

State Consortium on Educator Effectiveness (SCEE)

Partner Orientation Webinar

November 29, 2010

Welcome!

Webinar Participants

- ⌘ **Michael DiMaggio**, Director, Strategic Partnerships, CCSSO, and **David Paradise**, Senior Associate, Strategic Partnerships, CCSSO
- ⌘ **Kathleen Paliokas**, InTASC Director, Education Workforce, CCSSO, and **Circe Stumbo**, Consultant, CCSSO/SCEE
- ⌘ **Potential business partner participants**

Webinar Purposes

As we invite partners to join SCEE, we will

- ⌘ describe the SCEE framework and priority topics
- ⌘ outline SCEE activities
- ⌘ describe how and why to join SCEE

Webinar Agenda

- ⌘ Welcome and Overview
- ⌘ What is SCEE?
 - Consortium of state teams
 - SCEE framework
 - State teams and affinity groups
- ⌘ SCEE Activities
- ⌘ Invitation to join

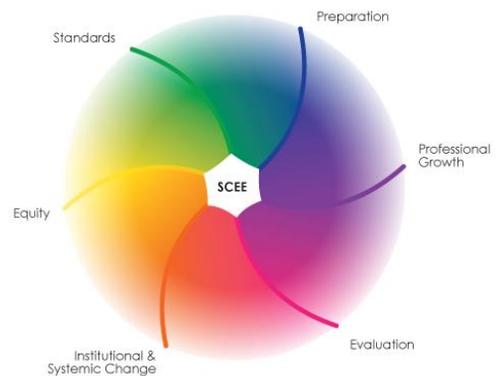
Background on SCEE

Why SCEE?

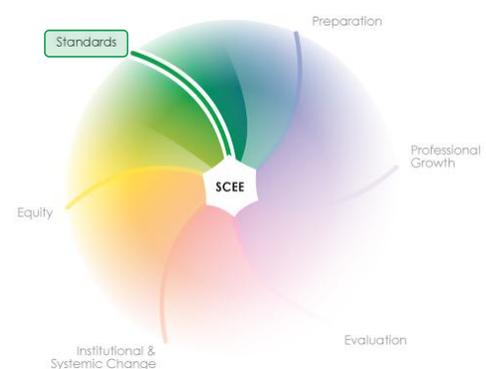
- ⌘ States are on the leading edge of a new wave of education reform ...
- ⌘ ... pressing toward transformation in the way we organize learning, teaching, and leading
- ⌘ ... and leading to improved and equitable outcomes for each and every student.

What is SCEE?

- ⌘ Membership consortium within CCSSO
- ⌘ Comprised of state teams (6 participants per state)
- ⌘ Teams meet monthly via webinars and at a national summit this spring
- ⌘ SCEE addresses the full system of educator effectiveness



Three Prioritized Topics within the System



Standards Work Group

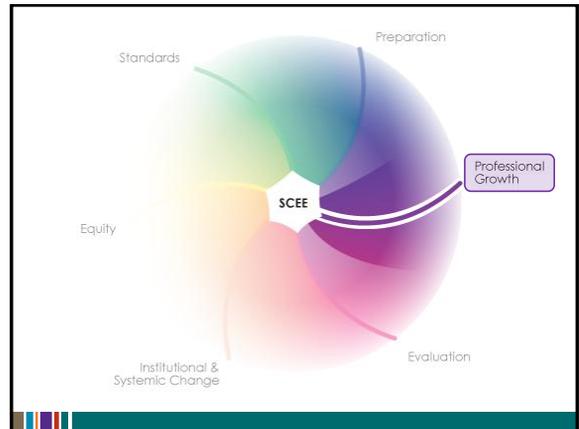
- ⌘ The Common Core State Standards embody new expectations for students; standards-based teaching and leading policies are needed to provide student access and opportunity to meet the Common Core.
- ⌘ Through SCEE, states can work together to unpack and align the Common Core, the InTASC model core teaching standards, and the ISLLC 2008 standards for school leadership.

Standards Topics

- ⌘ State roles—how to use standards as reform documents
- ⌘ Developmental continuums: What has been done, how they are or could be used, how to craft a development continuum for the InTASC core teaching standards
- ⌘ Preparation/Tiered licensure
- ⌘ Process for developing indicators and rubrics based on the standards

Standards Topics

- ⌘ Aligning the Common Core, InTASC, and ISLLC 2008
- ⌘ Using standards to inform ESEA reauthorization
- ⌘ Auditing state standards against updated model core standards
- ⌘ Collaborating with higher ed, teachers and school leaders, policymakers, and others

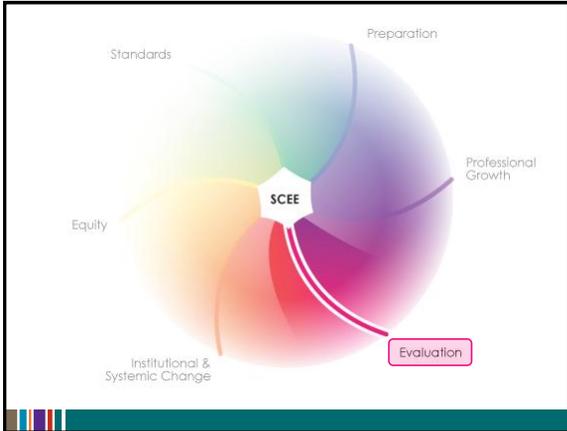


Topics within Professional Growth

- ⌘ State roles in professional development
 - Delivery
 - Standards-driven models for PD
 - State requirements for PD time/processes/decision making
 - State advice on good local PD decision-making
 - Evaluation of PD

Topics within Professional Growth

- ⌘ Defining teacher leadership roles
- ⌘ School culture and working conditions
 - Professional collaboration across the organization (teachers, teacher-leaders, leaders, other professionals)
 - Systems of support for continuous improvement
- ⌘ Lessons from/for lowest performing schools



Topics within Evaluation

1) Improving mechanisms for evaluation

- Criteria for teacher evaluation
 - Student performance
 - Multiple measures of student performance
 - Non-tested subjects
 - Comparability of determinations of student performance
 - Rubrics for performances-capstones-portfolios-observations/processes for auditing

Topics within Evaluation

- Criteria for teacher evaluation, continued
 - Continuum of profession practice, knowledge, and judgment
 - Based on standards
 - Multiple measures of teacher performance
 - Performance-based assessments for teachers
 - Weighting criteria
 - Tiered licensure

Topics within Evaluation

- Criteria for school leader evaluation (principals, superintendents, others?)
 - Student performance—how measured? (See teacher evaluation above)
 - How aggregated for principals? For superintendents?

Topics within Evaluation

- Criteria for school leader evaluation (principals, superintendents, others?), cont.
 - Continuum of profession practice, knowledge, and judgment
 - Based on standards
 - Multiple measures of leader performance
 - ISLLC 2008 standards, tools, examples (Val Ed)
 - Weighting criteria
 - Performance-based assessments for leaders

Topics within Evaluation

- 2) Improve the effectiveness of evaluators
- 3) Improve the consequences
 - Tenure/Recertification
 - Professional development
 - Compensation
 - Removal
- 4) Improve the system—do not thwart opportunities for transformation

Affinity Groups

SCEE Affinity Groups

- ⌘ In addition to topical work groups, states with similar characteristics can create affinity groups
- ⌘ Our first affinity group is comprised of predominantly rural states

Rural Affinity Group: Addressing Rural States' Unique Characteristics

- ⌘ Over half of all operating school districts and 1/3 of all public schools are in rural areas...
- ⌘ ... yet only 1/5 of all public school students are enrolled in rural schools (2003-4 data).

Unique Characteristics of Rural Education

The overall percentage of students who are rural varies by region:

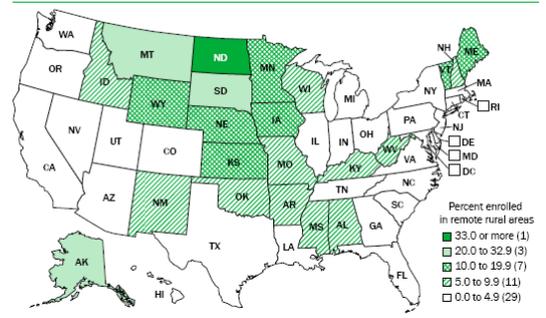
- ⌘ 28% in the South
- ⌘ 25% in the Midwest
- ⌘ 16% in the Northeast
- ⌘ 13% in the West

Diverse Issues and Contexts Even Among Rural Communities

Rural Classification	
Fringe Census	Rural territory 5 miles or less from an urbanized area*, or 2.5 miles or less from an urban cluster**
Distant Census	Rural territory 5 to 25 miles from an urbanized area*, or 2.5 to 10 miles from an urban cluster**
Remote Census	Rural territory more than 25 miles from an urbanized area*, or more than 10 miles from an urban cluster**

*Urbanized area – 50,000+ population **Urban cluster – 25,000 – 50,000 population

Figure 1.4b. Percentage of public elementary and secondary students enrolled in schools in remote rural areas, by state and District of Columbia: 2003-04



Common problems often are not common in rural settings

- ⌘ For example, in many predominantly rural states, the most “highly qualified teachers” typically are in urban schools

Solutions to common problems often are different in rural setting

- ⌘ “In ... the northwest corner of South Carolina, high schools’ attempts to curb student dropouts may not match what many people picture when they hear talk of the nation’s ‘dropout factories.’ Yet one-fifth of the 2,000 high schools nationwide categorized that way by researchers at Johns Hopkins University are in rural areas, *some of them small schools where students get a lot of personal attention.*”
— Ed Week 3/30/10, *emphasis added*

Rural Affinity Group

- ⌘ Share knowledge, best practices, and lessons learned
- ⌘ Develop a voice for advocacy individually and through SCEE/CCSSO

State Team Composition

State Team Compositions

- ⌘ Many states are still gathering their teams
- ⌘ Each state has a team lead
- ⌘ Chief state school officer and representative of the professional standards boards (some are independent boards) are on the team
- ⌘ Some state teams are comprised of divisions across the SEA—not just learning and teaching/ curriculum and instruction, but also data, federal programs, etc.

State Team Compositions

- ⌘ Statewide teachers union representation
- ⌘ Statewide administrator associations
- ⌘ Statewide school board association
- ⌘ Practitioners
- ⌘ State legislator
- ⌘ One state partnered with higher ed to share the costs of membership

Key SCEE Actions

SCEE Activities

- ⌘ Facilitate **networking, partnerships, and collective state action**
- ⌘ Create a **knowledge base** responsive to state needs around critical topical strands
- ⌘ Develop **SEA capacity**
- ⌘ Provide **leadership and advocate** for state-level needs, contexts, and priorities in reform plans and investments

Specific SCEE Outlets

- ⌘ Monthly webinars and briefs
- ⌘ National summit
- ⌘ Collaboration site
- ⌘ Deep dive projects

Webinars and Briefs

National Summit

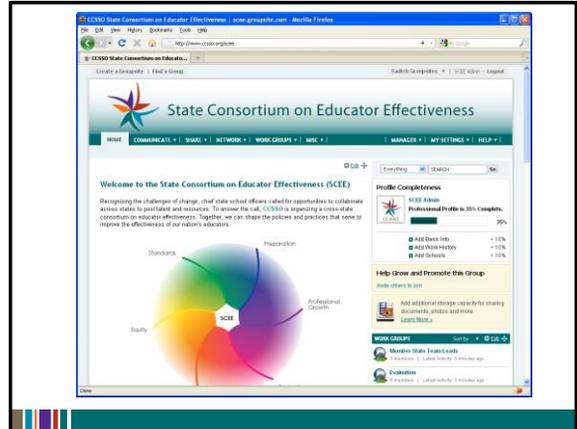
Webinars and Briefs

- ⌘ Bi-monthly state team-only webinars
- ⌘ Briefs to accompany monthly webinars (made public)
- ⌘ Bi-monthly webinars with partners
 - December 9, 2:00-3:30 pm EST
 - February 8, 2:00-3:30 pm EST (every other month after that)
- ⌘ Sharing of webinars produced by related projects

National Summit

- ⌘ Date TBA (April or May 2011)
- ⌘ Purposes: advocacy; knowledge building; help state teams coalesce
- ⌘ Participants
 - 6 team members per state
 - 2 representatives per business partner
 - national experts
 - state team facilitators

SCEE Collaboration Workspace



Public and Private Access

- ⌘ Public
 - Home page, main blog, and public files
- ⌘ Private
 - Work groups (discussions, blogs, and files)
 - State teams can post and comment; business partners can observe and download
 - Individuals can create private work groups

Business Partners Create Profiles

- ⌘ Business partners get two participants on the collaboration site
- ⌘ Participants create personal profiles
- ⌘ Our acknowledgement page links directly to the lead profile

Deep Dive Projects

An Invitation

- ⌘ Membership dues cover webinars and the summit
- ⌘ Members also need support for deep dive projects
- ⌘ Business partners that support projects at a minimum of \$100,000 per year have their SCEE dues waived for that year
- ⌘ Business partners get to advance the field and support leading edge transformations

Sample Deep Dive Projects

- ⌘ Unpack and align the Common Core State Standards for students, InTASC core teaching standards, and the ISLLC-2008 leader standards
 - Work to develop innovative solutions to the challenges of equity and opportunity to achieve the standards
 - Outline state policy implications of the standards

Sample Deep Dive Projects

- ⌘ Craft developmental continuums
 - aligned to the Common Core and updated InTASC and ISLLC standards
 - differentiate growth from novice to expert
 - incorporate roles leading to increasing leadership for individual educators and teams of educators
 - lead to rubrics, indicators, and specifications for measures of effectiveness

Sample Deep Dive Projects

- ⌘ Devise model state evaluation systems, including
 - defensible definitions of effective and highly effective teaching and leadership along the career continuums
 - formative and summative assessments
 - models for evaluator trainings
 - tools states can use to assess their systems against the standards.

Sample Deep Dive Projects

- ⌘ Develop a model infrastructure of integrated policies and practices to address and support teacher and leader career development, including
 - professional development
 - performance-based tiered licensure aligned to the standards
 - incentive systems.

Sample Deep Dive Projects

- ⌘ Study the organization and practice of teaching and leading in turnaround schools

Sample Deep Dive Projects

- ⌘ Support SCEE's infrastructure
 - Web-based SCEE collaboration site
 - A leading-edge Technical Advisory Committee (TAC)
 - Policy briefs, webinars, and discussion forums
 - The National Summit on Educator Effectiveness

Costs and Benefits of Membership

Benefits of Business Partner Memberships

- ⌘ Participation in bi-monthly invitational webinars
- ⌘ Invitations and waived registration fees for two participants at the annual invitational Summit
- ⌘ Affiliate Membership access to the online SCEE Collaboration site for two representatives
- ⌘ Participation on the SCEE Advisory Board
- ⌘ Recognition on the collaboration site

Business Partner Cost of Membership

- ⌘ Business partner dues in SCEE are \$15,000 per year
 - CCSSO's Level I partners are provided with a discounted membership fee of \$10,200
 - Level II partners have a discounted fee of \$11,500
 - Level III partners have a discounted fee of \$13,000

Business Partner Cost of Membership

- ⌘ Business partners are encouraged to support deep dive project work within SCEE
- ⌘ Partners that support this work at the level of \$100,000 in a year will have their membership fee in SCEE waived for that year

Questions? Comments?

For More Information/Support

- ⌘ Collaboration site
 - www.ccsso.org/scee
- ⌘ Questions?
 - Partnerships
 - michaeld@ccsso.org or davidp@ccsso.org
 - SCEE
 - kathyp@ccsso.org or circe@westwinded.com