



Louisiana Believes

Compass Observation and Feedback Module



Module Outline

Outline

This module is divided into three topics.

- **Part A:** Overview
- **Part B:** Preparing to Monitor Progress (Observation and Feedback)
- **Part C:** Monitoring Progress (Observation and Feedback)
- **Appendix:** Deepen Understanding

Preparation

In preparation for the activities that follow, take time to access:

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

[Compass Teacher Rubric](#)

[Compass Leader Rubric](#)



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PART A: OVERVIEW



Goals

By the end of this module, you will be prepared to:

1. align observation and feedback practices to goals
2. implement observation and feedback practices that provide an opportunity to monitor progress toward goals



Compass Improvements

Louisiana educators helped create a more authentic educator evaluation process. The [Act 240 Subcommittee](#) reviewed Compass and noted that all schools need a leader who:

1. Sets academic improvement goals and the direction for the school
2. Implements structures and processes designed to improve instruction
3. Uses multiple measures to evaluate and provide feedback to all teachers

The Department will support principals in this work through:

- [Policy Improvements](#) based on recommendations
- [Resources](#) to provide principals support with instructional decisions
- [Direct supports](#) that target school-wide instructional structures and skill development



Compass Improvements: Policy

Policy Improvements based on recommendations:

1. Transition policies extended to ensure all educators and students have time to learn higher expectations
2. Trusting principals through removal of the ineffective override
3. Multiple measures of student growth considered for teachers
4. Aligned principal accountability through goals based in SPS



Compass Improvements: Transition Policy

Transition Policy

“Time to learn” policies extended through 2015-2016 to establish a two year baseline.

Teacher Accountability

- For the 2013-2016 school years, transitional student growth data (TSGD) produced for use.
- At the evaluator’s discretion, TSGD can be used as a measure of student growth.
- LEAs may define local rules pertaining to the use of such data.

Transition policies are also in place for school and student accountability. Click [here](#) for more information.

Compass Improvements: Overview

[Policy Improvements](#) based on recommendations

	2014-2015	2015-2016	2016-2017
Improvements	No Changes	Removal of Ineffective Override	VAM is available
Samples and Details	Professional Practice: 3	Professional Practice: 3	When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level, based on the teacher's student learning target performance.
	Student Growth: 1	Student Growth: 1	<i>Value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. In advance of 2016-2017, the Department will provide updated guidance to support the use of VAM in the teacher evaluation process.</i>
	Overall: Ineffective (Override)	Overall: 2 (Effective Emerging)	



Compass Improvements: Multiple Measures 2015-2016

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 for each teacher.

Student learning targets shall 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



Compass Improvements: Multiple Measures 2016-2017

STUDENT GROWTH IN LEARNING WHEN VALUE ADDED DATA IS AVAILABLE

- 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 for each teacher.
- **When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level**, based on the teacher's student learning target performance (e.g., the overall student growth rating may be a 2.0 (effective: emerging) or 4.0 (highly effective) if the value-added rating is 3.0 (effective: proficient)).

Value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. In advance of 2016-2017, the Department will provide updated guidance to support the use of VAM in the teacher evaluation process.

Compass Improvements: Principal Goal Setting

PRIOR TO 2015-2016: Principal set a minimum of two goals, which express an expectation of student growth. SPS available for use as the measure of student growth.

BEGINNING 2015-2016: Principals will 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: PRIOR to 2015-2016

Goal 1: 80% of students in **grade 3** will meet or exceed 80% proficiency on the end of year teacher administered **math fluency** assessment.

Goal 2: 80% of my **teachers** will score a 3 or higher on their **end of year Compass** ratings.

Sample Principal Goals: BEGINNING 2015-2016

Goal 1: Current year student achievement, as measured by **SPS**, will meet or exceed _____ which is an increase of _____ points in **overall SPS**.

Goal 2: Current year student achievement, as measured by the **Math Assessment Index**, will meet or exceed _____.



A Principal's Story of Success

Three years ago a new principal took over the school. When she arrived she spent time learning how students were doing through test results and classroom observations. Students were slowly growing in math, but regressing in English. Quickly she learned her strongest team was in math where the lead teacher set up a structure to support all new math teachers. The principal built on this success. She and her teachers set goals for her school, setting out on a three year path to double students' reading and writing results. Next, she supported teachers with strong curricula and support. Through a series of structures she focused her teachers on using common assessments to reflect on student progress. Through the observation and feedback process, she provided opportunities to focus on instruction and the student learning taking place as a result. Ultimately, these efforts led to dramatic changes in her school. The first year the school saw a modest jump in their reading and writing results. But the real success came in years two and three where they exceeded all school level goals.



What led to this principal's success?

What evidence connects to the principal's success?

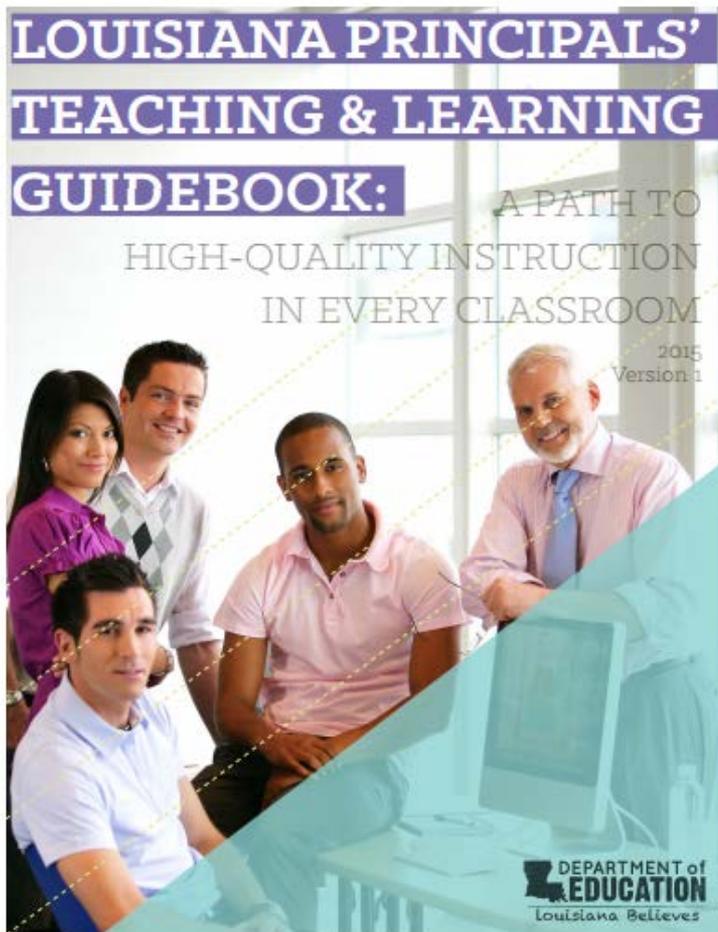
Which actions are related to the goals set by the principal?

How did the principal support instructional improvements?

What led to this principal's success?

	ACTIONS LEADING TO SUCCESS (SAMPLE RESPONSES)
GOALS	<ul style="list-style-type: none">• Identified areas of strength (math)• 3-year goal for English• Common assessments (monitoring progress toward goals)• Observation and feedback focused on student learning as a result of instruction
INSTRUCTIONAL SUPPORT	<ul style="list-style-type: none">• Strong curricula support• Common assessments• Observations and feedback focused on instruction• Peer teacher support structures

Louisiana Principal's Teaching and Learning Guidebook



CONNECTION

- Aligns to the [Louisiana Standards for Educational Leaders](#)
- Supports as a tool [Compass Framework](#) for Educator Effectiveness

Compass Leader Connection

Domain III: Instruction

Observes teachers and provides feedback on instruction regularly.

Teaching and Learning Timeline 2015-2016

MONTH	LEADER ACTIONS	
June	<ul style="list-style-type: none"> ✓ Review teacher evaluation data and adjust teaching assignments as needed ✓ Fill open positions ✓ Finalize end of year evaluations (Due July 31) ✓ Review student achievement data ✓ Analyze available results and tools (SPS Calculator; Recommended Targets) ✓ Identify areas to target ✓ Secure curricular resources and professional development opportunities 	
July	<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 Timeline 2015-2016

MONTH	LEADER ACTIONS
August	<ul style="list-style-type: none">✓ 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">✓ Monitor progress toward goals✓ Complete at least one formal observation of all teachers

Teaching and Learning Timeline 2015-2016

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

Compass Leader: Activity & Discussion

The [Compass Leader Rubric](#) outlines the expectations in place for school level administrators in Louisiana.

Domain	Component	Rubric Reference: Examples of Evidence
1. School Vision	a. Setting Goals	Pg. 4
2. School Culture	a. Collaboration	Pg. 7
	b. Professional Growth	Pg. 9
	c. Environment	Pg. 11
3. Instruction	a. Observation and Feedback	Pg. 14
	b. Objectives	Pg. 15
	c. Assessment	Pg. 16

Activity: Teaching and Learning Timeline

Align the actions to leader expectations and post to the chart paper.

Compass Leader: Activity & Discussion

Time Frame	I. School Vision	II. School Culture	III. Instruction
Chart 1: June – July			
Chart 2: August – December			
Chart 3: Mid-Year			
Chart 4: January – May			

Activity: Teaching and Learning Timeline

- Take time to review the responses posted to the chart paper for the months you were not assigned.
- Review the actions taking place August – May. Which reflect an opportunity to monitor progress toward goals?



Compass Framework

Compass, the state's framework for educator support and evaluation:

- promotes a cycle of continuous improvement
- includes an end of year rating process where Professional Practice and Student Achievement each contribute equally
- defines minimum requirements and provides the opportunity for additional criteria to support educators as defined in [Bulletin 130](#).

Evaluators decide how to structure the observation/feedback process. 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

Compass Framework: Professional Practice

EDUCATORS	This applies to...	How is Professional Practice measured?
TEACHERS	... any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned	Annually using a rubric aligned to the <i>Louisiana Components of Effective Teaching</i>
SCHOOL LEVEL ADMINISTRATORS	... any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher	Annually using a rubric aligned to the <i>Performance Expectations and Indicators for Educational Leaders</i>

Compass Framework: Observation Practices

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: Teachers

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.

Compass Framework: Summary

Next Steps

Be prepared to use the [Compass](#) framework as a tool that:

- ✓ promotes a cycle of continuous improvement
- ✓ includes aligned resources that guide educators throughout the year
- ✓ is designed to provide all educators with regular, meaningful feedback
- ✓ allows for a holistic approach where the end of year effectiveness rating process includes sufficient information collected throughout the year and Professional Practice and Student Achievement contribute equally



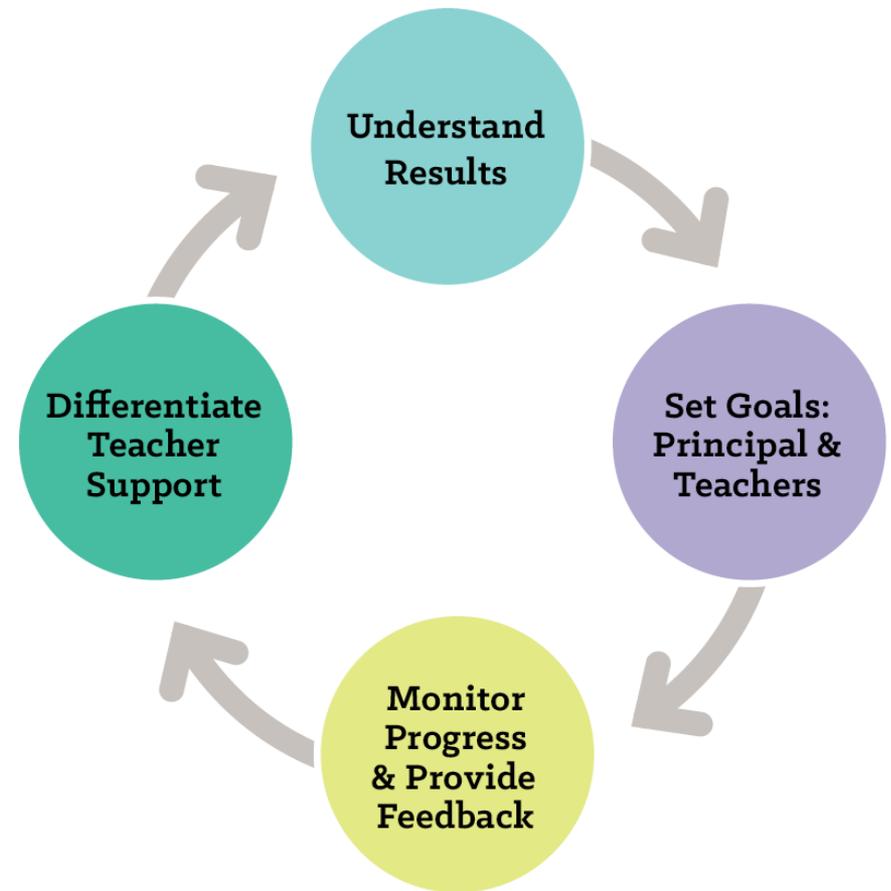
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PART B: PREPARING TO MONITOR PROGRESS

Instructional Leadership

Part III: Instructional Leadership (Goals and Support):

- Understanding Results
- Setting Goals: Principal and Others
- Monitoring Progress: Common assessment, Observations & Feedback
- Differentiate Teacher Support
- End of Year Reflection
- Teacher Placement and Management



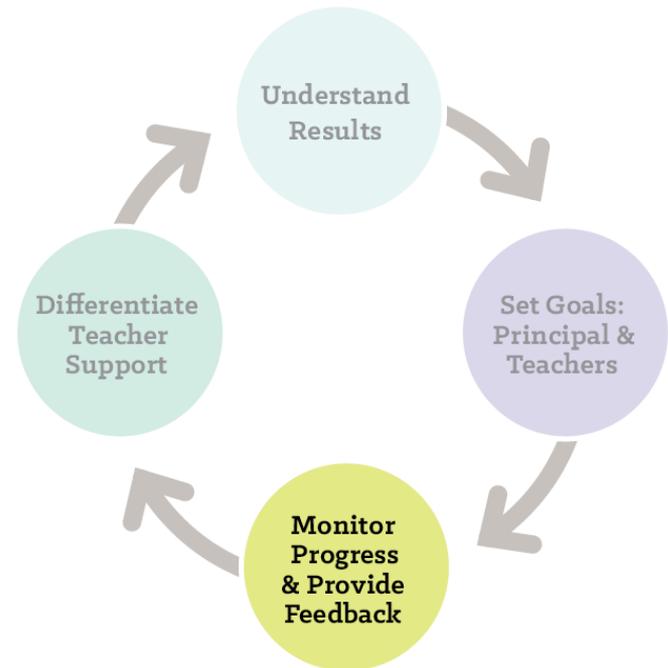
Monitoring Progress: Observation & Feedback

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.

As a new school year begins...

- Have you identified a set of priorities? How do these transfer into goals?
- What do you need to do in advance of the school year to be positioned to monitor progress toward these goals?



Observation & Feedback: Overview

Guidebook
Pgs.
13 & 18

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

The following actions guide principals as they prepare to support teachers:

- Adopt a Fundamental Set of **Beliefs**
- Assign **Evaluators** and Define the **Process**
- Set the Observation **Schedule**
- Develop a **Teacher Support** Plan

Observation & Feedback: Preparation

Guidebook
Pgs. 13

Actions	Sample Guiding Questions
Adopt a Fundamental Set of Beliefs	<ul style="list-style-type: none"> • How will we observe teacher practice beyond the minimum requirements to guide teachers to improve?
Assign Evaluators and Define the Process	<ul style="list-style-type: none"> • How will evaluators be assigned in a way that reflects the school-wide goals?
Set the Observation Schedule	<ul style="list-style-type: none"> • Does the schedule account for teachers who need support early in the year?
Develop a Teacher Support Plan	<ul style="list-style-type: none"> • What process will be used to provide feedback that drives improvement?
<ul style="list-style-type: none"> • PRINCIPALS Which questions cause you to think differently about the observation and feedback process? Explain. • ASSISTANT PRINCIPALS: How do your past experiences position you to support the decision making process around these considerations? • DISTRICT LEADERS: How will you support principals as they prepare to engage in the observation and feedback process? 	

Case Study Discussion: Preparing for Observations

Guidebook
Pgs.
22 and 48

CASE STUDY ACTIVITY

Identified Focus Areas

- Foundation Elementary School: *Mathematics*
- Success High School: *English*

Review the actions taken by the principal and consider how these decisions align to the goals they set? How does this position them to monitor progress toward their goals?

- Assigning Evaluators (*Case Study Reference: Table B; pg. 22 and 48*)
- Set the Observation Schedule (*Case Study Reference: Table C; pg. 22 and 49*)

School Level Leaders

How will preparing in this way help you monitor progress toward goals and ensure students are learning?

District Level Leaders:

How do these actions influence your support of principals as they monitor progress toward goals and support teachers throughout the year?

Preparing: Teacher Support

Guidebook
Pg. 39

The principals in the case study collaborate with other leaders to develop a Teacher Support Plan.

- 1. Which teachers bring students to high levels of achievement? What strategies do they employ and how can they support others?**
 - a. review by content area and grade level
 - b. identify teachers most likely to support others to success
 - c. identify methods for sharing and duplicating successful practices
 - d. create a collaborative structure that gives teachers the time and space to collaborate with peers

- 2. What role will the leadership team and other resources play in supporting teachers?**
 - a. peer observations
 - b. model lessons
 - c. [professional development opportunities](#)

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?



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PART C: MONITORING PROGRESS - OBSERVATION AND FEEDBACK

Case Study Activity & Discussion: Teacher Professional Practice

Guidebook
Pg.
28 or 53

CASE STUDY ACTIVITY

Select either the **math** or **English teacher support cycle** as outlined below and included in the [Principal Guidebook](#).

- ✓ **Foundation Elementary Principal Goals:** Overall SPS and Math Assessment Index
 - *Math Teacher Formal Observation: pg. 28*
- ✓ **Success High School Principal Goals:** Overall SPS, Math Assessment Index, ACT
 - *English Teacher Formal Observation: pg. 53*

How does the principal ensure student learning is the focus of:

- Pre-Observation Conference
- Formal Observation: CIS Entry

Case Study Activity & Discussion: Teacher Professional Practice

Guidebook
Pg.
28 or 55

CASE STUDY ACTIVITY

Select either the **math** or **English teacher support cycle** as outlined below and included in the [Principal Guidebook](#).

- ✓ **Foundation Elementary Principal Goals:** Overall SPS and Math Assessment Index
 - *Math Teacher 1st and 2nd Term Support:* pgs. 28-31
- ✓ **Success High School Principal Goals:** Overall SPS, Math Assessment Index, ACT
 - *English Teacher 1st and 2nd Term Support:* pg. 55-57

1. **What evidence of the following do you see when reviewing the 1st Term Support?**
 - Specific and actionable feedback
 - Defined next steps
 - Use of other leaders and peer teachers to support improvement
2. **How do the above actions provide opportunities to monitor progress toward goals?**

Case Study Activity & Discussion: End of Year Conversation

Guidebook
Pgs.
58-59

CASE STUDY ACTIVITY

Review on of the **End of Year Conversation** as outlined in the [Principal Guidebook](#).

- ✓ **Math Teacher:** pg. 33-34 (*End of Year Conversation*)
- ✓ **English Teacher:** pg. 58 -59 (*End of Year Conversation*)

Discussion Question

How does the **end of year conversation** further reflect the use of the observation and feedback process to monitor progress toward goals and focus on student learning?

Reflection

As an evaluator of teachers or principals, what will you do to ensure observation and feedback processes:

1. align to the goals set at the beginning of the year?
2. provide an opportunity to monitor progress toward goals?



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APPENDIX: DEEPEN UNDERSTANDING

Deepen Understanding: Outline

AUDIENCE	SLIDE	DESCRIPTION	NOTES
Evaluators of Teachers	42	Teacher Professional Practice Rubric	The videos selected for inclusion represent various grade levels and subject areas. Additional videos are available in the Video Library . Accessing the notes will support the discussion. The focus should remain on how the process supports student learning. Time should be taken throughout the year to bring educators together to refine practices in the area of monitoring progress through observation and feedback.
	43	Video Library Selection	
Evaluators of Leaders	44	Leader Professional Practice Rubric	The case study activity included here aligns to the Louisiana Principal's Teaching and Learning Guidebook. An additional case study is available in the Appendix B of the Facilitator Guide. Each reflect the process of collecting evidence of leader professional practice.
	45	Leader Case Study	
All	46	Documentation	Additional tools and resources are available to support the observation and feedback process. An additional module is available to guide the process of differentiating support for teachers.
	47	Differentiated Teacher Support	
	48	Tools And Resources	
All	49-53	Assessment and Accountability 2015-2016	As the year begins, all educators should understand the standards and assessments in place for 2015-2016.

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](#).

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.

Administrator Professional Practice: Case Study Activity & Discussion

Domain III: Instruction

Component a. *Observes teachers and provides feedback on instruction regularly*

Component b. *Ensures teachers set clear, measurable objectives aligned to the Common Core*

1. For these components, review the indicators listed under **Effective: Proficient** of the [Compass Leader Rubric](#).
2. Think about the case study you reviewed and make note of evidence aligned to the indicators of **Effective: Proficient**.
3. Repeat the above for the indicators aligned to **Highly Effective**.

[Compass Leader Connection](#)

Domain III: Instruction

Observes teachers and provides feedback on instruction regularly.



Tools and Resources: Documentation

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

The [Teacher Support Evidence Collection Form](#) is available for use to help document, communicate and track progress.

[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.



Tools and Resources: Differentiated Teacher Support

[Compass Counselor Rubric](#)

[ELA - Observation and Feedback Instructional Guide](#) (*Teacher Leader Session Materials*)

[Math - Observation and Feedback Instructional Guide](#) (*Teacher Leader Session Materials*)

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

[Compass Professional Growth Plan Guidance](#)

Tools and Resources: Summary

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

[Compass Teacher Rubric](#)

[Compass Leader Rubric](#)

[LDE Video Library](#)

[Professional Learning Center \(New\)](#)

[Compass Counselor Rubric](#)

[ELA - Observation and Feedback Instructional Guide \(*Teacher Leader Session Materials*\)](#)

[Math - Observation and Feedback Instructional Guide \(*Teacher Leader Session Materials*\)](#)

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

[Compass Professional Growth Plan Guidance](#)

[Teacher Support Evidence Collection Form](#)

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

[Teacher Support Toolbox Library](#)

2014-2015

Assessment and Accountability Results

Assessment and Accountability Releases		Date Available	Method of Delivery
LEAP, iLEAP, LAA 1, LAA 2 and ELDA	Student Level Results (LAA 1 and ELDA)	End of April	LEAPweb
	Student Level Results (LEAP, iLEAP, and LAA 2)	Late May	LEAPweb
	Summary Reports	Late July	LDOE secure FTP
EOC	Student Level Results	During Testing Window	EOC System
	Post-Window Results	Mid-June	
	Summary Reports	Mid-July	
EXPLORE and PLAN	Summary Reports and Student Files	Week of May 11	District Delivery from ACT
ACT	School and District Summary Reports	Week of July 20	District Delivery from ACT
WorkKeys	Student Files	Week of July 20	School Delivery from ACT
PARCC ELA and Math	Standard Setting Process	Summer 2015	
	Student Level Results	Fall 2015	LDOE SFTP
	Summary Reports	Fall 2015	LDOE SFTP
Accountability Results	Data Certification	Fall 2015	
	School Report Cards with Letter Grades	Late Fall 2015	LDOE SFTP and website
	Principal Report Cards	Winter 2015	LDOE SFTP
	PARCC Transitional Student Growth Data	Winter 2015	

2015-2016 Assessment Plan

Grade	Subject	2014-2015 Assessment	2015-2016 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP: PARCC Test	Same standards, same item types Exact specifications released Fall 2015
	Math	LEAP and iLEAP: PARCC Test	
	Science	LEAP and iLEAP	LEAP and iLEAP
	Social Studies	LEAP and iLEAP	Field test; grade specific only
High School	All subjects	ACT series, including WorkKEYS Advanced Placement & CLEP	ACT series, including WorkKEYS Advanced Placement & CLEP
	ELA	English II EOC	English II EOC
		English III EOC	English III EOC
	Math	Algebra I EOC	Algebra I EOC
		Geometry EOC	Geometry EOC
	Science	Biology EOC	Biology EOC
Social Studies	US History EOC	US History EOC	
Alternate Assessments	ELA, Math, Science (varies by grade level)	LAA1	LAA1
	ELA, Math, Science, Social Studies (varies by grade level)	LAA2 eligible testers entering high school prior to 2014-2015	LAA2 eligible testers entering high school prior to 2014-2015
	English Language	ELDA	ELDA

2015-2016 Assessment Resources

Resource	Currently Available	Forthcoming
Assessment Guides	<ul style="list-style-type: none"> • LEAP and iLEAP Science • English II EOC • English III EOC • Algebra I EOC • Geometry EOC • Biology EOC • US History EOC • LAA1 	<p>Assessment outlines <i>available summer 2015</i></p> <p>Assessment guides <i>available fall 2015</i></p> <ul style="list-style-type: none"> • LEAP and iLEAP 3-8 Math • LEAP and iLEAP 3-8 ELA • LEAP and iLEAP 3-8 Social Studies <i>field test only</i>
Practice Materials	<ul style="list-style-type: none"> • Practice items for <ul style="list-style-type: none"> • LEAP and iLEAP science • English II and III EOCs • Algebra I and Geometry EOCs • Biology and US History EOCs • Eagle: K-12 math, ELA, US History, and science • 14-15 LEAP and iLEAP math and ELA practice tests 	<ul style="list-style-type: none"> • LEAP and iLEAP math and ELA practice assessments <i>available fall 2015</i> • Social studies practice items <i>available fall 2015</i>
Calendar and Technology	<ul style="list-style-type: none"> • 15-16 assessment calendar 	<ul style="list-style-type: none"> • Technology dry run schedule <i>announced early fall 2015</i>

2015-2016 Goal Setting Resources

Resource	Currently Available	Forthcoming
Teacher Goal Setting Resources	<p>Sample Goals – Click Here</p> <ul style="list-style-type: none"> • 16 Teacher • 5 Counselor • 1 Librarian 	<p>Additional Sample Goals <i>available August 2015</i></p> <ul style="list-style-type: none"> • Career Technical • K-2 • PK • Special Education • Itinerant • Alternative School <p>Training Module: Goal Setting for Teachers <i>available August 2015</i></p>
Principal Goal Setting Resources	<ul style="list-style-type: none"> • ACT: SPS Component Sample goal • Principal Guidebook (complete with full goal setting case studies) 	<p>Sample Goals and Resources <i>available summer 2015</i></p> <ul style="list-style-type: none"> • Sample SPS Goals <add link> • Sample SPS Component Goals • Special Cases: K-2, Alternative, Career Tech • LDE Recommended Targets <p>Trainings <i>available summer 2015</i></p> <ul style="list-style-type: none"> • Teacher Leader/Supt. Collaborative • Regional Training Sessions • Principal Goal Setting Session Materials



2015-2016 Assessment and Goal Setting Training

Resource	Currently Available
Teacher Leader Summit/Supt. Collaborative	<p>June 3-5: Assessment and goal sessions available for educators:</p> <ul style="list-style-type: none"> • Compass Framework 2015-2016 & Goal Setting for Principals • Goal Setting for Teachers • CCSS Writing Initiative: ACT Test Strategies • Scoring Student Writing in ELA • Assessing in ELA • Common Formative Assessments Make a Difference • Streamlining ELA Assessments: Our District’s Journey • Louisiana EAGLE • Math Design Collaborative: Formative Assessment Lessons 6-8 and 9-12
Summer Goal Setting Training	<ul style="list-style-type: none"> • Regional Principal Trainings: 3 hour sessions • 6 locations across the states • 13 days scheduled in early June and late July • Goal Setting Modules Released August 2015
Teacher Leader Collaboration Events	<p>Trainings on assessment updates and resources as they are released.</p> <ul style="list-style-type: none"> • Week of September 14, 2015 • Week of November 16, 2015 • Week of January 25, 2016