Louisiana Believes

Compass New Evaluator Training
2018-2019

DEPARTMENT of EDUCATION

Agenda:
- Teacher Evaluation Rationale
  - Professional Practice
  - Elements of Compass
    - Rater Reliability
- Compass Action Steps and Guidelines

Webinar Outcomes

By the end of this session, we will address these questions:

- What is the purpose of Compass evaluation?
- What are best practices of using the Compass evaluations?
- How does Compass fit into the teacher evaluation system?
- What are the minimum requirements for the Compass evaluation process (teachers and leaders)?
- How will 2018-2019 Compass end of year evaluations be calculated?
- What are the timelines for 2018-2019 action steps?
- What tools and resources are available to support implementation?

Teacher Evaluation Rationale

Teacher Evaluation as an Equity Metric

"A prime motive behind the move towards meaningful teacher evaluation is to assure greater equity in students' access to good teachers."

Whitehurst, G., Chingos, M., & Lindquist, K. (2014).*Evaluating Teachers with Classroom Observations Lessons Learned in Four Districts.* Brown Center on Educational Policy at Brookings.

Guiding Beliefs

Louisiana's students – all of them, no matter race, disability, or creed – are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Connections to Student Achievement

Leveraging Compass for Results

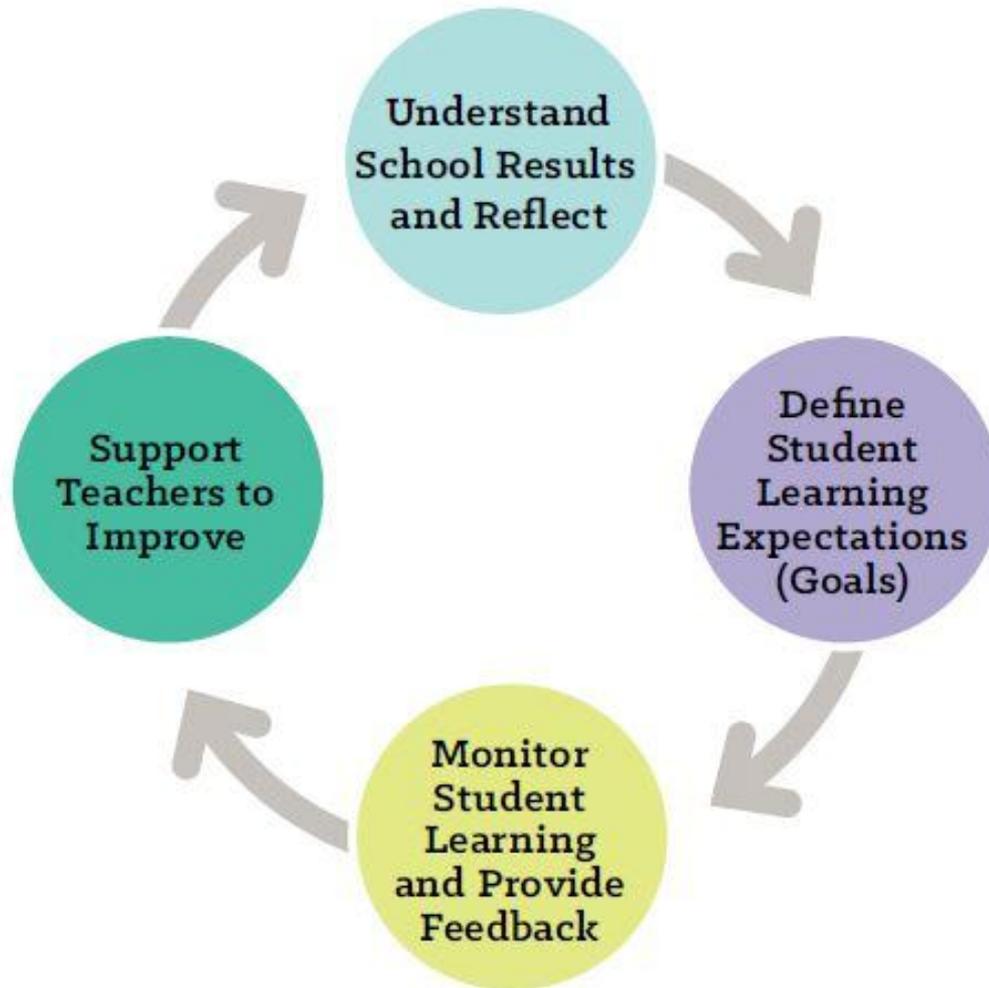In order to accomplish this, Compass observations should be leveraged to:

1) Assist observers to focus on the right area of teacher development
2) Provide strong and effective feedback using the observation debrief cycle.

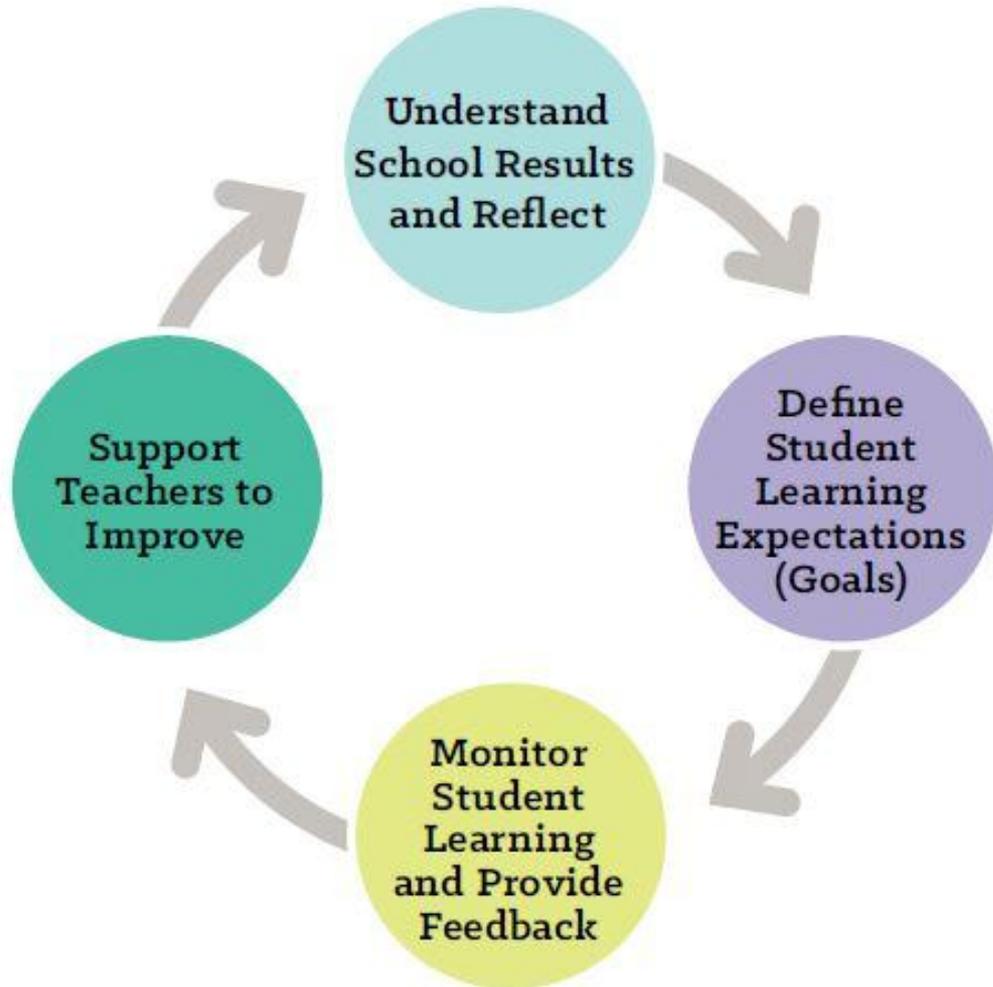Reform Support Network. (2015). *Using Observations to Improve Teach*   *ful Observation Systems*. Washington, DC: U.S. Government Printing Office.

Compass Cycle of Observation and Feedback

Reflection

Understand School Results and Reflect → Define Student Learning Expectations (Goals) → Monitor Student Learning and Provide Feedback → Support Teachers to Improve
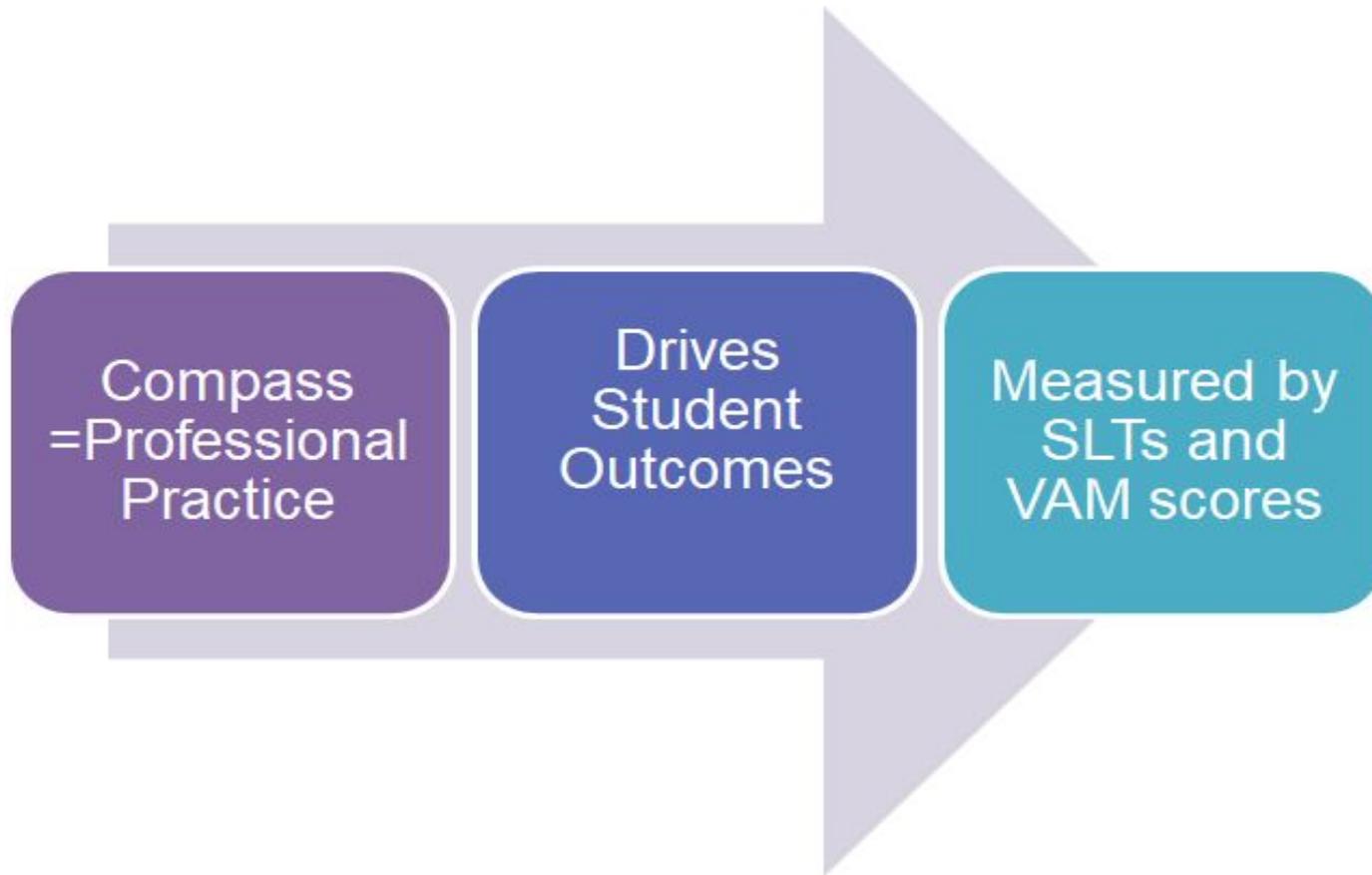
Think about your role last year…

- What part of the cycle do you recall having the most experience with in the past?
- What part of the cycle do you hope to better understand in your work this year?
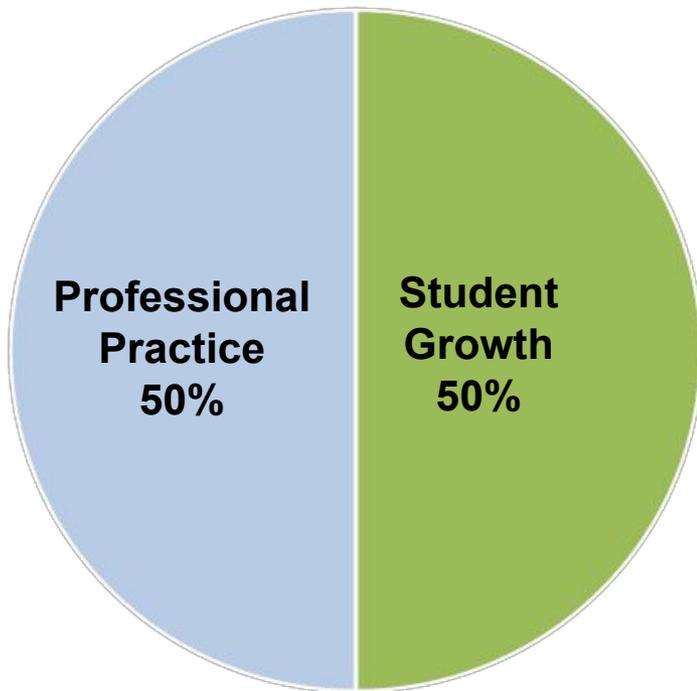- How do you think Compass implementation on your campus can improve the school on behalf of your students?
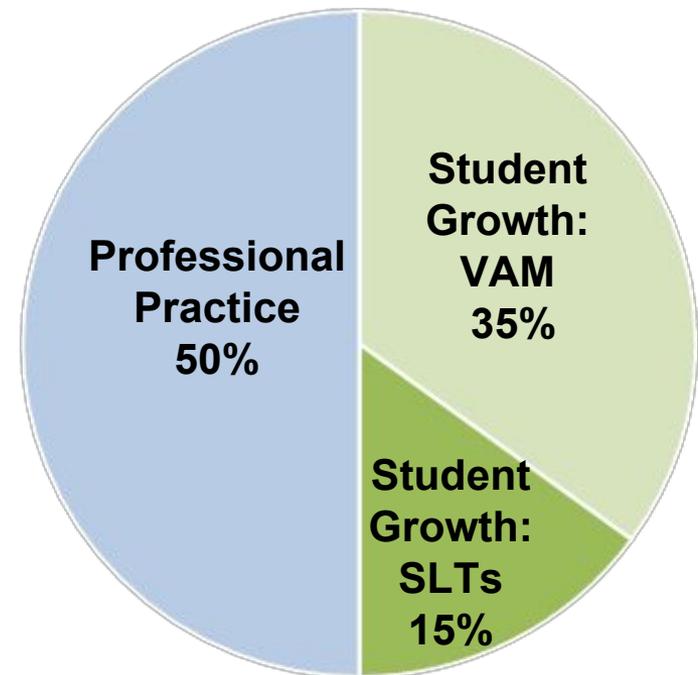
Relationship of Compass to Student Outcomes

Professional Practice

Holistic View of Teacher Evaluation

Both the Student Growth and Professional Practice components contribute equally to the final evaluation rating.

VAM data account for 35% and SLTs account for 15% of the Student Growth Component where applicable.

BESE met in August to review updates to Bulletin 130.

Bulletin 130 and Teacher Evaluation

- State law and BESE policy recognized that value-added data would be unavailable during the years in which the state transitioned to new tests.

- Value-added data was added into teacher evaluation scores this past school year (2017-18) and will continue to be used in teacher evaluation in the 2018-19 school year.

- State law now requires that value-added data comprise 35 percent of total evaluation; remaining 15 percent of student growth portion (50 percent total) will be based on student learning targets.

- The law does not permit adjustments to value-added ratings, as is currently outlined in policy.

Further guidance is available on the Louisiana Believes website.

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Professional Practice: Tools and Resources

**LDOE-Approved Rubrics:**
- Compass Teacher Rubric
- Compass Leader Rubric
- Compass Counselor Rubric
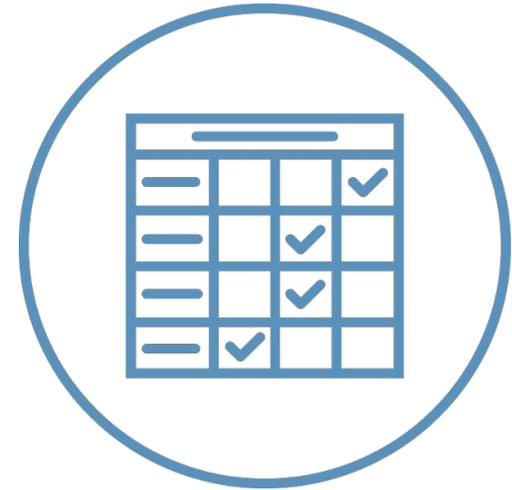
LEAs and Charter Organizations/Schools choosing to use alternative rubrics to determine professional practice scores in the 2018-2019 school year must complete the form available here and email to compass@la.gov by October 1, 2018.

Guidelines for Observation (Evaluation)

Professional Practice 50%

Student Growth 50%
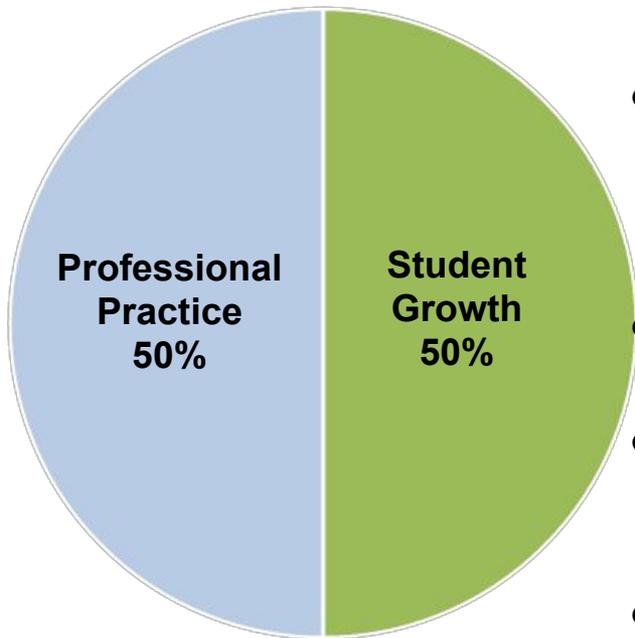
- *A minimum of 2 observations or site visits are required for all professional staff.*
- At least one observation/site visit must be announced and include a pre-and post-conference.
- Additional observation activities (e.g., full observations, multiple focused observations) are used to gather evidence that collectively represents a minimum of one additional observation.
- Feedback must be provided to include areas of strength and areas for development following all observations.
- Additional evidence collected outside of observations, such as data, materials, and artifacts, may be used to inform evaluations.
- *One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in 2017-18.*

Professional Practice: Observations & Site Visits

THROUGHOUT THE YEAR

Observation practices that best support individual educators include:
- classroom/site visits to observe practice that occur more frequently than the minimum
- meaningful feedback to include a combination of face to face conversations and written messages throughout the year
- a series of focused observations (i.e. walkthroughs) to support individual teacher improvement
- the collection of sufficient information in order to make end of year determinations

END OF THE YEAR

The Compass Framework provides a method for evaluators to use a holistic approach to collect sufficient information to be used when making end of year determinations. Such an approach applied to the professional practice component allows for the use of evidence collected through various methods.
- For teachers, this might include a series of focused observations (e.g., walk-throughs) completed by the assigned evaluator or other designees.
- Evaluators of school administrators could include an evaluation of work products or evidence gathered when observing instructional leadership activities (e.g., PLCs)

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Guidelines for Cycle of Coaching and Evaluation Using Compass

Professional Practice: Planning

Observation and Feedback: Knowing that the observation and feedback process has the power to improve teaching and learning, the principal and his/her leadership team collaborated to prioritize this work through a series of considerations.

Adopt a Fundamental Set of Beliefs:

- How will we observe teacher practice beyond the minimum requirements to guide teachers to improve?
- What data will be used when assigning end-of-year professional practice ratings (formal observation plus additional full lesson; formal observation plus comprehensive set of walkthroughs)?

### Assign Evaluators and Define the Process

- How will evaluators be assigned in a way that reflects the school-wide goals?
- Who should the principal evaluate? Who should the assistant principals evaluate?
- What tools are available? » What role will walkthroughs play in the process?
- What method will be used to identify focus areas and opportunities for improvement?

Best Practices in Teacher Observation and Evaluation

	Observations	Evaluations
Quantity and Duration	- Multiple times in a year - Varying and strategic increments of time	2X per year(1X per year if rated highly effective 2017-18) 45 minutes recommended minimum
Completed by:	Principal, teacher leader, mentor teacher, content leader	Principal/School Leader
Purpose	Coaching Data	Evaluative Data
Best Practice	Anchored in conversational process, reflective dialog, and cognitive coaching	- Principal meets with coach prior to observation to calibrate observation. - Principal and coach debrief observation to actualize rater reliability
Results	Teachers feel motivated to move the needle to higher quality instructional techniques in their classroom and are constantly aware of performance	Teacher is not surprised by evaluation scores. It is in alignment with multiple coaching conversations and continues to move needle.

Exploring the Elements of Compass

COMPASS EVALUATION SCORING CODE

50% OF TEACHER SCORE IS PROFESSIONAL PRACTICE

REMEMBER
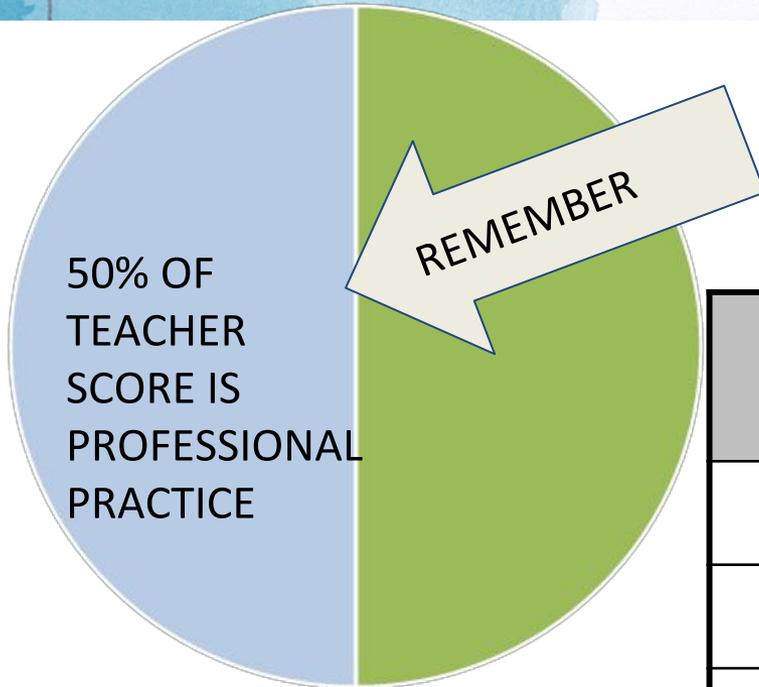
Effectiveness Rating	Composite Score Range
Ineffective	x<1.5
Effective: Emerging	1.5≤ x <2.5
Effective: Proficient	2.5≤ x <3.5
Highly Effective	3.5≤ x

Please take a minute to open this [Compass Link](https://www.louisianabelieves.com/resources/library/compass) from the Compass Library

https://www.louisianabelieves.com/resources/library/compass

Professional Practice: Evaluation Rubrics

The tool for <u>teacher</u> evaluation shall align to the *Louisiana Components of Effective Teaching*.

Domain	Component
1. Planning and Preparation	1c. Setting Instructional Outcomes
2. Classroom Environment	2c. Managing Classroom Procedures
3. Instruction	3b. Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction

The tool for <u>administrator</u> evaluation shall align to the *Performance Expectations and Indicators for Educational Leaders*, contained within *Bulletin 125 —Standards for Educational Leaders in Louisiana*.

Domain	Component
1. School Vision	1c. Setting Goals
2. School Culture	2a. Collaboration 2b. Professional Growth 2c. Environment
3. Instruction	3a. Observation and Feedback 3b. Objectives 3c. Assessment

Domain 1: Planning and Preparation

Component 1c: Setting Instructional Outcomes

Elements Include:

Value, Sequence, and Alignment: Students must be able to build their understanding of important ideas from concept to concept
Clarity: Outcomes must refer to what students **will learn, not what they will do,** and must permit viable methods of assessment
Balance: Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills
Suitability for Diverse Students: Outcomes must be appropriate for all students in the class

Indicators Include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Differentiated for student of varied ability

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Elements Include:

Management of Instructional Groups: Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher

Management of Transitions: Many lessons engage students in different types of activities – large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly

Management of Materials and Supplies: Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction

Performance of Non-Instructional Duties: Overall, little instructional time is lost in activities such as taking attendance (e.g., recording the lunch count, or the return of permission slips for a class trip.)

Indicators Include:

- Smooth functioning of all routines
- Little or no loss of instructional tim
- Students playing an important role in carrying out the routine
- Students know what to do, where to move

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques-Elements

Elements Include:

Quality of Questions/Prompts: Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding.

Discussion Techniques: Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.

Student Participation: In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques -Indicators

Indicators Include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion with the teacher stepping out of the central, mediating role
- High levels of student participation in discussion

Domain 3: Instruction

Component 3c: Engaging Student in Learning - Elements

Elements Include:

Activities and Assignments: The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.

Grouping of Students: How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional Materials and Resources: The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers are obliged to use a school or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies.

Structure and Pacing: No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Domain 3: Instruction

Component 3c: Engaging Student in Learning - Elements

Indicators Include:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works."
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

Domain 3: Instruction

Component 3d: Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an **integral part of instruction.** While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning agains clear standards   is demonstrated by teachers at high levels of performance. As important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a   teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment."
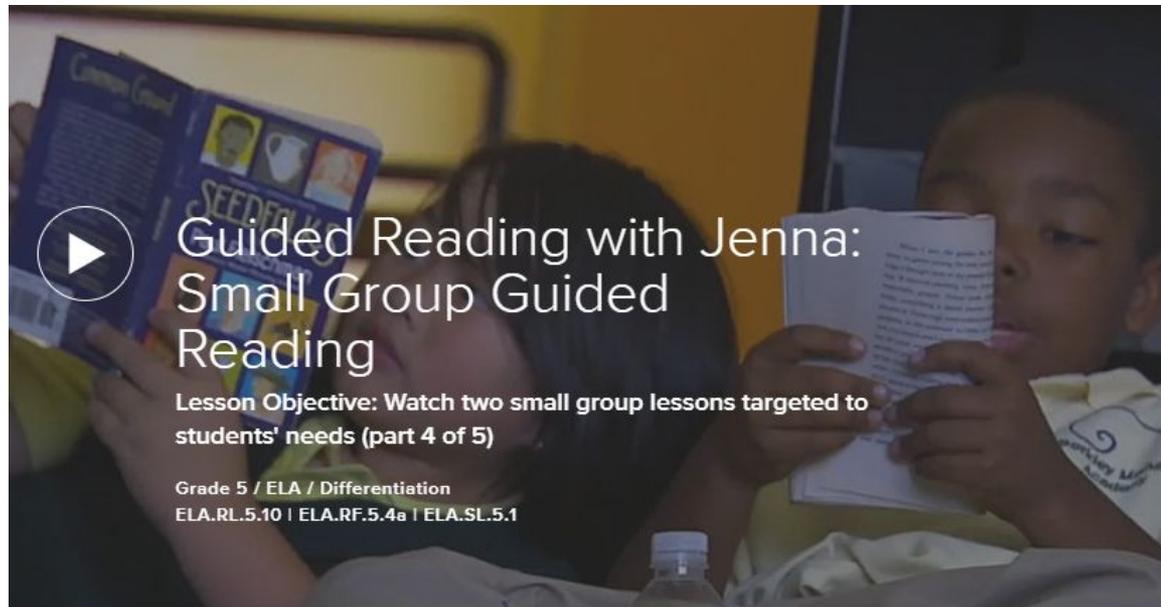
Rater Reliability

Domain 1: Planning and Preparation

Component 1c: Setting Instructional Outcomes

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Outcomes lack rigor Outcomes do not represent important learning in the discipline Outcomes are not clear or are stated as activities Outcomes are not suitable for many students in the class	Outcomes represent a mixture of low expectations and rigor Some outcomes reflect important learning in the discipline Outcomes are suitable for most of the class	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Rater Reliability Video: Planning and Preparation Setting Instructional Outcomes: 5th Grade ELA

TEACHING CHANNEL

VIDEO ONE:

https://www.teachingchannel.org/videos/teaching-guided-reading-groups

TAKE POLL

Component 1c: Setting Instructional Outcomes

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Outcomes lack rigor Outcomes do not represent important learning in the discipline Outcomes are not clear or are stated as activities Outcomes are not suitable for many students in the class	Outcomes represent a mixture of low expectations and rigor Some outcomes reflect important learning in the discipline Outcomes are suitable for most of the class	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Rating: Effective Emerging

Compass Component 1c: Setting Instructional Outcomes (Rating: Effective Emerging)	
Indicators	**Evidence**
Outcomes represent a mixture of low expectations and rigor.	Although it is important for students to remember the main points in the story, the teacher states, "Good readers…don't need to remember every single little thing that happens in a story. We just want the most important thing," which does not support students' developing reading comprehension. (3:00)
Some outcomes reflect important learning in the discipline.	Although identifying problems within stories is an important skill in ELA, the learning outcomes are not aligned with the Common Core standards for the grade level.
Outcomes are suitable for most of the class.	The outcomes are clearly differentiated for various students, which is appropriate for small-group instruction. However, it is unclear how these outcomes are preparing students to meet the grade level expectations of the Common Core State Standards.

Domain 3: Instruction
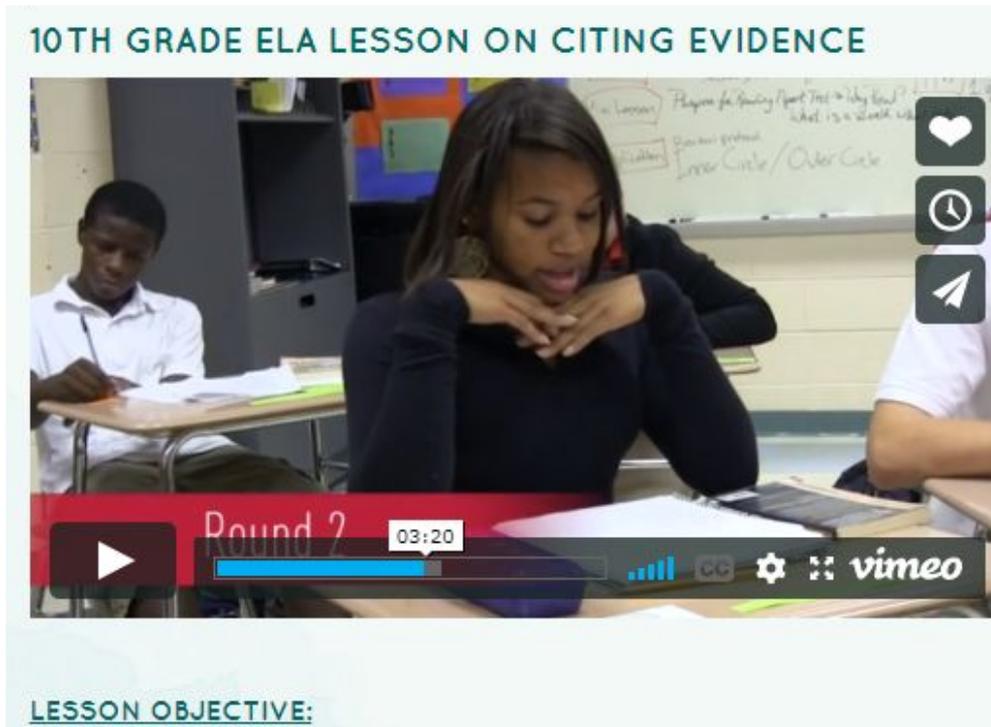
Component 3c: Engaging Student in Learning

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

Domain 3: Instruction

Component 3c: Engaging Student in Learning

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
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Rater Reliability Video: Compass Component 3b: Questioning and Using Discussion Techniques

10TH GRADE ELA LESSON ON CITING EVIDENCE

LESSON OBJECTIVE:

TEACHING CHANNEL

VIDEO TWO

http://videolibrary.louisianabelieves.com/library/10th-grade-ela-lesson-on-citing-evidence

TAKE POLL

Domain 3: Instruction

Component 3c: Engaging Students in Learning

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
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Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient*)

Compass Component 3: Engaging Student in Learning - Effective Proficient	
Indicators	**Evidence**
Students have some choice in how they complete learning tasks.	-Students can choose how they connect to the guiding questions for the lesson and which source to use for evidence: from *Fahrenheit 451* (3:58), from articles (5:02), or from an expert classroom visitor (4:30). Having this choice allows students to draw on the evidence that is most personally relevant and make their learning process more individualized.
Materials and resources support the learning goals and require intellectual engagement, as appropriate.	-The students are working with *Fahrenheit 451* and several literary articles, from which they pull evidence and relate it to the guiding questions. (1:36)
There is a mix of different types of groupings, suitable to the lesson objectives.	-Students engage in a fishbowl conversation, in which they participate in the inner circle (1:35), outer circle (2:48), as well as a debrief conversation as a whole class (6:12). These groupings allow students to engage in several different types of learning activities and levels of thinking.
Virtually all students are highly engaged in the lesson. *(Highly Effective* indicator)	-Students who are not participating in the inner circle of the fishbowl are still engaged in the outer circle. They are asked to *"track on sticky notes the ideas that your peers use that show evidence from a text to move their logic."* (1:24) The outer circle also provides feedback to the inner circle. (2:50) -During the debrief conversation (6:12) all of the students have an opportunity to reflect on the lesson and provide feedback to the entire class, not just the people who were sitting in the inner circle.
Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. *(Highly Effective*	-After the fishbowl conversation, students engage in a debrief conversation. The teacher asks students, *"What were some take-aways for the importance of using evidence to move our conversation?"* (6:00) This debrief not only allows students to reflect on their learning, but also

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Rater Reliability Video: The Classroom Environment Managing Classroom Procedures
6th Grade ELA - SPED

LOUISANA BELIEVES

VIDEO TWO:
https://vimeo.com/103341966

Component 2c: Managing Classroom Procedures

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Rating: Effective-Proficient

Component 2c: Managing Classroom Procedures

Indicators	Evidence
Students are productively engaged during small group work.	By the end of the lesson, each pair of students had "I" statements to share with the group, indicating they were productively engaged during small group work. During group work, each student had an individualized picture and role to fulfill (6:08), helping to maintain engagement. While students are working as a whole class, Kylie interrupts Garrett. Teacher says, "Hold that thought" (2:05). Kylie waits while Garrett speaks and then the teacher returns to Kylie to share. This shows that the teacher has established expectations regarding group discussion time and the students understand the importance of allowing one individual to speak at a time.
Classroom routines function smoothly.	During the group discussion, Noah is speaking, but Garrett raises his hand. Teacher uses a non-verbal cue (2:57) to indicate to Garrett that he should wait. Garrett puts his hand down, indicating that he has been taught this signal and understands its meaning. The arrangement and organization of the classroom furniture creates clear boundaries and defined spaces. This supports learning activities because students understand where they are expected to be completing or engaging in specific tasks.
Students take the initiative with their classmates to ensure that their time is used productively. (Highly Effective indicator)	Teacher uses level-appropriate reinforcements (7:36) to acknowledge student work. This is important because the teacher does not create unnecessary celebration when students complete tasks correctly, but the student feels recognized and successful. During small group work, 'model students' are participating and help the other students learn how to interact and work productively with a partner. The 'model student' asks Garrett, "Do you want to do the first

Professional Practice: Teachers

The tool for <u>teacher</u> evaluation shall align to the *Louisiana Components of Effective Teaching*.

Domain	Component
1. Planning and Preparation	1c. Setting Instructional Outcomes
2. Classroom Environment	2c. Managing Classroom Procedures
3. Instruction	3b. Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction

- **Think about the differences and similarities between your ratings and the normed ratings.**
- **Do you lean towards higher or lower scores?**
- **How can you calibrate that leaning in your observation?**

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Compass Teacher Rubric

Professional Practice: Leaders

The tool for <u>administrator</u> evaluation shall align to the *Performance Expectations and Indicators for Educational Leaders*, contained within *Bulletin 125 — Standards for Educational Leaders in Louisiana*.

Domain	Component
1. School Vision	1c. Setting Goals
2. School Culture	2a. Collaboration 2b. Professional Growth 2c. Environment
3. Instruction	3a. Observation and Feedback 3b. Objectives 3c. Assessment

Compass Leader Rubric

Professional Practice: Planning (cont.)

Set the Observation Schedule

- How will the observation schedule reflect the school-wide priorities?
- Does the schedule account for teachers who need support early in the year?

Develop a Teacher Support Plan

- What process will be used to individualize the observation and feedback process (e.g. determining focus of future observations)?
- Which teachers bring students to high levels of achievement, what strategies do they employ and how can they support others?
- What role will the leadership team and other resources play in supporting teachers?
- What process will be used to provide feedback that drives improvement (available methods, record keeping, time between observation and communication of feedback)?

Professional Practice: Feedback

One School's Best Practices

Regardless of the observation length or purpose, we have committed to providing feedback that:

- takes place within one week of the observation/focused walkthrough
- focuses on instructional strategies that support learning of grade level content
- is specific and actionable
- includes a set of defined next steps (**observer and teacher**) and a plan for follow-up
- is delivered through follow-up conversations and/or email (depending on level of support needed
- for formal observation, take place during a face to face post-observation conference meeting guided by the following questions:
  - ✓ To what extent did students learn the content and progress toward their goals?
  - ✓ What actions did you take to ensure that students made progress toward their goals?
  - ✓ What actions most improved student learning?

Professional Practice: Differentiate Support

Using data from progress monitoring, principals determine how to best support each teacher throughout the year. The following questions help guide efforts at the beginning of the year and when determining the individual support needs throughout.

- Is the teacher teaching the right content in the right way?
- Are students learning at a level necessary for success?
- What are the potential barriers to success for the teacher?
- What can this teacher learn from the successes taking place in other classrooms?
- How will this teacher be supported to improve in identified areas?

Tools and Resources:
- LEAP 360
- Instructional Observation & Feedback Guides focus on key "look fors" in:
  - ELA
  - Mathematics
- Guide for Evaluation Teachers of Students With Significant Disabilities
- Teacher Support Evidence Collection Form

Professional Practice: Next Steps

As you plan for next year, consider each question.

1. How will you assign evaluators/observers?
2. What will your observation schedule look like? What role will walkthroughs play?
3. How will you know teachers are teaching the right content and students are learning?
4. What will you communicate with teachers regarding the feedback they will receive throughout the year?
5. What time and space are set aside for peer collaboration? How will you use peers to support improvement?

What are the first steps you will take to as you prepare to monitor progress through the observation and feedback process?

Revisit the Compass Leader Rubric. Identify indicators that align to the actions taken to support teachers in the area of Professional Practice.

Compass: District Decisions

Professional Practice:

1. Which rubrics will be used for leaders, teachers, counselors, librarians?
2. How will we meet the minimum requirements while providing differentiated support? What data (experience, Compass, TSGD) will inform observation practices? Some examples include:
   - ✓ 2 formal + focused walkthroughs of teacher/district/school priority components (beginning teachers)
   - ✓ 1 formal + 1 informal (unannounced) + focused walkthroughs of priority components (for teachers not meeting expectations)
   - ✓ 1 formal + focused walkthroughs of priority components (for others)
3. How will we collect evidence and track progress throughout the year? CIS is available for collecting professional practice evidence, setting and evaluating SLTs and entering PGPs. End of year data must be submitted via CIS.
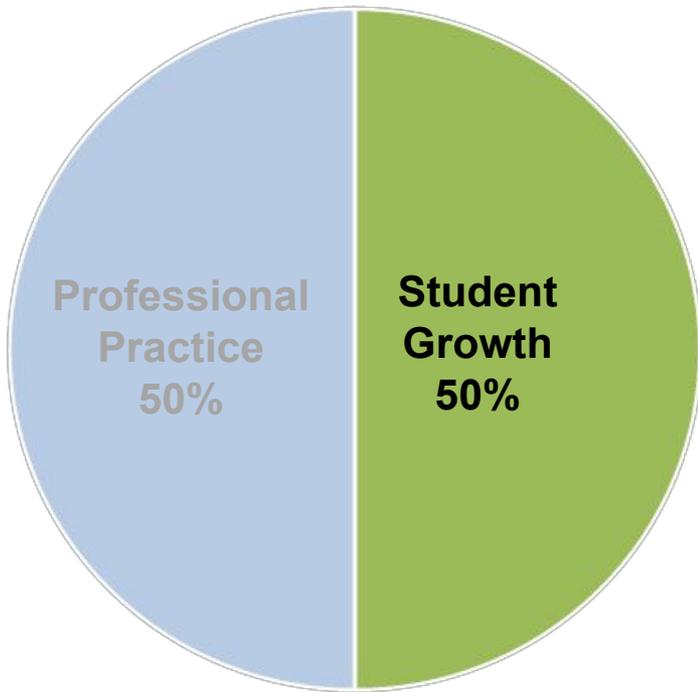
Student Growth (VAM and SLTs):

1. How will we use the Principal Profiles and Recommended Targets to support goal setting?
2. What steps will we take to support understanding of the value added model?
3. Which assessments are available? How do they support quality student learning goals at the beginning of the year, throughout and at the end of the year)?
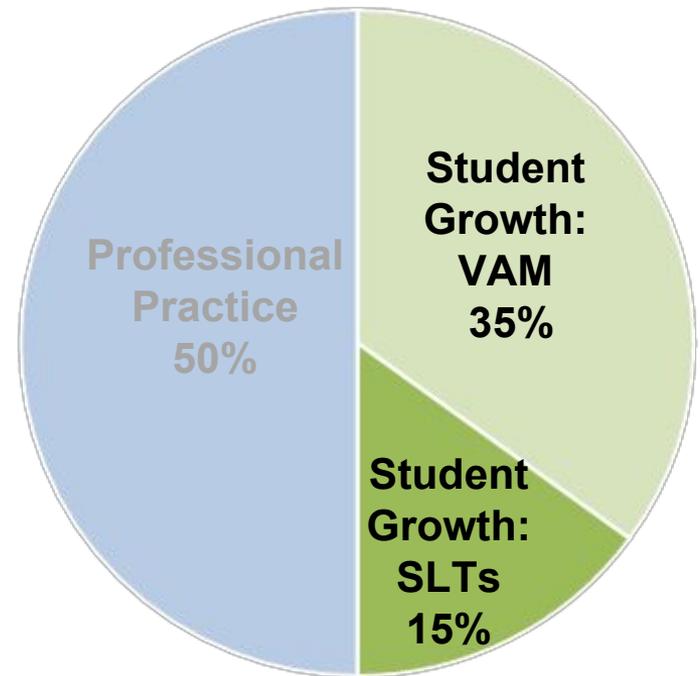
Student Growth Measures

Student Growth

Both the Student Growth and Professional Practice components contribute equally to the final evaluation rating.

VAM data account for 35% and SLTs account for 15% of the Student Growth Component where applicable.

BESE met in August to review updates to Bulletin 130.

Student Growth: SLTs

Student learning targets (SLTs) reflect progress towards pre-determined student learning goals and inform the student growth component of evaluations. A minimum of two SLTs must be available for use when determining the EOY student growth rating. Each SLT is to include identified measures to assess attainment of goals

For teachers, measures may include:
- LEAP 360
- Other career readiness assessments (e.g., AP, IBCs, ACT/WorkKeys, EOC, etc.)
- Student progress to Mastery (e.g., % meeting "simple math" annual target)

Principals must set:
- at least one learning target based on overall school performance improvement in the current school year, as measured by the school performance score.
- at least one learning target based on growth in a component (e.g., ELA or math improvement) of school performance score.

Student Growth: VAM Availability

Data Sets: LEAP 2025	Can teachers set SLTs based on these assessments?	Will teachers be provided VAM results for these subjects?
Grade 3: ELA, Math, Social Studies	Yes	No
Grade 3: Science	No, field test	No
Grades: 4-8 ELA, Math, Social Studies	Yes	Yes
Grades 4-8: Science	No, field test	No. VAM results will be available in 2019-20.
English I & II (5-levels)	Yes	Yes
English III (4-levels)	Yes	No
Algebra I & Geometry (5-levels)	Yes	Yes
US History (5-levels)	Yes	No
Biology (4-levels)	Yes	No

BESE met in August to review updates to Bulletin 130.

2018-2019 Data Availability

Data Set	Details	Availability Date
State Assessment Data	**Grades 3-8:** ELA, Math & Social Studies	June 2019
	Grades 3-8: Science	June 2019
	EOC Assessments*	May 2019
VAM	**Grades 4-8:** ELA, Math, & Social Studies	Late Summer 2019
TSGD	**Grades 4-8:** ELA, Math & Social Studies **High School:** English I and II, Algebra I and Geometry	Late Summer 2019
SPS	**For use in finalizing Principal evaluations**	Fall 2019

*For additional information related to data availability, access the appropriate assessment guides located here.

Student Growth: Tools and Resources

- [Compass Library](#)
- [LEAP 360 Teacher Guide](#)
- [Goal Setting Resources](#)
- [2017-2018 Grades 4 to 8 Progress Index FAQ](#)

Compass: Action Steps and Timelines

Compass: 2017-2018 Action Steps (cont.)

Action Steps	Details	Timeline/Deadline
Review and identify best practices to support 2019 EOY planning	Given the requirements for inclusion of VAM, develop and communicate a plan that supports finalizing teacher evaluations in late summer.	August/September 2018
Support beginning of the year goal setting processes	Access the LEAP 360: Spotlight on SLTs session and reach out to Network Teams for additional support.	August/September 2018
Upon release of SPS, complete administrator evaluations	For principals and other leaders, use the CIS file upload process to submit 2016-2017 Compass evaluation data.	Fall 2018
Ensure data submitted to all systems (CIS, LEADS, SER, SEE, SIS, CVR) is accurate	Accuracy of VAM and TSGD is dependent upon data submitted to various systems throughout the year. See slide 20 of the TL Compass Session.	October 1: Enrollment data December: Roster Verification Period

Email questions to Compass@la.gov

THANK YOU and SURVEY

The completion of this survey
https://goo.gl/forms/EhdBVG4bJ37emqWd2
will count as your attendance in this training.
Please make sure to complete at end of session.

For further questions, please contact Compass@la.gov