

Louisiana Believes

**Compass
New Evaluator Training
Summer 2016**

Agenda

PART I: MORNING

- **Overview: Principal Support and Compass**
- Student Growth: Student Learning Targets

LUNCH

PART 2: AFTERNOON

- Professional Practice: Observation and Feedback
- Video Lesson Observation Activity
- Collecting Evidence
- District Decisions

Overview

The Role of Principals

- Those closest to students have the greatest impact on their success. Given this belief, Louisiana has focused its efforts to support and empower principals in their role as school leaders.
- Successful principals reflect and plan, using data throughout the year to set goals and improve instruction.
- [Key supports](#) have been developed in the form of tools and resources.



SET ACADEMIC IMPROVEMENT GOALS & THE DIRECTION OF THE SCHOOL

- Understand results
- Set school goals
- Guide the goal-setting of others



IMPROVE INSTRUCTION

Implement Processes and Structures

- Build a system for school-wide collaboration
- Draw on teacher leaders and mentor teachers to support

Evaluate and Provide Feedback to All Teachers

- Monitor progress toward goals (observations & assessments)
- Reflect on progress (feedback & end-of-year conversations)

Principal Support: 2016-2017



BACK-TO-SCHOOL PACKAGE

- **Planning and Instruction:** Principals and district leaders support teachers in the planning of instruction that will support student achievement goals for the 2016-2017 school year.
- **Goal-setting:** Teachers and school leaders establish measurable goals that will assess what students should know and be able to do by the end of the school year.
- **Assessments:** In partnership with educators from across the state, the Department is implementing a comprehensive assessment plan from birth to 12th grade to ensure all students are on track for the next grade level, and ultimately college or a professional career.

Click [here](#) to access.

Principal Support: 2016-2017

2016-2017 EVENT AND COMMUNICATIONS CALENDAR

The Louisiana Department of Education (LDOE) is committed to providing educators at each level of the education system – district leaders, school leaders and Teacher Leaders– with the supports and resources they need to continue raising the bar for students in Louisiana. This document – a supplement to the [District Planning Guide](#) – provides the schedule of in-person trainings, virtual support, tools and resources, and communication streams designed to support educators as they establish high expectations for teaching and learning to ensure that every student succeeds.

AUDIENCE	MEETINGS/EVENTS	COMMUNICATION STREAMS	KEY RESOURCES
District & Charter Leaders	<ul style="list-style-type: none"> Quarterly Supervisor Collaboration Events 	<ul style="list-style-type: none"> Weekly District Newsletter Early Childhood Newsletter District Planning Webinar Superintendent Webinar Assessment and Accountability Webinar Data Manager Call 	<ul style="list-style-type: none"> District + School Support Toolbox INSIGHT Coordinator's Portal 2016-2017 Professional Development Vendor Guide
School Leaders	<ul style="list-style-type: none"> Compass Trainings Principal Fellowship TAP trainings Jump Start Convention Quarterly Counselor Collaboratives 	<ul style="list-style-type: none"> AP, CLEP, and High School Planning Guide Webinars Counselor Newsletter Ed Connect Newsletter 	<ul style="list-style-type: none"> Principal Guidebook Compass Trainings High School Student Planning Guidebook Early Childhood Guidebook 2016-2017 Professional Development Vendor Guide
Teacher Leaders	<ul style="list-style-type: none"> Annual Teacher Leader Summit Teacher Leader Collaboration Events Jump Start Super Summer Institute AP College Board PD 	<ul style="list-style-type: none"> Teacher Leader Newsletter Ed Connect Newsletter 	<ul style="list-style-type: none"> Teacher Support Toolbox Teacher Leader page

Principal Guidebook

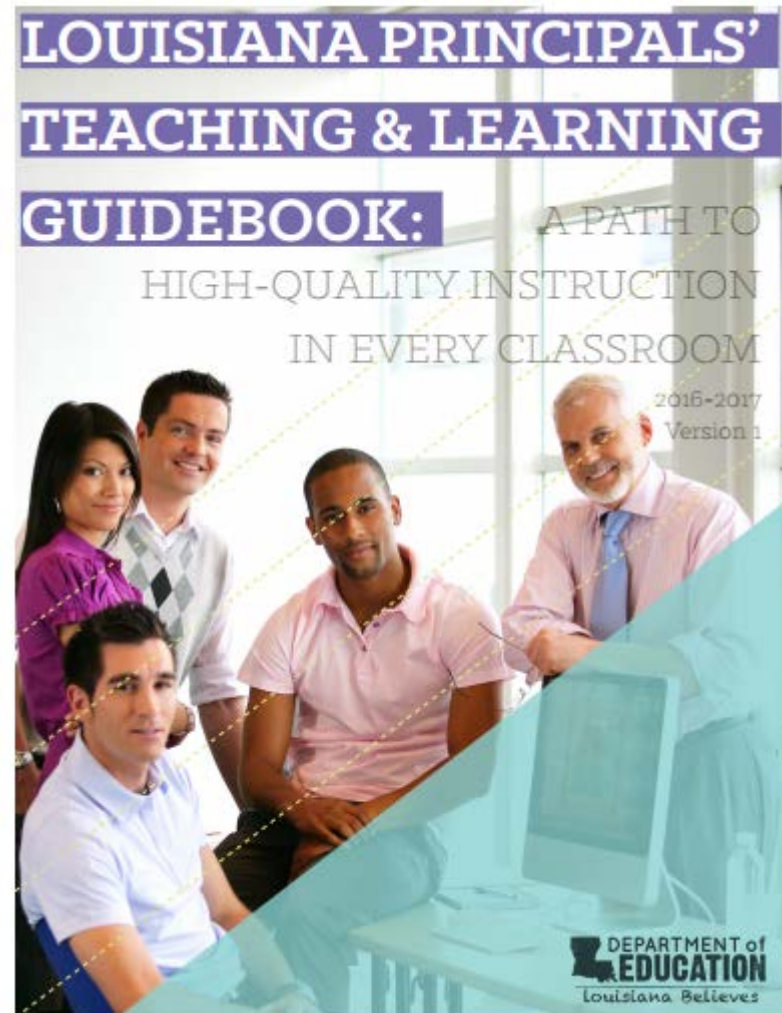
The [Louisiana Principal's Teaching and Learning Guidebook](#) brings together, in one place, the key actions and resources to guide principals as they reflect and plan.

2016-2017 Guidebook Improvements:

- Streamlined set of key actions with guiding questions and updated resources
- Emphasized use of data to inform decisions and support planning

Focus Areas:

- Workforce Planning and Decisions
- Curriculum, Assessment, Professional Development, and Collaboration
- Goals and Educator Support



Compass

The [Compass](#) tool supports teachers and principals in defining expectations for student learning and monitoring progress against those goals throughout the year. The Department supports this process through tools, resources and trainings throughout the year.

[Bulletin 130](#) provides the minimum requirements for measuring the effectiveness of teachers and administrators. District leaders access this to ensure the process is implemented to support teaching and learning.

Teachers: individuals providing direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom *teachers*, special education *teachers*, librarians, and guidance counselors shall be considered *teachers* according to this definition.

Administrators: individuals who serve in an academic leadership role at the school-level and are employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered *administrators* according to this definition.

Compass

Compass end-of-year evaluation results must be entered in [CIS](#) annually for all school leaders and teachers as defined by [Bulletin 130](#). Each year, the LDOE establishes submission deadlines for teachers and principals.

[Compass End-of-Year Webinars](#) provide information about the end-of-year Compass process, including roster verification and finalizing teacher evaluations and end-of-year conversations. Click [here](#) to access the 2015-2016 recording.

For current year timelines/deadlines, access the [2016-2017 CIS-CVR Guide](#).

Email compass@la.gov or your [network contact](#) for additional information or support.

Compass

2016-2017 Implementation

The Legislature approved a compromise regarding standards and accountability.

- The new Louisiana Student Standards will be implemented in 2016-2017.
- The accountability, student promotion, and Compass transition policies continue through the 2016-2017 school year.
- After the transition policies conclude and the calculation of value-added data resumes, student growth will continue to count for 50 percent of a teacher's evaluation. However, value-added will make up only 35 percent of a teacher's evaluation.

For the 2016-2017 school year, as in the past three years, BESE's transition policies will remain in place, resulting in the following:

- Promotion decisions will continue to be made locally.
- Teacher value-added data will not be calculated.
- School and district letter grade distributions will not drop below the 2012-2013 distribution.

Email compass@la.gov or your [network contact](#) for additional information or support.

Compass Evaluations

Student Growth: Multiple Measures

Teachers:

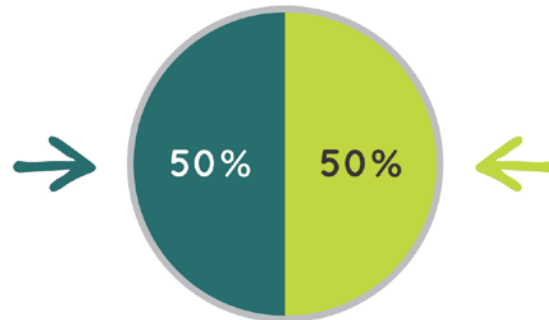
- Student learning targets (goals)
- Student growth data (VAM/TSGD where available)

Principals:

- Student learning targets (goals) based on School Performance Scores (SPS)

Final Evaluation

Both the Student Outcomes and Professional Practice components contribute equally to the final evaluation rating for both teachers and principals.



An ineffective rating on student outcomes or professional practice no longer overrides a principal's evaluation of his/her employees.

Professional Practice: Multiple Measures

Teachers:

- At least two observations measured using a tool aligned to instructional standards

Principals:

- At least two site visits to observe evidence of leadership practices
- Measured using a tool aligned to established leadership standards

The Compass Tool

The [Compass](#) tool supports teachers and principals in defining expectations for student learning and monitoring progress against those goals throughout the year.

District Leaders:

- set and implement [policies](#)
- support principal and teacher improvement
- observe, support, and evaluate principals

Principals:

- set schoolwide student growth goals
- guide teachers to set student growth goals
- observe, support, and evaluate teachers

Teachers:

- set student growth goals
- teach and monitor student learning
- continue to improve

Student Growth: Multiple Measures

STUDENT GROWTH IN LEARNING

Progress towards pre-determined student learning targets shall inform the student growth component of the evaluation.

- A minimum of two student learning targets shall be identified and include goals which:
 - express an expectation of growth in student achievement over a given period of time
 - use common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence
- LEAs may define consistent student learning targets across schools and classrooms for teachers with similar assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom.

Agenda

PART I: MORNING

- Overview: Principal Support and Compass
- **Goals: Student Learning Targets**

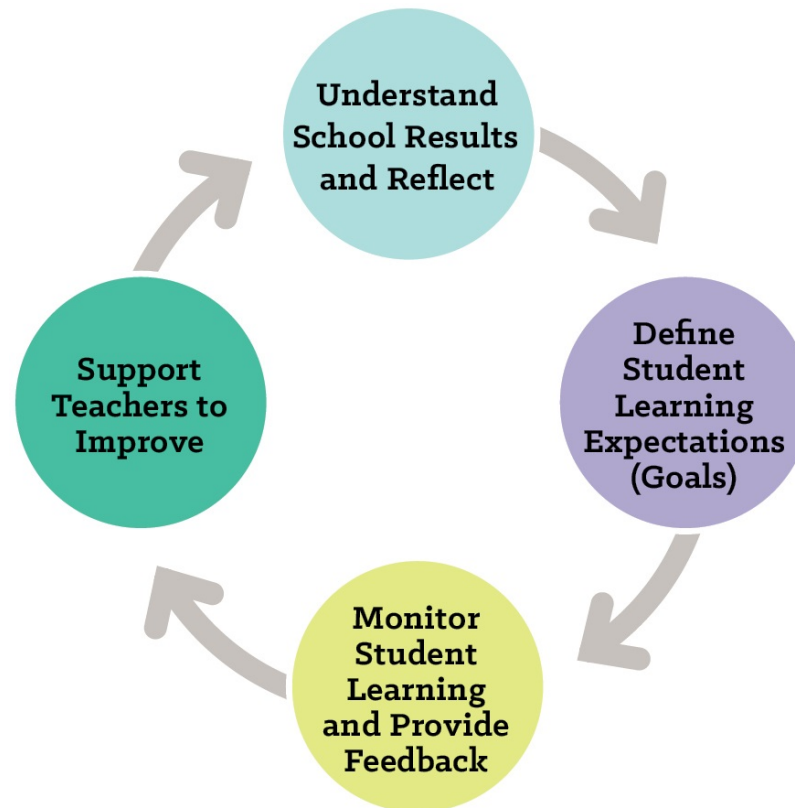
LUNCH

PART 2: AFTERNOON

- Professional Practice: Observation and Feedback
- Video Lesson Observation Activity
- District Decisions

Goals and Educator Support

Compass is a tool used to define expectations and monitor progress toward goals. These results are used to inform workforce decisions at the school, district, and state levels.



Goals and Educator Support

The Department has and will continue to release multiple tools and resources to support the transition to the new Louisiana Student Standards for ELA and math.

REFLECTION QUESTIONS	ACTIONS	RESOURCES
How will my goals reflect the direction of the school and expectations for student learning?	Understand school results and reflect	Data and Reports: Principal Profile
How will I ensure each teacher’s goals (SLTs) reflect the learning expectations for his/her students?	Define student learning expectations (goals)	School Report Cards Compass (TSGD, SLTs, Professional Practice)
Is observation and feedback happening regularly to monitor and support student learning?	Monitor student learning and provide feedback (assessments and observations)	Tools: SPS Calculator
Which teachers are positively impacting student learning? How will they support others?	Support teachers to improve	Goal-Setting: Principals Goal-Setting: Teachers Observation and Feedback
How will targeted support help all teachers to improve?		Compass Information System (CIS)

[Principal’s Teaching and Learning Guidebook](#) pg. 12

Student Growth: Principals

BEGINNING 2015-2016: Principals set goals where two are based on SPS with:

- One goal based on overall SPS improvement
- One goal aligned to components of school performance improvement

Sample Principal Goals

Goal 1: Current year student achievement, as measured by **overall SPS**, will increase by _____ points.

Goal 2: Current year student achievement, as measured by the **Math Assessment Index**, will increase by _____ points.



School Accountability

[2015-2016 School Accountability Overview](#)

[2016 School Performance Score Podcast](#)

Goals and Educator Support

Tools and resources have been developed to guide understanding of student achievement results, the process of setting goals, and the work necessary to support teaching and learning.

- 2014-2015 [Principal Profile](#) and 2015-2016 [SPS Calculator](#): offer a comprehensive view for educators as they collaborate to better understand results, set goals, and plan.
- [School Report Cards](#): available to the public and provide student achievement information.
- **Goal Setting Templates and Recommended Targets**: inform goal setting by guiding educators to reflect on performance, areas of growth/decline and how this compares to peers.
- [District Formative Assessments](#): Quality assessments provide a mechanism for teachers and school leaders to assess student learning in order to inform ongoing practice.
- [Observation and Feedback](#): The purpose of classroom observations (regardless of length) is to monitor student progress and support teachers to improve. The Department provides a series of tools to guide principals in the work of observation and feedback.
- [Teacher Goal Setting Guidance](#): Principals consider how each educator supports the broader school goals in order to guide the process of defining student achievement goals.

LDOE 2015 Principal Profiles

The [Principal Profiles](#) offer a comprehensive view for educators as they collaborate to:

- Review the school's performance over multiple years, including by index, grade, and subject
- Consider the school's performance relative to its peers (e.g., schools of the same type with the same letter grade)
- Reflect to identify trends, strengths and weaknesses in student achievement
- Set student achievement goals

What: School-level reports, released directly to district leadership, which detail performance score components, including subgroup data, for current and prior years. These reports, formerly known as Principal Report Cards, are for internal purposes only and will not be publicly reported.

Purpose/Use: Provide an in-depth look at student achievement to inform planning for 2016-2017.

Sample Metrics:

- Component-by-component breakdown of a school or district's performance score
- Comparison of performance across years, districts, and similar schools
- Subgroup data for state assessments and graduation rates

LDOE Recommended Targets

In August 2015, recommended targets (overall and component) were provided for each configuration and school letter grade. Within each letter grade, schools were grouped based on growth across two years of results. Expanded toolkits with multiple sets of recommended targets are now available.

2015-2016 Goal Setting Templates

[K-8 Goal Setting](#)

[High School Goal Setting](#)

[Combination School Goal Setting](#)

Additional Guidance

[K-2 Configuration](#)

[Alternative Schools](#)

[Career Technical Schools](#)

[Professional Learning Modules](#)

Case Study Discussion:

- Review the data statements for the assigned case study.
- What questions would you ask? What data would support understanding? What additional context should be considered?
- Which Recommended Target Template(s) could help this principal set a meaningful and attainable SPS goal? Why?
- Given what you know, what increase represents a goal (SPS and focus area) that is meaningful and attainable? Explain.

CASE STUDY 1: FOUNDATION ELEMENTARY

- **SPS** is projected to increase by 8.5 points . This will move the school from a B to an A for the first time in 4 yrs.
- The **Math Assessment Index (A.I.)** will show an increase this year but not at the rate of the other areas.
- **Progress Points** have been earned each year for the past 3 yrs. and the principal is expecting similar results for the 2016 SPS.
- **Science** and **Social Studies** results have positively impacted the overall SPS for the past 5 yrs.

CASE STUDY 2: SUCCESS HIGH SCHOOL

- **SPS** is projected to increase by 13.4 points which moves the school from a D back to a C.
- The **EOC** (53.6) and **ACT** (43.8) Indices are the lowest of the four components.
- **English III** (49.5) and **Geometry** (31.8) yielded the lowest results.
- **Cohort Grad Rate** and **Grad Index** have positively impacted school results for the past 2 yrs.

Case Study Discussion:

- Review the data statements for the assigned case study.
- What questions would you ask? What data would support understanding? What additional context should be considered?
- Which Recommended Target Template(s) could help this principal set a meaningful and attainable SPS goal? Why?
- Given what you know, what increase represents a goal (SPS and focus area) that is meaningful and attainable? Explain.

DRAFT PRINCIPAL GOALS: FOUNDATION ELEMENTARY

Goal 1: Current year student achievement, as measured by **overall SPS**, will increase by _____ points.

Goal 2: Current year student achievement, as measured by the _____, will increase by _____ points.

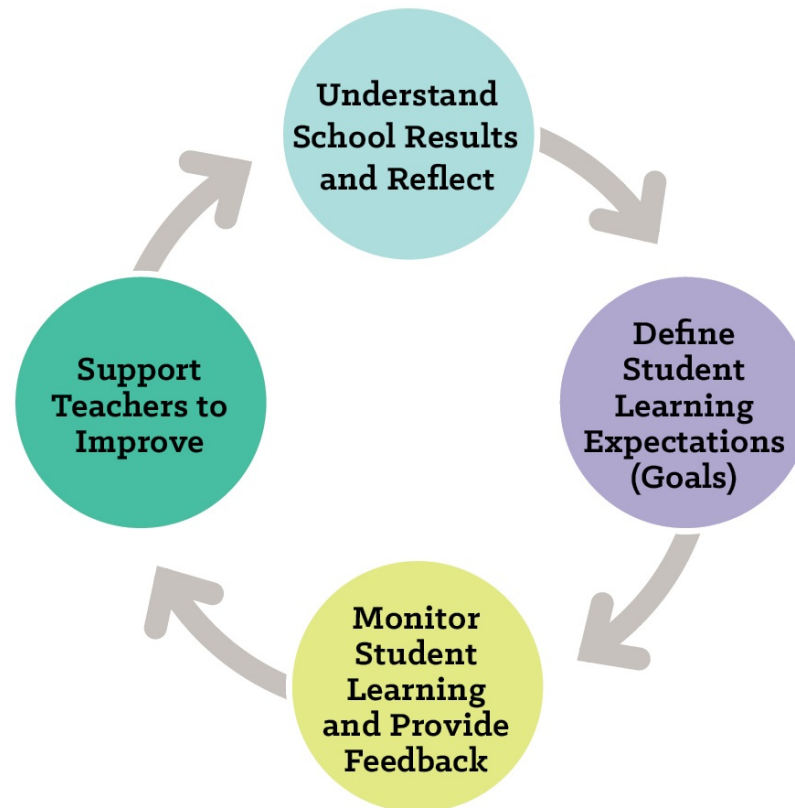
DRAFT PRINCIPAL GOALS: SUCCESS HIGH SCHOOL

Goal 1: Current year student achievement, as measured by **overall SPS**, will increase by _____ points.

Goal 2: Current year student achievement, as measured by the _____, will increase by _____ points.

Goals and Educator Support

Compass is a tool used to define expectations and monitor progress toward goals. These results are used to inform workforce decisions at the school, district, and state levels.



Teacher Goal Setting Process

“My approach to teacher SLTs comes from a belief that they must communicate the expectations we have for the student learning that must take place. We begin the process with a review of meaningful data and continue with a discussion about what the data means to their instruction of each individual student. From there, we set meaningful and attainable goals for each student that transfer to teacher SLTs. During these conversations, I am focused on ensuring each teacher leaves knowing how their goals connect to school-wide goals and that they have a plan in place to monitor student learning at various checkpoints. This information becomes the basis of our PLC time so that SLTs are not just something done at the beginning of the year but a focal point to guide student achievement throughout.

~ Brandy Brunson, Principal – Fellowship Elementary, LaSalle Parish Schools

Guiding Others to Set Goals

Each year, students should grow in their knowledge and understanding of grade-level content. Principals consider how each educator supports the broader school goals in order to guide the process of defining student achievement goals. The goals set by educators (SLTs) support the overall school goals and should have the following qualities:

- be ambitious and grounded in student achievement (expectations)
- be determined using appropriate individualized student-level data (input)
- be measured using quality aligned assessments (output)

[Sample Teacher SLTs](#) are available to guide the process and updated versions will be available late August. While every grade level and subject is not represented through these samples, teachers should review as they consider how they will set quality goals.

Student Growth: Teachers

All teachers set goals that identify student learning expectations for the most important content/skills in a given subject.

These goals reflect a commitment on the part of the teacher to use:

- Effective instructional practices
- Quality assessment plans that support students in meeting the identified expectations

Educator goals should be:

- Ambitious and grounded in school-wide student achievement goals
- Aligned to what students should know and be able to do by the end of the course/year
- Determined using appropriate student diagnostic data
- Assessed using quality aligned assessments

Sample Teacher SLTs are available [here](#).

Teacher Goal Setting Process

Teacher Goal Setting Steps

1. Identify priority content/skills and EOY assessment
2. Review available baseline and diagnostic data
3. Identify focus areas or student populations
4. Write target statement(s) and define scoring plan
5. Monitor progress and reflect

Agenda

PART I: MORNING

- Overview: Principal Support and Compass
- Goals: Student Learning Targets

LUNCH

PART 2: AFTERNOON

- **Professional Practice: Observation and Feedback**
- Video Lesson Observation Activity
- District Decisions

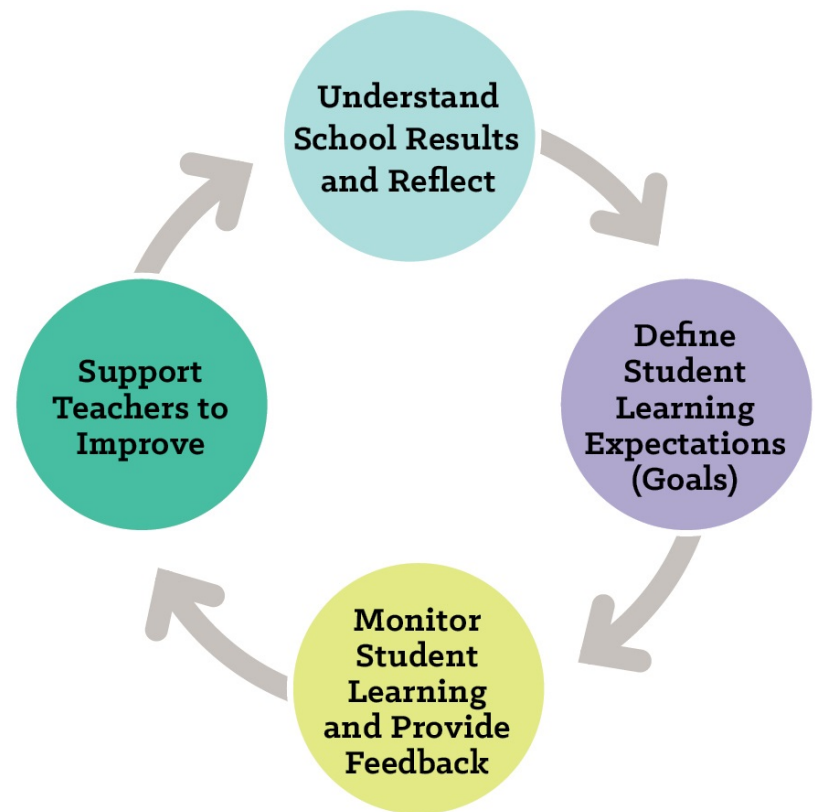


PROFESSIONAL PRACTICE: Observation and Feedback

Monitor Student Learning and Provide Feedback

Monitoring progress toward goals (leaders and teachers) is accomplished in two ways:

1. **Common Assessments** are used by teachers and school leaders to inform ongoing practice.
2. **Observation & Feedback** practices take place throughout the year to monitor student progress and support teachers to improve.



Professional Practice

MINIMUM REQUIREMENTS

- At least one observation must be announced, last the entire length of the lesson, and include a pre- and post-conference.
- Additional observation activities (e.g., full observations, multiple focused observations) may be used to gather evidence that collectively represents a minimum of one additional observation (for teachers requiring two observations).
- Teachers and administrators will be provided feedback on 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 evaluation.

BEYOND THE MINIMUM

Evaluators decide how to structure the observation/feedback process to best support principals and teachers. These decisions include:

- Determining the duration and frequency of observations beyond the one, full-lesson observation.
- Choosing how to rate observations and assign a professional practice rating.



Observation & Feedback

The observation process is used by principals and teachers to:

- Assess and provide feedback on instructional skills and decisions
- Assess how students are performing relative to student achievement goals (Student Learning Targets)
- Determine a teacher's strengths and areas for improvement
- Develop clear next steps that support teacher improvement and ultimately increase student learning

Teacher Professional Practice Rubric

The tool chosen to measure teacher professional practice must be aligned to the *Louisiana Components of Effective Teaching* outlined below.

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

The department developed the [Compass Teacher Rubric](#) as a model observation tool according to a set of minimum requirements outlined in Bulletin 130.

The Compass Rubric may be adopted by LEAs or they may choose to submit proposed alternate tools to the Department .

Teacher Professional Practice: Video Library

Lesson Title	Components	Video	Length	Notes
Kindergarten: Letters of the Alphabet	1c. Setting Instructional Outcomes 3b. Using Questioning & Discussion Techniques 3c. Engaging Students in Learning	Click HERE	6:17	Click HERE
4th Grade Math: Multiplying Whole Numbers & Fractions	3b. Using Questioning & Discussion Techniques 3c. Engaging Students in Learning	Click HERE	9:26	Click HERE
5th Grade ELA: Guided Reading	1c. Setting Instructional Outcomes 3c. Engaging Students in Learning	Click HERE	6:25	Click HERE
6th Grade ELA: Similes	3d. Using Assessment in Instruction	Click HERE	5:23	Click HERE
8th Grade Math: Conjecturing About Functions	3b. Using Questioning & Discussion Techniques 3c. Engaging Students in Learning	Click HERE	9:19	Click HERE
High School Math: Rational Expressions	3b. Using Questioning & Discussion Techniques 3c. Engaging Students in Learning	Click HERE	9:28	Click HERE
Science: Designing Lab Experiment	1c. Setting Instructional Outcomes	Click HERE	4:46	Click HERE
ELA: Characters and Symbols in a Text	3b. Using Questioning & Discussion Techniques 3c. Engaging Students in Learning	Click HERE	16:20	Click HERE
Music: Composition Performance	3c. Engaging Students in Learning	Click HERE	10:56	Click HERE

Select and review video lessons using the [Compass Teacher Rubric](#).

Additional videos are located in the [LDE Video Library](#) and on [Teaching the Core](#)

Preparing: Feedback Practices

Foundation Elementary School Process FEEDBACK PRACTICES

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

- takes place within one week of the observation/focused observation
- focuses on instructional strategies that support learning of grade level content
- is specific and actionable
- includes a set of defined next steps (principal 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, takes place during a face to face post-observation conference meeting guided by the following questions:
 - » To what extent did students learn the priority 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?

Preparing to Monitor Progress: Next Steps

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?

DISTRICT DECISIONS

District Decisions: Planning and Implementation

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 (SLTs)

1. How will we use the Principal Profiles and Recommended Targets to support goal setting?
2. 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)?



TOOLS AND RESOURCES



Tools and Resources: Collecting Data and Communicating Progress

As evaluators support educators, it is important to identify the process for documenting the actions taking place throughout the year.

[The Compass Information System \(CIS\)](#) is a web-based system that is available to districts and charter schools to support their implementation of Compass.

- ✓ Districts and charter schools are able to define how the system will be used to collect evidence throughout the year in a way that best meets their needs.
- ✓ End of year evaluation ratings (student growth, professional practice and overall) must be submitted annually to CIS per the guidance and timelines established by the Department.

For guidance on Compass and using CIS, click [here](#).

Tools and Resources:

Administrator Professional Practice

The tool used to measure administrator professional practice must 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	1a. Setting Goals
2. School Culture	2a. Collaboration 2b. Professional Growth 2c. Environment
3. Instruction	3b. Observation and Feedback 3c. Objectives 3d. Assessment

The Department developed the [Compass Leader Rubric](#) which may be adopted by LEAs or they may choose to submit proposed alternate tools.

Teaching and Learning Sample Timeline 2016-2017

MONTH	LEADER ACTIONS	
<p>June</p>	<ul style="list-style-type: none"> ✓ Review teacher evaluation data and adjust teaching assignments as needed ✓ Fill open positions ✓ Review student achievement data ✓ Analyze available results and tools (SPS Calculator; Recommended Targets) ✓ Identify areas to target ✓ Secure curricular resources and professional development opportunities 	
<p>July</p>	<ul style="list-style-type: none"> ✓ Assign evaluators ✓ Define observation & feedback processes ✓ Set observation schedule ✓ Prioritize and define support 	<ul style="list-style-type: none"> ✓ Identify focus areas ✓ Define teacher/staff goal setting expectations ✓ Finalize collaboration structures & schedule ✓ Identify school leadership team

Teaching and Learning Sample Timeline 2016-2017

MONTH	LEADER ACTIONS
August	<ul style="list-style-type: none"> ✓ Finalize 2015-2016 end-of-year teacher evaluations (Due August 15)* ✓ Support new teachers ✓ Set leader goals ✓ Guide others to set quality goals ✓ Share school-wide goals and focus areas ✓ Communicate teacher support plan
September - October	<ul style="list-style-type: none"> ✓ Conduct observations of highest priority areas ✓ Support new teachers with focused observation & feedback ✓ Provide meaningful, timely and actionable feedback ✓ Monitor progress toward goals
November - December	<ul style="list-style-type: none"> ✓ Review 2015-2016 SPS and updated Principal Profiles ✓ Monitor progress toward goals ✓ Complete at least one formal observation of all teachers

*Due date determined by the LDOE

Teaching and Learning Sample Timeline 2016-2017

MONTH	LEADER ACTIONS
Mid-Year	<ul style="list-style-type: none">✓ Review observation results and assess the needs of each teacher✓ Review available formative and summative data✓ Identify areas making progress and those not✓ Communicate progress and guide teachers to adjust instruction as needed✓ Plan to meet individual needs (teachers and students) throughout the remainder of the year
January - May	<ul style="list-style-type: none">✓ Support teachers based on individual needs through:<ul style="list-style-type: none">- focused observations- timely and actionable feedback- peer mentoring and collaboration✓ Monitor progress toward goals✓ Administer end of year summative assessments✓ Collect sufficient evidence so that end of year ratings accurately reflect teacher effectiveness and student achievement

Tools and Resources: Summary

Key Resources and Tools:

[Compass Teacher Rubric](#)

[Compass Leader Rubric](#)

[Compass Counselor Rubric](#)

[ELA - Observation and Feedback Instructional Guide](#)

[Math - Observation and Feedback Instructional Guide](#)

[Compass Rubric Resource - Evaluators of Teachers of Students with Significant Disabilities](#)

[LDE Video Library](#)

[Teaching the Core Video Library and Related Resources](#) *(teacher interviews and documents)*

Additional Resources:

[Louisiana Principals' Teaching and Learning Guidebook](#)

[Professional Learning Center](#) *(Training Materials: 2015-2016)*

[Compass Professional Growth Plan Guidance](#)

[Compass Information System \(CIS\)](#)

[Teacher Support Toolbox Library](#)

[Achieve the Core Classroom Resources](#) *(professional development, lessons and assessments)*