An Introduction to the Series
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LET’S PRESENT

Vicki Phillips
Director of Education,
College Ready

Lynn Olson
Deputy Director,
College Ready

Wendy Sauer
Senior Program Officer,
College Ready
The Role of Standards

• **A+ Nations:** Coherent, Focused, Rigorous, for All Students

• **90 percent** overlap Common Core math and composite of the math standards in A+ nations

• **AIR study KY:** 11th graders who experienced 1-2 years of CCSS did better on the ACT than a similar group who took the ACT before the standards’ introduction

• **Majority of teachers** support the standards
The Components of High-Quality Evaluations

Measure Effective Teaching
- Set expectations
- Use multiple measures
- Balance weights

Invest in Improvement
- Make meaningful distinctions
- Prioritize support and feedback
- Use data for decisions at all levels

Ensure High-Quality Data
- Monitor validity
- Ensure reliability
- Assure accuracy

Source: Measures of Effective Teaching
The Role of Feedback

• **MET: 9 Principles:** The Basis for High-Quality Feedback

• **DC IMPACT program:** improved performance by low-performing teachers and highly effective teachers

• **Chicago:** Larger student achievement gains in schools whose principals received robust observer training, with even greater gains in the second year

• **Tennessee:** pilot program that matches teacher rated low in a particular area of instruction with teacher who demonstrated success in that area increased teacher evaluation scores and student achievement across whole schools
LDC and MDC Tools

These tools help teaching to become more rigorous, more engaging and effective.

• **90% of teachers** say that the tools are effective in providing curricular resources for the Common Core State Standards

• **80% of teachers** say that the tools support students’ college readiness

• **80% of teachers** report that the tools help raise their expectations for the level of work their students are capable of

• **80% of teachers** agree that LDC and MDC are effective in encouraging the use of formative assessment to identify and act on students’ strengths and weaknesses
Encouraging Early Results

Students in LDC classrooms gained, on average, an additional 2.2 months of learning for reading compared to a matched comparison group.

Students in MDC classrooms gained on average, an additional 4.6 months of learning in math compared to a matched comparison group.

Source: Tools for Teachers: The Literacy Design Collaborative and the Math Design Collaborative
The Role of Instructional Tools

- **LDC, MDC:** By Teachers, for Teachers
- **67% of teachers** now report sufficient digital and non-digital tools for their grade and subject
- **BUT** lack of full course curricula remains a problem
Putting It All Together!
The Next Challenge: Professional Learning
Nobody Knows Teaching Like TEACHERS
10 discrete studies with over 30K teachers

10 focus groups

One study that looked at online conversation
Teacher as Learner

Professional Respect

New Roles for Teachers
In my four short years of teaching, I have heard so many times that isolation is an illness in education. We believe no one knows teaching like teachers. We envision a profession where all teachers are connected to professional communities that improve their practice. We work to build teacher-to-teacher community.

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Theory of Action

If we decrease isolation, reduce the hunt, celebrate & elevate the profession, and cultivate teacher leaders, then teachers' attitudes, beliefs, and behaviors about their practice and profession will advance. Teaching and learning will improve.
TEACHER2TEACHER

together, teachers do

ECET$^2$
together with teacher2teacher

CONNECT2

together with teacher2teacher

GROW

Twitter

Facebook
#WhyITeach


In Their Own Words: Teacher Narratives [http://gates.ly/1RCGjtp](http://gates.ly/1RCGjtp)
ANY QUESTIONS?