



Belpre Updates: State and Federal Initiatives

January 2012

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Important Dates:

- Jan. 10-Strategic Compensation Committee Meeting
- Jan. 10- Transformation Team Meeting
- Jan. 23- Transformation Team Meeting
- Feb. 6- Transformation Team Meeting
- Feb. 7- DLT State Support Team Meeting –BE Athens
- Feb. 8-OAC/TIF Quarterly Meeting- Reynoldsburg
- Feb. 9-DLT State Support Team- BHS Marietta
- Feb. 21- Strategic Compensation Committee

Formative Instructional Practices

BCS staff participated in a training on Formative Instructional Practices presented by Angela Clifton, Region 16 State Support Team. The following represents the highlights of that session.

- A review of the term Formative Assessment.
- The word assessment is derived from the Latin word "assidere" which means to "sit beside."
- Formative Assessment is twice as important as socioeconomic background.
- Formative Assessment/ Instruction is NOT:
 1. Just about tests.
 2. About the grade book
 3. Always formal
 4. Separate from the curriculum
 5. About the "after"
 6. An end in itself.
 7. Separate from instruction.
 8. Just about student readiness.
 9. Just about finding weaknesses.
 10. Just for the teacher.
- Formative Instruction is Like Making Chili-As we are

making the chili, we must keep tasting it to see how it is doing. If we don't check it throughout the process, it might not taste right when it's done. The tasting and adding of different ingredients is like Formative Assessment. We must keep checking on our students learning throughout teaching to ensure that, in the end, the learning has occurred .

- A balanced assessment system must be in place using both formative assessment (used during the learning that provides immediate feedback to adjust our teaching) and summative assessment (used after instruction to measure student achievement).
- Do we assess too much? Only if you are not using the information from the assessment. If you are assessing, you must interpret the results to plan for subsequent instruction and/or intervention.
- Provide your students with a continuum in which to measure their understanding. EX: Life cycle of butterfly. What is your level of understanding? Are you at the pupa stage or are you at

the butterfly stage? This can help you to quickly assess (Formative Assessment) the level of each student's understanding of the concept taught.

- It is not the method that determines whether an assessment is summative or formative, rather it is how the results are used.
 - Feedback is an important component of Formative Assessment.
 - Coaches provide immediate and focused feedback to their players. Don't wait until the end of the week when test is given.
 - Four Generalizations about Feedback
 1. Feedback should be corrective in nature.
 2. Feedback should be timely
 3. Feedback should be criterion-referenced.
 4. Students can effectively provide some of their own feedback through self-evaluation.
- Thanks to Angela for all of the valuable information.

Testing Updates:

Partnership for Assessment of Readiness for College and Careers (PARCC); PARCC is a 24 state consortium working together to

develop next generation K-12 assessments in English and math. With the move to common core standards, states are looking at

common assessments to be used to measure student achievement in those areas. Currently states do not all use the same assessments

OAC, Ohio Race to the Top and the Teacher Incentive Fund: An Integrated Approach

Belpre City Schools has been given the opportunity to participate in numerous grants over the years. Usually participation in one grant occurs in isolation from others. Currently we are participating in OAC, RttT, and TIF along with piloting the new Ohio Teacher and Principal Evaluation System. Many say it is too demanding to work on more than one initiative at a time. The focus becomes too wide; therefore we cannot be thorough in our work.

The state of Ohio has created an integrated approach to these initiatives. If we look closely at each one, we can see that they relate to one other with a common goal of increasing student and teacher learning.

Ohio has contracted with Battelle for Kids (BFK) to assist school districts in achieving their goal and ensuring the initiatives are integrated while maintaining the same principles and focus. In a press release on January 5, 2012 BFK summarized the work:

“Ohio RttT and the Ohio Teacher Incentive Fund (TIF) are unique federal grant opportunities to support transformational education reform. Great teachers and school leaders have a significant impact on student achieve-

ment, and educator effectiveness is a key part of RttT and Ohio TIF.

The Ohio Appalachian Collaborative (OAC), RttT, and Ohio TIF are an integrated school improvement package that provide significant resources for Common Core implementation, formative instructional practice support, value-added data analysis, fair and meaningful teacher and principal evaluation systems, and improved college- and career-readiness/ student success. Every OAC district must be a Race to the Top district.”

As part of the above initiatives Belpre City Schools is also participating in the Ohio Teacher and Principal Evaluation (OTES and OPES).

“Ohio is moving toward a new system for educator evaluations through the OTES and OPES. Below are several ways in which RttT and Ohio TIF align to state requirements in regards to educator evaluations, and give participating Local Education Associations additional support.

- *House Bill 153 requires that all school districts implement a standards-based teacher and principal evaluation policy that conforms to the State Board of Education framework by July 1, 2013, and the policy must be im-*

plemented for the 2013-2014 school year.

- *House Bill 153 also requires that all school districts statewide, regardless of whether they are participating in RttT, implement a teacher and principal evaluation system aligned to the state criteria by the 2013-2014 school year, or earlier depending on their RttT Scope of Work or their participation in Ohio TIF.*
- *Under the Ohio TIF grant, all participating districts will implement teacher and principal evaluation systems aligned to the state standards by the 2012-2013 school year. All Ohio TIF school districts are currently piloting one of four approaches to the OTES requirements. Participating in these pilots provides an opportunity for Ohio TIF districts to inform the eventual statewide roll-out of OTES.”*

Since we are participating in all of these initiatives, we are receiving funds and extra support to implement the work that is being required. Without this assistance, the district would need to provide funding for this work.

Battelle for Kids, January, 2012,

Student and
teacher learning is
our top priority at
Belpre City
Schools.

MY VOICE: Students, Parents and Community

Recently sixth graders from Belpre Elementary participated in the “My Voice” online survey. High School students will complete their surveys during the week of January 16. The survey is designed for districts to learn about the perception of their schools from the stakeholders: students, parents and community members. The

results of the survey will assist Belpre City Schools in making decisions that will improve the current system. As a participant in Race to the Top, BCS was given access to the student survey free of charge.

Recently Mr. Tony Dunn, Superintendent of Schools, applied for and was awarded an additional grant to fund this

program for Belpre parents and community members. A random sample of parents and community members will be invited to participate in this survey.