

Maryland State
Department of Education

EDUCATOR EFFECTIVENESS ACADEMY



Major initiative: To improve the effectiveness of teachers and principals



Assist and support transition to higher standards and expectations



Four-member teams from each school

Common Core State Standards

Mathematics and English/Language Arts

CCSS for English Language Arts: Increasing rigor



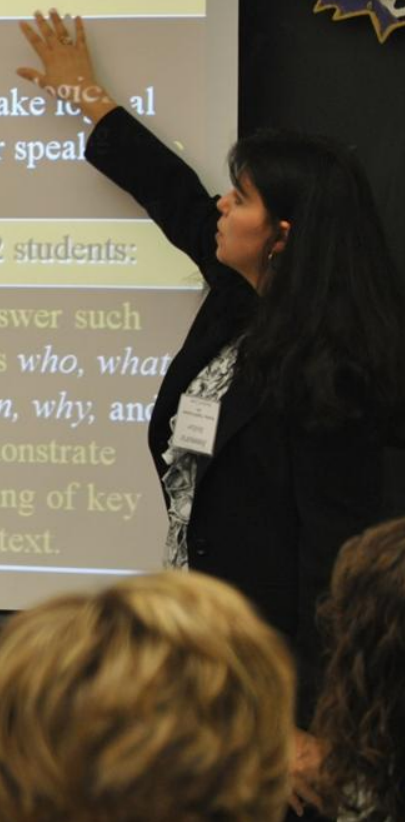
Reading Literature 1 (RL1)

Cluster: Key Ideas and Details

RL1 CCR Anchor Standard

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Kindergarteners:	Grade 1 students:	Grade 2 students:
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.



Connecting the Writing Process and the Traits

Write Source shows you how!



Today is AI

- PREWRITE**
 - What has inspired you to write?
 - What do you want to say?
 - What do you want to learn?
- WRITE**
 - What do you want to say?
 - What do you want to learn?
- REVISE**
 - What do you want to say?
 - What do you want to learn?
- EDIT**
 - What do you want to say?
 - What do you want to learn?
- PUBLISH**
 - What do you want to say?
 - What do you want to learn?

- Key Ideas
 - 1. Read closely to make logical inferences from it.
 - 2. Analyze and interpret what the text says explicitly and to make logical inferences from it.
 - 3. Delineate and analyze the structure of the text, including how that structure contributes to its meaning and style.
- Craft and Structure
 - 4. Interpret how the text makes an argument, how it develops the ideas, and how it organizes those ideas.
 - 5. Assess how an individual text, an issue, or an idea is developed, supported, and styled in a text.
 - 6. Analyze how an individual text, an issue, or an idea is developed, supported, and styled in a text.
- Integration
 - 7. Analyze how the text makes an argument, how it develops the ideas, and how it organizes those ideas.
 - 8. Determine the central ideas or issues of a text and analyze how those ideas or issues are developed and supported by relevant details from the text.
 - 9. Analyze how the text makes an argument, how it develops the ideas, and how it organizes those ideas.

Maryland educators working to determine the essential knowledge and skills associated with standards

Strand →

College and Career Readiness
Anchor Standards for Reading

Cluster →

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Anchor Standard →

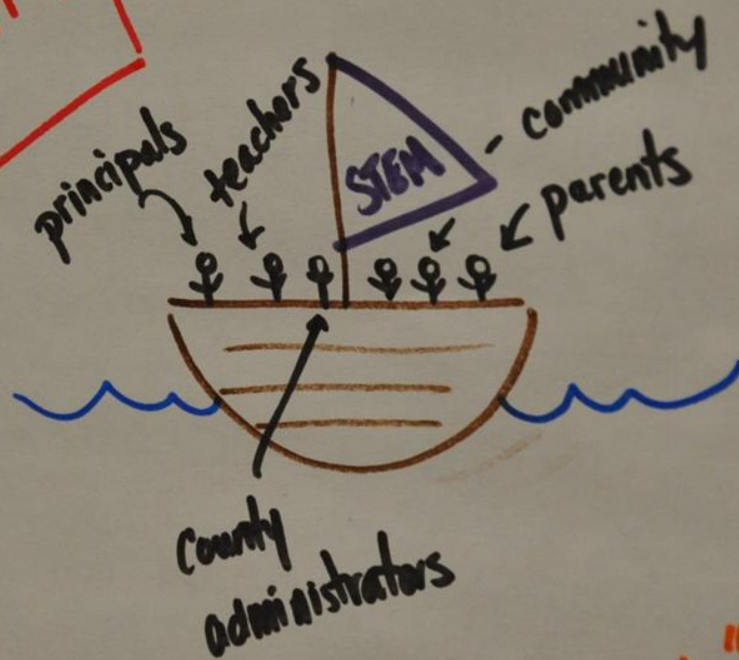
Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Cluster →

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SCHOOL SYSTEM



Striving to reach the same goal.

"We're all on board!"

Maryland educators working to determine the essential knowledge and skills associated with standards

C. Milton Wright High School

DAKTRONICS

GALAXY

WELCOME
MSDE EDUCATOR
EFFECTIVENESS
ACADEMY



Principal and Teacher Leaders Participation

English, Mathematics, and STEM





y 11, 2011
n Overview
of the
for
al Practice
Activity
ers

Mr. Lessnau's 3 Rules for Success

1. Only one person speaks at a time.
2. Respect the space of others.
(physical and intellectual)
3. Bring your best every day.

"To give anything is to receive the gift."

C
M
W



Principals

#2 Lesson Activity
Decontextualize
- use symbols
- pull out key info
- manipulate symbols
- a meaning
Contextualize
- meliorant
- solution
- cause and effect







Master Teachers

Hired and trained by

Maryland State Department of Education

2011 Educator Effectiveness Academies



Six training sessions, grade-level specific groups, and post-academy focus group meetings



Six training sessions, grade-level specific groups, and post-academy focus group meetings



Six training sessions, grade-level specific groups, and post-academy focus group meetings



Nine master teachers coming from Harford County

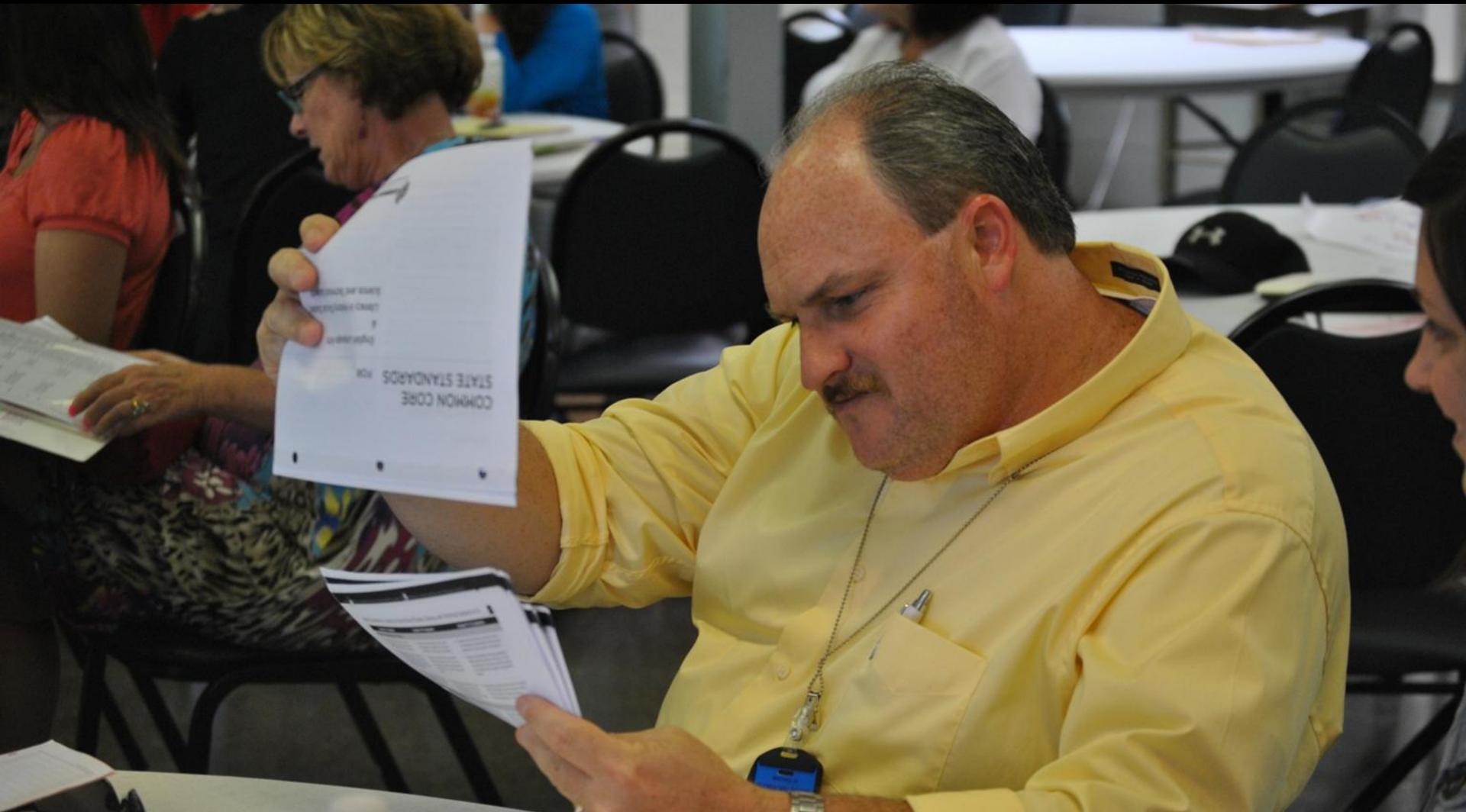
Curriculum Transition Plans

Common Core State
Curriculum Frameworks

- o Prepare responses to the assigned questions.
- o Share responses with corner group.



Guide faculty, provide support, and gain understanding



Guide faculty, provide support, and gain understanding



Guide faculty, provide support, and gain understanding

Follow-up

Professional Development to the
Educator Effectiveness Academy

Harford County's Instructional Leaders



90-minute rotating sessions
English/Language Arts, Mathematics, and STEM



Facilitated by teacher leaders



Funding from Harford County's Race to the Top grant

Future Actions

- ✓ Provide on-going professional development
- ✓ Monitor and support schools
- ✓ Implement the school curriculum transition plans



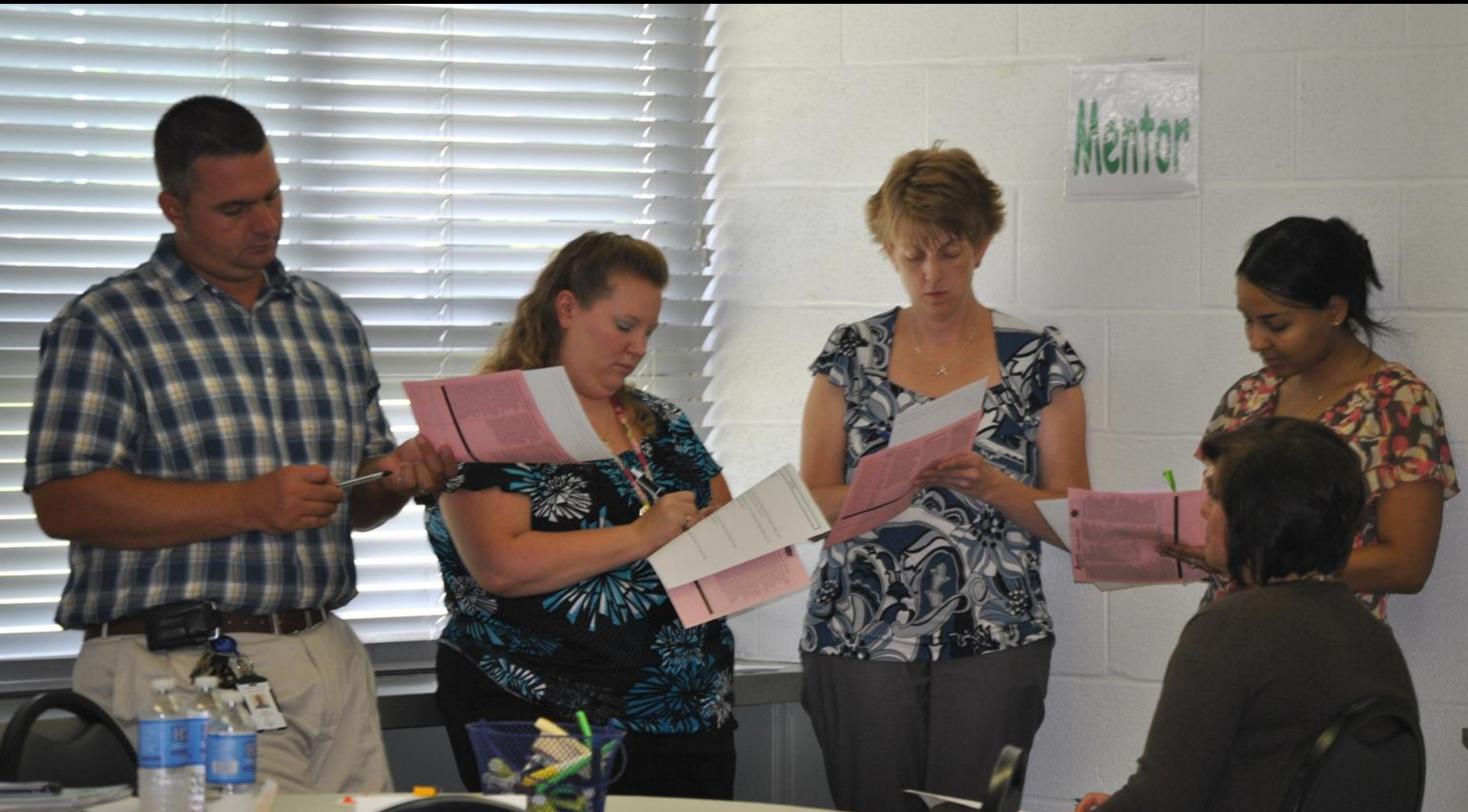
Focus on assessments, Instructional Improvement System, and using data to inform decisions



Focus on assessments, Instructional Improvement System,
and using data to inform decisions



Monitor and support school teams



Monitor and support school teams



Monitor and support school teams



Implement school curriculum transition plans



Implement school curriculum transition plans



Implement school curriculum transition plans

C. Milton Wright

High School

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