



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

September 29, 2021

Action Required
Due Date: 10/11/21

TO: Deputy Superintendent
Complex Area Superintendents
Principals (All)
Hawaii Public Charter School Commission Executive Director
Public Charter School Directors (All)
Test Coordinators (All)

FROM: Cara Tanimura 
Interim Assistant Superintendent

SUBJECT: Using Performance Tasks for Learning - Professional Development Opportunity

The Assessment Section, in partnership with the Smarter Balanced Assessment Consortium and the New Teacher Center, is providing training on how to use performance tasks embedded during instruction and how they can potentially be used in a large-scale summative assessment. The training will connect assessment data with professional learning opportunities to explicitly support student learning needs. Trainers will work with participants to help educators make better use of performance tasks as part of their instructional process and to accelerate their students' learning.

Specifically, the Hawaii State Department of Education and Smarter Balanced seek school-wide educator teams. Teams may be comprised as follows:

- Grade 4 mathematics teachers
- Grade 5 ELA teachers
- Grade 6 ELA and mathematics teachers
- High school ELA teachers
- High school mathematics teachers

Teachers will benefit most from this professional development when the entire grade level team participates so that they can apply their learnings as part of their ongoing collaboration.

School and complex area leaders are invited to participate in this professional development program to support participating teachers, and participate in feedback and collection of information.

Participants will:

- Help shape Hawaii's and the Smarter Balanced Consortium's innovation regarding summative assessment;
- Have access to consortium-sponsored high-quality professional learning that will cover topics such as student-centered teaching; using performance tasks to elicit information about what students know and can do; and acting on information from performance tasks to plan instruction;
- Engage in a program of professional learning that includes up to 1.5 to 2-hour sessions each month between October and May, customized to the cohort's interests and needs;
- Administer a Smarter Balanced Interim Assessment performance task using an accompanying classroom support resource; and
- Participate in a study that collects information and feedback about the process.

A school's participation in this program will provide essential student and teacher data to inform how performance tasks may be administered throughout the school year as part of the summative assessment process. Schools will also receive the scores for the interim assessment performance tasks that their students complete as part of the study.

The attached flyer summarizes this professional development opportunity. Please share the flyer with any staff who may wish to learn more. Also, a summary of the program is available at <https://tinyurl.com/ymcy9t3k>.

Those who are interested in learning more about this program may attend one of two information sessions that will be held on October 4, 11:00 a.m. - 11:30 a.m. and October 6, 11:30 a.m. - 12:00 p.m. Please complete the *Performance Task Professional Learning Interest Form* located at <https://tinyurl.com/3thmtwu5> to register for one of these information sessions.

If you are interested in participating in the program, you may indicate your interest by completing the interest survey located at: <https://tinyurl.com/3thmtwu5> by **October 11, 2021**.

For more information about this professional development opportunity, contact Ruth McKenna, Project Manager, at ruth.mckenna@smarterbalanced.org.

CT:br
Attachment

c: Assessment and Accountability Branch

Using Performance Tasks for Learning

Accelerating Student Learning

2021–2022 School Year

The Challenge

The COVID-19 pandemic has laid bare pre-existing inequities experienced by our nation's students and contributed to substantial loss of instructional time. National data shows students were, on average, five months behind in mathematics and four months behind in reading by the end of this past school year, impacting systematically underserved students the most ([Dorn, 2021](#)). At a time when student learning acceleration is critical, educators must connect assessment data to professional learning opportunities with a thoughtful, aligned approach to support student needs effectively.

The Opportunity

To address this challenge, New Teacher Center (in collaboration with Smarter Balanced) proposes supporting California and Washington districts and the Hawaii Department of Education to build a knowledge base regarding the use of embedded performance tasks in a large-scale summative assessment. District and school leaders, as well as educators, will have the opportunity to receive:

- two to five 90-minute professional learning sessions and
- job-embedded, supportive coaching that helps educators apply performance tasks in their classrooms to support differentiated instruction for diverse learners.

Focused support will be on deeply understanding students' diverse assets and needs, and how to unlock the power of performance tasks as one tool to provide differentiated instruction that accelerates learning.

Who We're Seeking

One participating cohort across Hawaii:

- Up to 50 teachers in each participating district or cohort representing ELA/literacy and math, grades 4, 5, 6, and high school.
- District- and school-level staff who have the closest proximity to supporting the use of assessment data to inform instruction. We recommend that these sessions are attended by district-level staff who oversee professional development efforts and school-based instructional leaders such as principals, assistant principals, and deans of instruction.

Full Professional Learning Series summary is available at <https://tinyurl.com/ymcy9t3k>.

Support You'll Receive

Fall 2021

Understanding Assessment Systems and Performance Tasks, Understanding Your Students

- Two 90-minute professional learning sessions (remote and/or in-person options) for district and school leaders, optional third session.
- Two 90-minute professional learning sessions for teachers, optional third and fourth sessions.

January – June 2022

Applying Performance Tasks to Support Your Students, Monitoring Progress

- Three optional 90-minute virtual professional learning sessions for district and school leaders.
- Three optional 90-minute virtual professional learning sessions for teachers.

Throughout

Individualized, job-embedded coaching for teachers to support the application of their learning. This coaching will be highly flexible and deeply embedded within local structures and systems.

Getting Started

Indicate your interest at <https://tinyurl.com/3thmtwu5> by **October 11th**.

New Teacher Center and Smarter Balanced will host two information sessions on **October 4th at 2:00 pm PST** and **October 6th at 2:30 pm PST**.

Sign up at <https://tinyurl.com/3thmtwu5>.

