

General Information for Educator Involvement

The Smarter Balanced Assessment Consortium (Smarter Balanced) is recruiting qualified educators to support assessment activities in 2019. We are asking Smarter Balanced Teacher Involvement Coordinators (TICs) to recruit and recommend qualified educators in your state to participate in selected development activities for the assessment system. To support the recruitment process in your state, this document outlines important information for educator recruitment. Smarter Balanced is recruiting for four educator activities:

- Item Authoring for ELA and Mathematics
- Passage Review for Content, Fairness, and Accessibility
- Item Review for Content, Fairness, and Accessibility
- Rangefinding
- Data Review (virtual)

TICs should recruit educators using the online Smarter Balanced form linked below by February 8, 2019. Completed educator applications will be sent to TICs January 22 and February 12, 2019. TICs will remove educators they do not wish to recommend and return their lists to Smarter for selection. Smarter Balanced will coordinate to confirm which educators have been selected for participation beginning in March.

TICs should recommend only educators who meet the following qualifications:

- A. Currently certified or licensed to teach ELA/literacy or mathematics in a K–12 public school or certified to teach English learners and/or students with disabilities; and
- B. Currently teaching in a public school or currently employed by a public school, district or state education entity including higher education located within a Smarter Balanced member state; and
- C. Within the past three years:
 - Have taught ELA/literacy or mathematics in grades 3 through 8 and/or high school or have worked in a classroom content support role such as a literacy or district or state content specialist.

AND/OR

 - Have taught students with disabilities and/or English learners in grades 3 through 8 and/or high school or have worked in a support role such as a district/school coordinator or instructional specialist. Specializations in visual impairments or teaching for students who are deaf and hard of hearing are encouraged.
- D. Have previously reviewed part or all of the Common Core State Standards for the content area in which they are interested in working.
- E. For item writing, all educators must submit a statement of interest upon request that describes (a) the reason(s) for their interest in developing items for the Smarter Balanced assessment system and (b) their qualifications for doing so.

Educators who have documented expertise in the areas of science and/or social science may apply for ELA/literacy item review. Some activities will have additional preferred experience qualifications.

Specific Information about Recruitment

Smarter Balanced is recruiting educators to participate in the upcoming activities, which include Item Review, Passage Review, and Data Review. Below is a description of the nature of work for each activity.

Item Review

Educators will complete an on-site review of pre-field test items for English language arts/literacy or mathematics considering content, fairness, and accessibility criteria. Smarter Balanced item quality criteria will be provided to item reviewers at the beginning of the meetings. Smarter Balanced staff and the contractor will facilitate and conduct meetings as a collaborative process with selected educators from Smarter Balanced member states.

Passage Review

English language arts/literacy educators can participate in a review of new ELA passages for the reading claim. Participants will review pre-existing passages and determine whether they meet Smarter Balanced stimulus specifications. This review analyzes the passages for grade appropriate reading level, bias and sensitivity, and appropriate for informational or literary information as identified by the standards.

Item Authoring

Educators participating in item review for content alignment may also be assigned sets of items to write during the first phase of development. Assignments will range from 10–25 items depending on the task model and content assigned. Assignments will take approximately twenty hours to complete following the item review meeting. Educators will have approximately one month to complete the item writing assignment.

Rangefinding and Data Review

At Rangefinding, educators will review student responses for field test items and confirm scores related to the rubric. At a subsequent meeting, a different group of educators will review English language arts/literacy or mathematics items with statistical flags of the field test data to determine if the items are appropriate for inclusion in the Smarter Balanced item bank. Reviewers will receive training on interpreting the statistical flags and the review process at the beginning of the data review process. Data review participants may be asked to use an on-site and/or a remote review process to complete the review of all items.

Duration of work

On-site meetings will be scheduled for three to five days. Item authoring and data review may require additional work outside of the on-site meeting. Educators will be compensated as defined in the invitation letter for any work completed outside of the on-site meetings.



Smarter Balanced Educator Opportunities—2019

Logistics of in-person meetings

After selecting and confirming the participants, Smarter Balanced staff will provide expected attendees with information related to travel to the meeting location. Smarter Balanced or a designated contractor will provide lodging, travel costs, and applicable reimbursements to each participant. For educators, these reimbursements may include parking, meals outside of the meeting, and substitute reimbursement defined by local policy.

The timeline associated with the recruitment and selection of educators across Smarter Balanced states is aggressive. Table 1 outlines the critical steps in the coming weeks.

Table 1. Key Dates for Educator Recruitment for Item Development

Process	Responsible Party	Date(s)
Educator Recruitment	Teacher Involvement Coordinator	12/18 – 2/8
Educator Application Due	Educator	2/8
Educator Selection	Teacher Involvement Coordinator	2/12 – 2/26
In-person Meetings	Smarter Balanced staff and Contractor	<u>Math Item Review and Item Author Training</u> : July <u>Math Item Review</u> : October <u>ELA Item Review and Item Author Training</u> : July <u>ELA Item Review</u> : October <u>ELA Passage Review</u> : TBD <u>Range Finding</u> : July <u>Data Review</u> : December

Educator Requirement Details

Table 2 outlines the requested number of participants for educator activities from your state. These counts are outlined by grade level, content area, and additional criteria specific to English Language Learners and Students with Disabilities.

Table 2. Requested Recommendations from each Member

Content Area and Grade Level	Number of Participants
<p style="text-align: center;">Mathematics Item Review and Item Authoring Mid-July, 2019 Location TBD</p>	<p style="text-align: center;">Grades 3–5: 2 Grades 6–8: 2 High School: 2</p>
<p style="text-align: center;">ELA Item Review and Item Authoring Mid-July, 2019 Location TBD</p>	<p style="text-align: center;">Grades 3–5: 2 Grades 6–8: 2 High School: 2 Sci/SocSci: 1 of either Accessibility: 3</p>
<p style="text-align: center;">Mathematics Item Review October, 2019 Location TBD</p>	<p style="text-align: center;">Grades 3–5: 2 Grades 6–8: 2 High School: 2 Accessibility: 3</p>
<p style="text-align: center;">ELA Item Review October, 2019 Location TBD</p>	<p style="text-align: center;">Grades 3–5: 2 Grades 6–8: 2 High School: 2 Sci/SocSci: 1 of either Accessibility: 3</p>
<p style="text-align: center;">ELA Passage Review TBD Location TBD</p>	<p style="text-align: center;">Grades 3–5: 2 Grades 6–8: 2 High School: 2 Sci/SocSci: 1 of either Accessibility: 3</p>
<p style="text-align: center;">Range Finding (ELA and Math) July, 2019 Location TBD</p>	<p style="text-align: center;">Content: 2 per content area, per grade band (12 total) Accessibility: 1 per content area, per grade band (6 total)</p>
<p style="text-align: center;">Data Review (ELA and Math) December, 2019 Location TBD</p>	<p style="text-align: center;">Content: 2 per content area, per grade band (12 total) Accessibility: 1 per content area, per grade band (6 total)</p>
<p style="text-align: center;">Total Number of Educators Needed</p>	<p style="text-align: center;">84</p>



Smarter Balanced Educator Opportunities—2019

TICs should share the link below with educators in order for them to apply:

<https://smarterbalancedassessment.wufoo.com/forms/w94inuz07k7dwv/>

We are requesting the following information for each participating educator:

- Educator name
- Educator title
- School name
- District name, if applicable
- Email address
- Contact phone
- Content area
- Grade(s)
- Ethnicity
- Experience with diverse student populations
- Geographic information
- Item authoring experience
- College degrees and teaching certificates/endorsements
- Specific accessibility experience

Smarter will provide the complete list of each member's educators. TICs will remove educators they do not wish to participate in activities and return the list to Smarter.

For the meetings, Smarter Balanced staff will select a final list of participants based on representation of grade levels, content, and other demographic data across states. TICs and K-12 Leads will receive notification of the selected educators prior to Smarter Balanced staff notifying the educators.

Smarter Balanced and the contractors will facilitate contractual agreements and travel arrangements as applicable for educators selected for each event.

Smarter Balanced has designed the information on the following pages to support recruitment efforts by TICs. This may be distributed to educators as part of the state recruitment efforts.

Frequently Asked Questions Regarding Content Development

Q: What are the dates and length of the content development sessions?

A: Exact dates and locations are to be determined for all events. Item Writing & Review for both content areas will be in July, 2019. Item review for both content areas will be October, 2019. Rater Review for both content areas will be in July, 2019. Each meeting will be between 3 and 5 days of onsite work. Data Review for both content areas will be in December, 2019, and may be virtual. Passage review is still to be determined. For item authoring and data review, participants may receive assignments for additional tasks that they may complete remotely.

Q: How are educators selected for participation?

A: Smarter Balanced and the contractor will select educators to attend the meetings from across all Smarter Balanced members based on recommendations from each member's TIC. The selection of educators will aim to represent a balance of geographic region, grade levels, years of experience, and other information.

Q: How and when will I know if I will be selected for participation?

A: Recruitment for these meetings will occur across all Smarter Balanced members. Selected participants and alternates will receive notification regarding their status of participation in March – October 2019, depending on the timeline for the associated activity. Alternates will be contacted as needed starting in March and lasting through the summer.

Q: Where do meetings occur?

A: Meetings will be coordinated across Smarter Balanced member states. Locations will be provided in the invitation emails.

Q: Will my expenses be paid?

A: Airfare, hotel, and meal expenses for selected participants will be covered and reimbursed as explained in the invitation letter. Substitute pay may be available, depending on your state policy.

Q: How much time can we expect to spend on this project in total?

A: The workday is approximately eight hours, with morning, afternoon and lunch breaks during meetings. Item Authoring and Data Review participants may need additional off-site time following the review meeting to complete the assignment.

Q: How are the meetings structured?

A: Participants work in groups by grades or claims and content areas. The process begins with an orientation. Educators will complete much of the work as a group, but participants will spend some time reviewing or processing information independently. For item authoring and data review, participants may receive assignments for additional tasks that they may complete remotely.

Q: What qualifications do I need to apply to participate in the activities?**A:** Participants must meet the following qualifications:

- A. Currently certified or licensed to teach ELA/literacy or mathematics in a K-12 public school or certified to teach English learners and/or students with disabilities; and
- B. Currently teaching in a public school or currently employed by a public school, district or state education entity including higher education located within a Smarter Balanced member state; and
- C. Within the past three years:
 - Have taught ELA/literacy or mathematics in grades 3 through 8 and/or high school or have worked in a classroom content support role such as a literacy or district or state content specialist.

AND/OR

- Have taught students with disabilities and/or English learners in grades 3 through 8 and/or high school or have worked in a support role such as a district/school coordinator or instructional specialist. Specializations in visual impairments or teaching for students who are deaf and hard of hearing are encouraged.
- D. Have previously reviewed part or all of the Common Core State Standards for the content area in which they are interested in working.
 - E. For item writing, all educators must submit a statement of interest upon request that describes (a) the reason(s) for their interest in developing items for the Smarter Balanced assessment system and (b) their qualifications for doing so.

Educators who have documented expertise in the areas of science and/or social science may apply for ELA/literacy item review.

Some activities will have additional preferred experience qualifications.

Q: Are recently retired teachers eligible to participate?

A: Only educators who currently hold a position within an educational institution and meet the requirements described above are eligible to participate. Participation in these meetings also serves as a professional development opportunity for current school and district employees.

Q: Can I apply for a meeting that I'm not sure I can attend if invited?

A: Participant applications are not a commitment by the educator to attend specific meetings, nor a guarantee that the participant will be recommended by K12 Lead/TIC, or invited by Smarter. Participant applications are an expression of interest in the work. Educators are encouraged to apply even if they aren't sure they could attend the meeting (due to other commitments and conflicts).

Sample Educator E-mail, FAQ, and Application

Email Text:

To: Smarter Balanced Member Educators

From: Teacher Involvement Coordinator

CC:

Subject: Smarter Balanced Educator Recruitment Information for Educator Activities

This email is being sent on behalf of Smarter Balanced Assessment Consortium.

Dear Educator,

The Smarter Balanced Assessment Consortium, with support from your state's Teacher Involvement Coordinator (TIC), seeks educators who meet the qualifications outlined below to participate in in-person content development activities beginning in Spring 2019.

- A. Currently certified or licensed to teach ELA/literacy or Mathematics in a K-12 public school or certified to teach English learners and/or students with disabilities; and
- B. Currently teaching in a public school or currently employed by a public school, district or state education entity including higher education located within a Smarter Balanced member state; and
- C. Within the past three years:
 - Have taught ELA/literacy or Mathematics in grades 3 through 8 and/or high school or have worked in a classroom content support role such as a literacy or district or state content specialist.

AND/OR

 - Have taught students with disabilities and/or English learners in grades 3 through 8 and/or high school or have worked in a support role such as a district/school coordinator or instructional specialist. Specializations in visual impairments or teaching for students who are deaf and hard of hearing are encouraged.
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The Smarter Balanced item development process involves educators, researchers, policymakers, and community groups in a transparent consensus-driven process to help all students thrive in a global economy. The 2019 item development meetings will be:

- Item Authoring and Review
- ELA Passage Review
- Rangefinding and Data Review



Smarter Balanced Educator Opportunities - 2019

Interested candidates can apply by submitting the online application form to Smarter by **February 8, 2019**. Your TIC will recommend a limited number of qualified education employees from your state to participate.

Smarter Balanced and respective contractors will select educators to serve based on recommendations from each state's TIC. The selection of educators will strive to represent a balance of geographic region, grade levels, years of experience, and other demographic data.

Lodging, travel costs, and applicable reimbursements will be provided following the meeting to each selected participant and may include substitute reimbursement defined by local policy. The selected educators will need to complete additional travel and contract information.

Table 1: Item Development Opportunities

Content	Grades	Meetings
ELA and Math	3-8, HS	Item Authoring
ELA and Math	3-8, HS	Item Review
ELA	3-8, HS	Passage Review
ELA and Math	3-8, HS	Rangefinding
ELA and Math	3-8, HS	Data Review



Smarter Balanced Educator Opportunities - 2019

Educator Application		
Item Development Opportunity(ies) Requested:		
<input type="checkbox"/> Item Writing	<input type="checkbox"/> Ranging	
<input type="checkbox"/> Item Review	<input type="checkbox"/> Data Review	
<input type="checkbox"/> Passage Review		
Educator First Name:	Educator Last Name:	
Primary E-mail Address:		
Secondary E-mail Address:		
Contact Phone Number:		
Name of District or Education Entity for 2018-2019:		
Name of School for 2018-2019:		
Educator Job Title:	State:	
Content Areas Taught or Supported Within the Last 3 Years (Please do not specify both math and ELA):		
Grade Level (s) Taught or Supported within the Last 3 Years:		
If ELA, indicate order of preference for claims:		
<input type="checkbox"/> Claim 1 (Reading)	<input type="checkbox"/> Claim 3 (Listening)	
<input type="checkbox"/> Claim 2 (Writing)	<input type="checkbox"/> Claim 4 (Research)	
Educator Ethnicity (X):		
<input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> Not Hispanic or Latino	
Educator Race (X) (Mark all that apply)		
<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian	<input type="checkbox"/> Other
<input type="checkbox"/> Black or African American	<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> White
Student Populations Taught or Supported Within the Last 3 Years (X):		
<input type="checkbox"/> Hispanic or Latino	<input type="checkbox"/> American Indian or Alaska Native	
<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> White	
<input type="checkbox"/> English Language Learners	<input type="checkbox"/> Students with Disabilities	
College degree and teaching endorsements/certifications:		
If indicating accessibility experience (ELLs, SWDs) please describe experience and certifications:		
Previous Item Authoring or Development Experience:		
Additional Information:		