will be based on Professional Practice (planning and preparation, classroom environment, instruction, professional responsibilities, etc.)
- The other 50% of a teacher's evaluation will be based on Student Growth. This rating combines both LEA Growth Measures and State Growth Measures.
 - LEAs select from a list of multiple measures with one requirement: if a statewide assessment exists, the LEA must select it as one of the multiple measures. State assessments, if available, will be combined with other measures determined by the LEA. In the future, LEAs will transition to using the PARCC assessments as growth measures.
- Teachers and Principals must be evaluated annually.



Maryland Classroom

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