Ohio Performance Assessment Pilot Project

Coach Application

I. Executive Summary

The purpose of the Ohio Performance Assessment Pilot Project (OPAPP) is to develop and pilot test performance tasks designed for elementary and high school students and aligned to the Common Core State Standards in English Language Arts (ELA) and Mathematics as well as to the New Revised State Standards in Science, Social Studies and Career Technical Pathways. The intended outcome of the pilot is to develop a suite of field-tested performance tasks that could be used in classrooms for both formative and summative purposes, and to train cohorts of teachers to develop tasks, provide feedback to students based on task performance, score student responses to summative tasks and train others to score summative tasks.

A performance-based assessment is a measure of achievement that is based on authentic learning tasks such as activities, exercises or problems that require students to demonstrate what they **know** and can **do**.

The Ohio Task Dyad Learning System consists of a Learning Task and an Assessment Task. The Learning Tasks are multi-step tasks that may extend over many class-meeting times and including time spent outside of class-meetings, require some teacher-led scaffolding and can be differentiated as determined by the teacher. These tasks are not secure and can be both shared and modified. Suggested modifications to address the needs of diverse learners will be included as part of the instructor's guide for each task. The Learning Tasks are intended to be embedded within a curriculum. Their purpose is to provide the opportunity for a student to learn in an environment where they can practice doing.

Paired to the Learning Tasks are the Assessment Tasks. These tasks are designed to assess whether students have met the learning goals associated with the learning tasks. The Assessment Tasks are shorter more focused tasks that that may extend to only a few class-meeting times, or up to 120 minutes of class time with no time spent outside of class-meetings, and require no teacher intervention or scaffolding. These tasks are secure and cannot be modified. These tasks are intended to serve as summative assessments. Their purpose is to assess what students have learned and are able to do.

Ohio's Race to the Top application committed the state to jointly develop common high quality assessments with other states. Ohio is now a governing member of the Partnership for Assessment of Readiness for College and Career (PARCC). As a governing member of the partnership, Ohio has agreed to

administer the PARCC assessments in 2014-15. These assessments will include performance tasks as part of the summative assessments used for accountability. The OPAPP will continue to inform the work of both national consortia as it will pilot tasks that fit the models the consortia are using to define performance assessment.

Schools selected to participate in the pilot project will be integrally involved in the assessment system and will be poised to be leaders in the transition to the new assessment system. Together, schools and districts selected for the one year Ohio Performance Assessment Project will learn to implement and score performance assessments in English, mathematics, science, social studies and/or career technical pathways.

In the table below, the program for the different cohorts is outlined.

	2011-2012		2012-2013		2013-2014	
Cohort 1 (HS)	Pilot Online System	Pilot Task Writing				
Cohort 2 (HS)	Professional Development	Pilot Tasks Score	Pilot Tasks Score Develop Tasks	Pilot Tasks Score Develop Tasks	Pilot Tasks Score	
Cohort 3 (ES)		Professional Development	Pilot Tasks Score	Pilot Tasks Score Develop Tasks	Pilot Tasks Score Develop Tasks	Pilot Tasks Score
Cohort 4 (HS)			Online Professional Development	Field Test Tasks Score	Field Test Tasks Score	
Cohort 4.5 (HS)					Online PL Field Test Tasks Score	
Cohort 5 (ES)					Online PL Field Test Tasks Score	Field Test Tasks Score

Teachers in Cohort 4.5 will field test a series of online professional learning modules where they will work in groups which will be monitored by online coaches. Online coaches will be responsible for monitoring the progress of teachers through the required elements of the modules, reconciling and releasing the feedback to teachers from their peer reviews, and scoring the Assessment Tasks. Teachers will be reviewing each other's submissions through TaskStream for the required submission, but online coaches will be scoring the Assessment Tasks. The mechanism for enabling peer reviewing will require that the online coaches go into the tasks and "reconcile" the feedback to release it back to the teacher who wrote it. Online coaches will do this reconciliation when teachers have completed their required reviews.

Training for how to access this information will be provided and supported with instructions and recorded webinars. The module topics include the use of formative instructional techniques, the use of scoring rubrics to guide feedback to students, and re-engagement of students in the material to deepens student understanding.

After teachers have completed the three modules of professional development, school teams will implement Learning Tasks developed by the vendor(s). While implementing the tasks, teachers will still participate in professional development through an online community that will be monitored by the same coaches used in the online modules. The online community is designed to provide support to teachers as they integrate the Learning Task into their curriculum and trouble-shoot issues during implementation.

This application form will be used by individuals who wish to participate in this project as coaches. In this form, applicant coaches will be asked to demonstrate their experience and expertise with performance assessment and coaching teachers. Submitted applications will undergo a review process.

II. Purpose

The Ohio Performance Assessment Project is designed support the development and implementation of performance tasks. The project will include:

- Field Testing performance tasks designed for formative and summative assessment (the Task Dyad Learning System);
- Field Testing an online delivery system for the tasks and student work;
- Field Testing a scoring system that uses teachers as scorers and allows for high reliability of assigned scores.
- Preparing and piloting a state and regional Moderation Panel for the purposes of training teachers to score student work reliably.

III. Eligibility

All applicants must have:

- At least three years successful experience working with teachers, including modeling lessons and observing in classrooms and providing feedback to teachers.
- Successful experience as an online instructor.
- Successful experience as a quality presenter and group leader.
- Excellent demonstrated working knowledge of formative instruction.
- Excellent oral and written communication skills.
- Excellent technical skills.
- Ability to serve in a leadership capacity.
- Ability to demonstrate initiative necessary to fulfill responsibilities without constant direct supervision.
- Extensive knowledge of and ability to develop and enact pedagogy for school improvement and reform.

The application materials will be rated according the rubric listed on page 11.

IV. Scope of Work

Participating coaches must:

1. Commit to being an online mentor for a group of 30 teachers for six weeks in the months of August and September 2013, routinely providing feedback to teachers on the work they submit within a 48 hour time frame.
2. Commit to participating in developing a professional learning community online with teachers in the project for two weeks during the calendar year 2013 (dates to be negotiated at the point of employment).
3. Commit to attending training and semi-annual meetings to debrief on how the project is going (these meetings may be available to attend via webcast).
4. Agree to participate in the project's evaluation, which will require participation in surveys and interviews while doing work for this project.

V. Application Requirements

All applicants must complete the *Ohio Performance Assessment Project Application for Participation* (beginning on page 8). Applications must ***also*** include **all** of the following:

1. A complete Curriculum Vitae, including information about licensure, past employment, current employment and experience with performance assessment, formative assessment and scoring of state tests.
2. Letters of support from at least **three** professional sources.

VI. Anticipated Awards

Each coach will be paid $2000 for their services in this pilot project. Funding for this phase of the Ohio Performance Assessment Pilot Project is provided by Ohio's Race to the Top grant.

VII. Submission of Applications

Applications must be received by the Ohio Department of Education (ODE) by **12 PM on Friday, May 24, 2013**. One electronic or hard copy should be submitted to:

Lauren Monowar-Jones
25 South Front Street, MS 507
Columbus, OH 43215
Email: Lauren.Monowar-Jones@education.ohio.gov

Applicants are responsible for timely submission and verifying receipt of applications by ODE. Incomplete submissions, incorrect information, or late submissions shall be cause for disqualification. Applications containing all required elements will receive careful consideration; however, they cannot be guaranteed funding. All applications become the property of ODE upon submission.

The information provided herein is intended solely to assist the applicants in submission preparation. To the best of ODE's knowledge, the information provided is accurate. However, ODE does

not warrant such accuracy, and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. By submitting applications, applicants expressly agree to these terms.

ODE reserves the right to withdraw this solicitation at any time without prior notice, and makes no representation that any agreement will be awarded to any respondent. In addition, ODE reserves the right to postpone opening responses to this solicitation for its own convenience, and/or to waive any informality or irregularity in the responses received.

VIII. Key Dates for Cohort 2 (High School Cohort)

April 1, 2013	Coach's Application Released
May 24, 2013	Coach's Applications Due
May 2013	Coach's Applications Scored
June 14, 2013	Orientation Meeting
August-September 2013	Professional Development Module Deployment
September– December 2013	Field Testing of Tasks and Scoring

All inquires should be directed to:

Lauren Monowar-Jones
25 South Front Street, MS 507
Columbus, OH 43215
Phone: (614) 728-1759
Fax: (614) 995-5568
Email: Lauren.Monowar-Jones@education.ohio.gov

Ohio Performance Assessment Pilot Project
Coach's Application

Name _____

Company Name (if applicable) _____

Address _____

Company Address (if applicable)_____

Phone _____

Fax _____

Email _____

Tax-Exempt Designation (if applicable) _____

OAKS Vendor ID (if applicable) _____

OAKS Vendor ID for Company (if applicable) _____

If you do not have an OAKS Vendor ID for the billing party (yourself or your company), please follow this link: http://www.ohiosharedservices.ohio.gov/VendorsForms.aspx to find out what to do to get one.

Please complete the following in the space provided (adjust, if necessary).

1. In your group of 30 teachers, no one has submitted a response in the required section and there are only two days left in the window of implementation. What do you do? (20 Points)

2. A teacher you are working with, Ron, is submitting responses to the questions in the PD Module, but they seem to be cut and paste from another source of information and don't really indicate responsiveness to the question asked. What do you do?
   (20 Points)

3. What would you do to promote the use of the online discussion area for the development of a professional learning community? How would you get teachers to engage in an online community? (20 Points)

4. Please describe your vision of the roles and responsibilities of an online coach in this pilot program. Be as detailed as possible. (20 Points)

X. Application Checklist and Scoring Criteria

Completed?	Application Elements	Possible Maximum Points
_____	Response to teacher submission prompt.	**20**
_____	Response to teacher copying prompt.	**20**
_____	Response to online community question.	**20**
_____	Description of perceived role of coaches in OPAPP.	**20**
_____	Evidence of Experience from Curriculum Vita.	**10**
_____	Evidence of experience from letters of support.	**10**
Total Points Awarded		**_____ / 100**

Please attach the following supporting materials:

1. A copy of your up-to-date Curriculum Vitae showing your education, licensure, past and current employment as well as your experience with performance assessment. (10 Points)

2. At least **three (3)** letters of support highlighting your qualifications and experience with performance assessment*. (10 Points)

* Letters of support can be sent separately if they are sent by the writer of the letter of support. All materials, including letters of support must arrive to ODE by the deadline in order for the applicant to be considered.