

Louisiana Believes

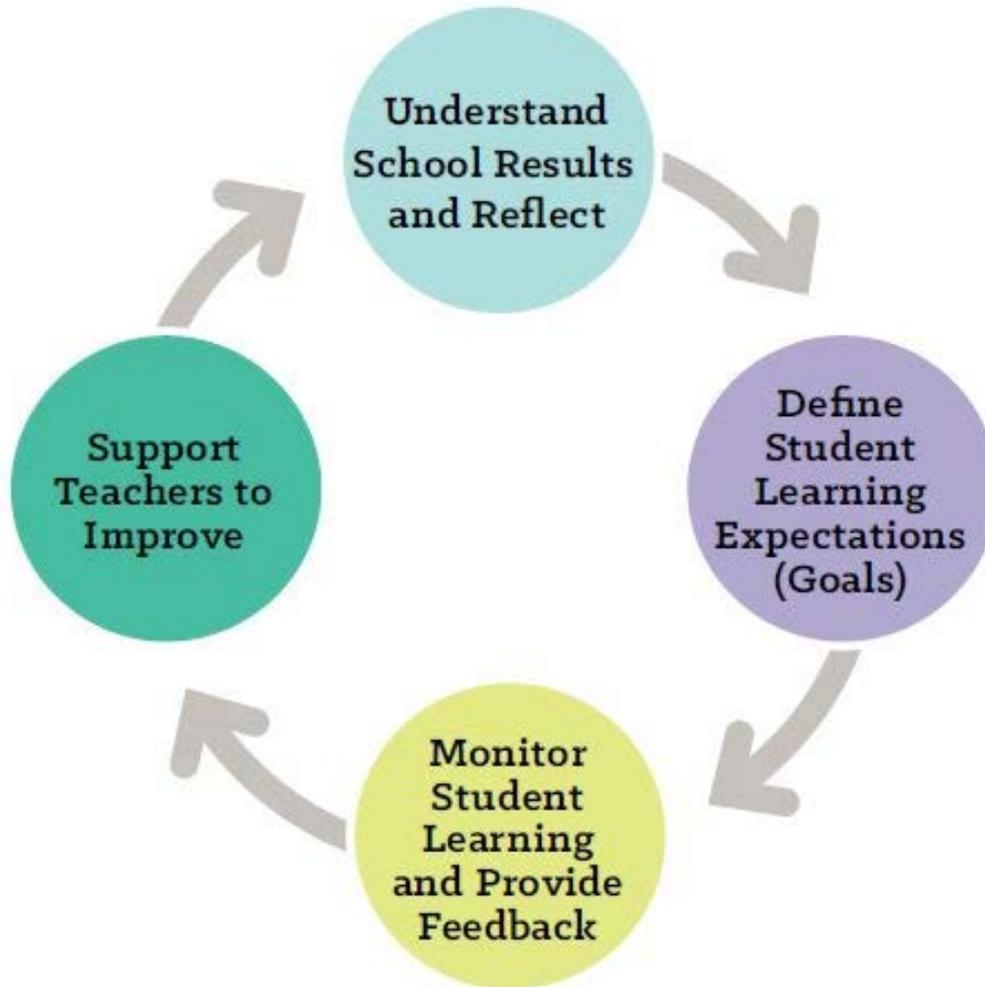
**Compass New Evaluator Training
2017-2018**

Today's Goals

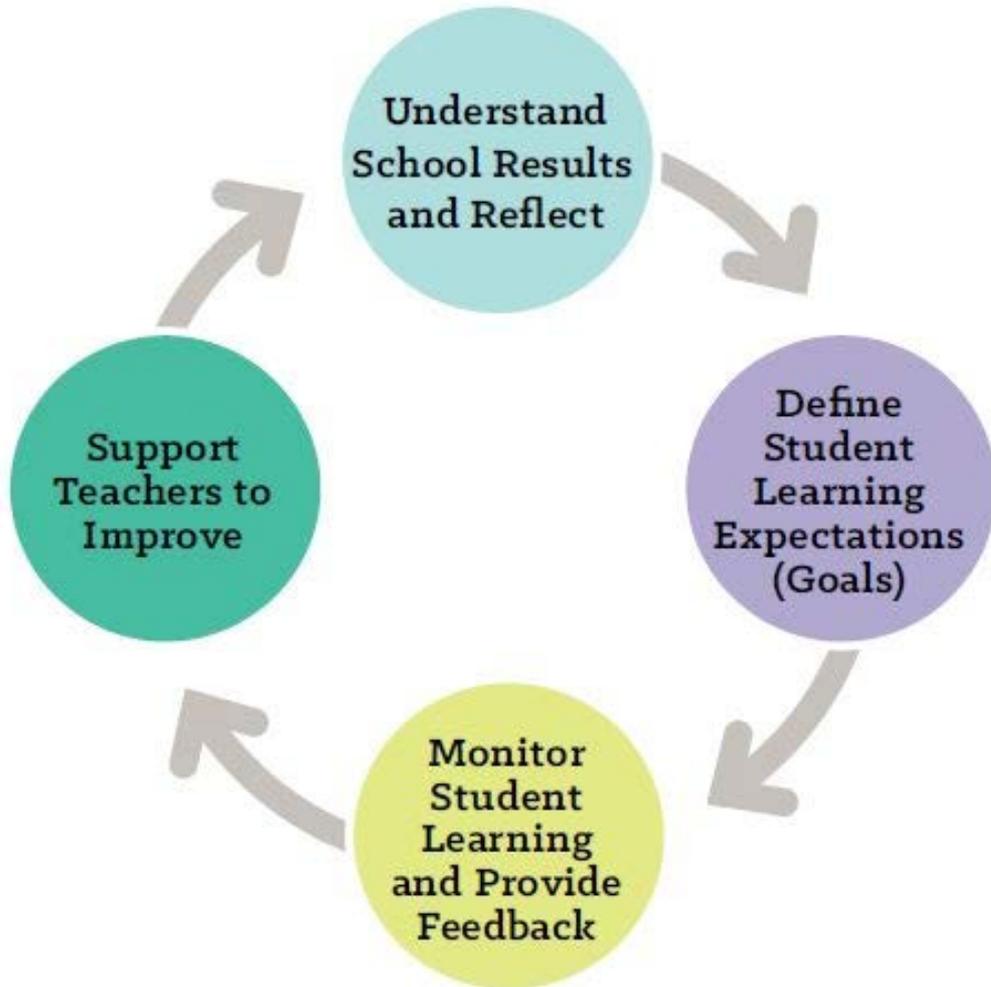
By the end of this session, we will address these questions:

- What are the minimum requirements for the Compass evaluation process (teachers and leaders)?
- How will 2017-2018 Compass end of year evaluations be calculated?
- What are the timelines for 2017-2018 action steps?
- What tools and resources are available to support implementation?

Compass



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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?

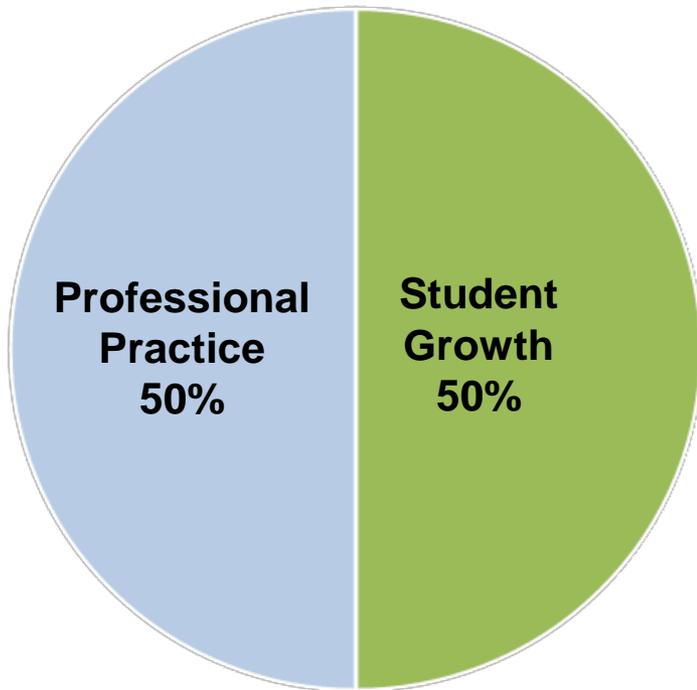
Turn and Talk to a shoulder partner and share your thoughts.

Compass

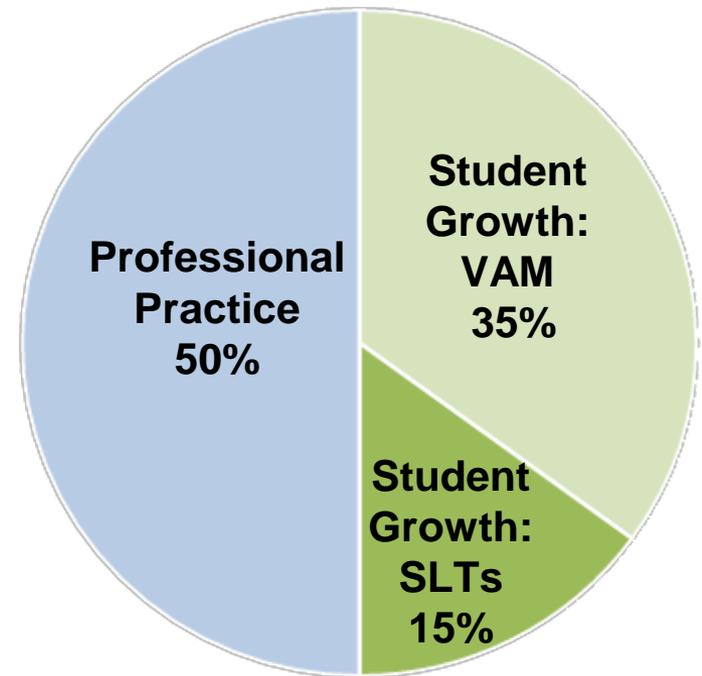
- State law and BESE policy recognized that value-added data would be unavailable during the years in which the state transitioned to new tests.
- Value-added data will be available again, beginning with the 2017-2018 school year (summer 2018).
- State law now requires that value-added data comprise 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.
- Guidance will be included in Back-to-School materials and will be addressed in upcoming teacher and leader regional collaboratives.

Compass 2017-2018

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.

Professional Practice

Professional Practice



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 the previous year.

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 2017-2018 school year must complete the form available [here](#) and email to compass@la.gov by October 4, 2017.

Professional Practice: Evaluation Rubrics

The tool for teacher 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 administrator 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	1a. Setting Goals
2. School Culture	2a. Collaboration 2b. Professional Growth 2c. Environment
3. Instruction	3a. Observation and Feedback 3b. Objectives 3c. Assessment

Professional Practice: Leaders

The tool for administrator 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	1a. 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: Teachers

The tool for teacher 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 a first year teacher who is not a graduate of teacher preparation program.

- How would you explain the difference between a “Effective: Emerging” (a 2) and “Effective: Proficient” (a 3) and “Effective: Proficient” (a 3) and “Highly Effective” (a 4)?
- For your group’s assigned component, create a visual representation on a piece of chart paper. Remember to limit the jargon so teachers will have a clear picture of what it should look like in practice. The chart should speak for itself – not require a voice over.
- You will have 20 minutes to complete this activity. Be sure to label your Chart Paper with the appropriate Component notation and title.

Professional Practice: Teachers

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

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1. Planning and Preparation	1c. Setting Instructional Outcomes
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Gallery Walk (20 Minutes):

- Begin at your group's chart paper. Bring a copy of the teacher rubric with you.
- Rotate with your group counter clockwise
- You will have 5 minutes to review the chart created for each component. Take notes for each component. When prompted rotate to the next chart paper/component.

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)

Professional Practice Guidance

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.

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?

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?

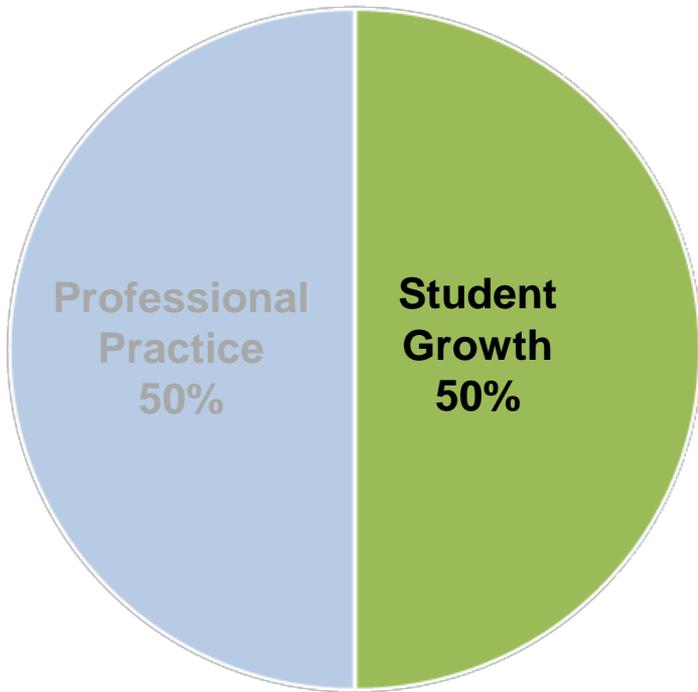
What are the first steps you will take to as you prepare to monitor progress through the observation and feedback process?

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

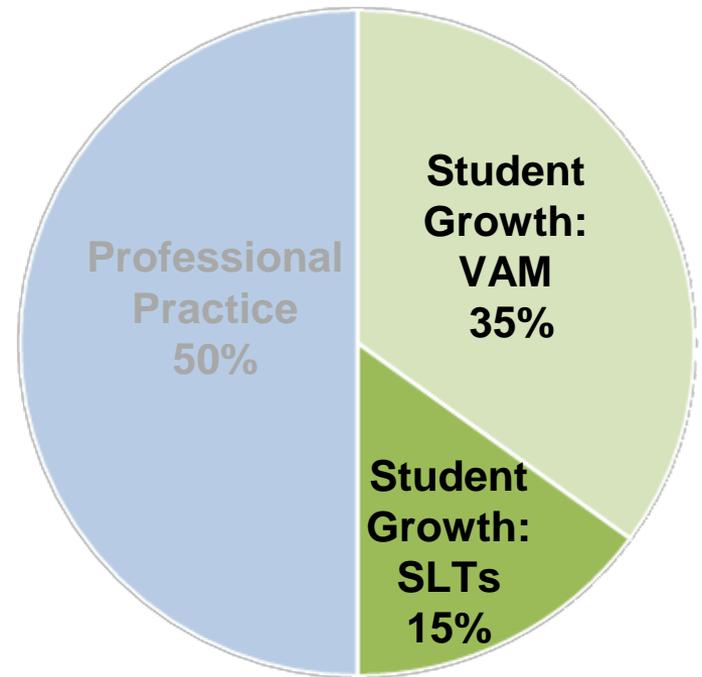
Student Growth

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 2025/EOC Exams (Assessment Index)
- Other career readiness assessments (e.g., AP, IBCs, ACT/WorkKeys, EOC, etc.)
- Student progress to Mastery (e.g., % meeting “simple math” annual target)
- Transitional Student Growth Data (e.g., % meeting or exceeding what was expected when considering identified factors)

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: Mastery or Above

2015-2017 LEAP Results: Percent of Tests Scored Mastery+ (ELA, Math & Science)

	2015 Mastery+ (Percent of Tests)	2016 Mastery+ (Percent of Tests)	2017 Mastery+ (Percent of Tests)	2015-2017 Mastery+ Growth
LOUISIANA STATEWIDE	29	33	33	4

[Spring 2017 State-LEA-School LEAP Achievement Level Summary](#)

[Spring 2017 State-LEA-School LEAP Mastery+ Summary](#)

Progress: Growth to Mastery

Every student scoring below Mastery has received a simple, clear growth target for the following year that illustrates the growth required to be on track to Mastery in ELA and math by 8th grade.

John is entering 4th grade.

- On the 2017 LEAP 2025, he earned an ELA Scaled Score of 710.
- As a result, his score report reflects an achievement level of **Approaching Basic** and includes a note that he is 40 points from Mastery.
- With 5 years until he completes 8th grade, his 2017-2018 Target is 718 (40 points divided by 5 years is 8 points per year).

[2017-2018 Grades 4 to 8 Progress Index FAQ](#)

Progress: Growth to Mastery

2016-2017 Grade	2016-2017 Scaled Score ELA	2016-2017 Achievement Level ELA	2017-2018 Growth Target Track ELA	Points from Mastery or Advanced ELA	Number of Years to Grade 8	Number of Points Needed to Meet Target ELA	2017-2018 Target	2017-2018 Target Achievement Level ELA
4	775	Mastery	Mastery to Advanced	19	4	5	780	Mastery
4	759	Mastery	Mastery to Advanced	35	4	9	768	Mastery
3	710	Approaching Basic	On Track to Mastery	40	5	8	718	Approaching Basic
3	679	Unsatisfactory	On Track to Mastery	71	5	14	693	Unsatisfactory

[2017-2018 Grades 4 to 8 Progress Index FAQ](#)

Student Growth: Value-Added

By comparing students' individual performance to that of similar peers, it is possible to measure progress a second way.

The value-added model includes the following characteristics: prior achievement on assessments up to three years, special education status and disability category, economically disadvantaged status, student absences, and student suspensions.

Example:

- Suzy scored Approaching Basic in ELA each of the past three years with no grade retention. As a result, she is expected to score Approaching Basic (719) this year.
- Because Suzy has a speech/language disability, her expected score is reduced to 717.5.
- Because Suzy missed ten days of school, her expected score is further adjusted to 716.
- No other characteristics listed above apply to Suzy so they do not impact her score.

Access the Growth Measure One-Pager and the VAM FAQ

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, field test. VAM results will be available in 19-20.
English I & II (5-levels)	Yes	No, only transitional student growth data is available (TSG). VAM will be available in 18-19.
English III (4-levels)	Yes	No
Algebra I & Geometry (5-levels)	Yes	No, only transitional student growth data is available (TSG). VAM will be available in 18-19.
US History (5-levels)	Yes	No
Biology (4-levels)	Yes	No

2017-2018 Data Availability

Data Set	Details	Availability Date
State Assessment Data	Grades 3-8: ELA, Math & Social Studies	June 2018
	Grades 3-8: Science	N/A: Field Test Only
	EOC Assessments*	May 2018
VAM	Grades 4-8: ELA, Math, & Social Studies	Late Summer 2018
TSGD	Grades 4-8: ELA, Math & Social Studies High School: English I and II, Algebra I and Geometry	Late Summer 2018
SPS	For use in finalizing Principal evaluations	Fall 2018

*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: 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)?

Compass: 2017-2018 Action Steps

Action Steps	Details	Timeline/Deadline
Complete 2016-2017 Teacher Evaluations	End of year evaluations for all teachers must be completed and entered in CIS. If social studies scores are needed for some teachers, email compass@la.gov .	September 4, 2017
Identify rubrics to be used for Professional Practice (teachers and administrators)	Use available rubrics posted to the Compass Library	August 2017 to August 2018
	Submit a request to use alternative rubric(s) for all or some employees to compass@la.gov	October 4, 2017
	Communicate with and train teachers and administrators to support use of identified rubrics	August 2017
Ensure all new and continuing evaluators receive appropriate training	Identify who should attend training sessions led by the LDOE. New evaluators Updates for district leaders and current evaluators	August 25 th : Monroe August 30 th : Baton Rouge August 31 st : Natchitoches September 15 th : Acadia

Compass: 2017-2018 Action Steps (cont.)

Action Steps	Details	Timeline/Deadline
Review and identify best practices to support 2018 EOY planning	Given the requirements for inclusion of VAM, develop and communicate a plan that supports finalizing teacher evaluations in late summer.	August/September 2017
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 2017
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 2017
Ensure data submitted to all systems (CIS, LEADS, SUR, 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 and December Roster Verification Period

Email questions to Compass@la.gov