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Teacher Goal Setting Module

Module Outline

Outline

This module is divided into four topics.

- **Part A:** Overview
- **Part B:** End of Year Expectations
- **Part C:** Current Level of Student Understanding
- **Part D:** Impact on Student Learning

Preparation

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

[Teacher Goal Setting Template](#)

Teacher Goal Setting Sample Matrix (to be posted)

ELA Goal Setting Case Study (to be posted)

Math Goal Setting Case Study (to be posted)

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PART A: OVERVIEW

Goals

By the end of this module, you will be prepared set student learning goals that:

- reflect the most important content/skills in a given subject
- drive instruction throughout the year

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 _____.

Teacher Goals: Overview

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

Compass Framework: Goals (SLTs)

The [Compass Framework](#) is a tool that empowers educators to consider multiple sources of data when determining teacher effectiveness . This applies to the professional practice (qualitative) component as well as the student growth (quantitative).

TEACHER EFFECTIVENESS: STUDENT GROWTH MEASURES 2015-2016

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

TEACHER EFFECTIVENESS: AVAILABLE DATA 2015-2016

All Teachers: A minimum of two student-learning targets shall be identified for each teacher to inform the student growth component of the evaluation. Using guidance from the Department and their district, principals and teachers should collaborate to identify data that accurately communicates teacher impact on student learning over the course of the year.

Teacher Goals: Overview

In the past, what tools and resources have you accessed to ensure goals are:

- 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

Teacher Goal Setting Process: Overview

Setting Goals	RESOURCES
<ul style="list-style-type: none">• Priority Content/Skills and EOY Assessment• Baseline and Diagnostic Data• Focus Student Population• Target Statement and Scoring Plan• Monitoring Progress• End-of-Year Reflection	<ul style="list-style-type: none">• Teacher Resources by Grade/Subject• Sample Goals• Eagle• Assessment Guidance• Teacher Goal Setting Worksheet• CIS Entry
PRINCIPAL NOTE: SUPPORTING TEACHER GOAL SETTING	
<ul style="list-style-type: none">• Communicate school wide progress toward goals and expectations for student success.• Given the individual roles of teachers and other educators, ensure student achievement expectations are realistic.• Provide access to quality tools and resources to ensure understanding of expectations.	

Teacher Goal Setting Worksheet

Teacher Goal Setting Worksheet

Grade:	Subject:	Interval of Instruction:
1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS? <ul style="list-style-type: none">• What <u>content</u> will I prioritize?<ul style="list-style-type: none">○ What standards are most tied to success?○ What prior knowledge will they need to be successful?• What <u>assessment</u> will provide the best evidence of my students' mastery of the priority content at the end of the year?<ul style="list-style-type: none">○ Will this assessment method enable me to determine how students are progressing throughout the year?		
Priority Content:		
End-of-Year Assessment Method and Name:		

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PART B: END OF YEAR EXPECTATIONS

Goals: End of Year Expectations

PRIORITY CONTENT/SKILLS	
Questions to Answer	Steps to Take
<ul style="list-style-type: none">✓ What should students know and be able to do by the end of the year?✓ What content and skills will I prioritize?✓ What standards are most tied to success?	<ol style="list-style-type: none">1. Access teacher resources by grade/subject to understand what students should know and be able to do by the end of the year.2. Access the appropriate assessment guidance to gain understanding of the content and skills to be prioritized.

End of Year Expectations & Assessment

EOY ASSESSMENT	
Questions to Answer	Steps to Take
<ul style="list-style-type: none"> ✓ What assessment will provide the best evidence that students have met the end of year expectations? ✓ How will this assessment be administered? ✓ Will the results be available to engage in end of year reflections? 	<ol style="list-style-type: none"> 1. Access the appropriate standards and assessment guides to gain understanding of what end of the year success looks like. 2. Access Eagle and other assessment resources to develop summative assessments when statewide assessments are not available.
ACTIVITY	
<p>Access one of the Goal Setting Case Studies (ELA or Math) and review the text in items 1-3 found on pg. 3.</p> <p><i>Given your role:</i></p> <ul style="list-style-type: none"> • what is similar about the process you will use? • what would differ? • what resources do you have access to as you complete this step? 	

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PART B: BASELINE AND DIAGNOSTIC DATA

Goals: Baseline & Diagnostic Data

BASELINE AND DIAGNOSTIC DATA	
Questions to Answer	Steps to Take
<ul style="list-style-type: none"> ✓ What do students know and what are they able to do now? ✓ What prior year knowledge/skills are related to success this year? ✓ What data sources and background information are available? ✓ What diagnostic assessment resources are available? ✓ What can I conclude about students' mastery of prior knowledge and skills? 	<ol style="list-style-type: none"> 1. Access teacher resources by grade/subject to identify what students should already know and be able to do that is most tied to success this year. 2. Identify available prior year assessment data given the grade and subject. 3. Identify or create diagnostic assessments to administer at the beginning of the year. 4. Use multiple sources of data that best inform the goal setting process for your students.
ACTIVITY	
<p>Access one of the Goal Setting Case Studies (ELA or Math) and review the text in item 4 found on pg. 4.</p> <p><i>As you prepare to set goals in 2015-2016 and given your role,</i></p> <ul style="list-style-type: none"> • what knowledge/skills are most critical for student success in the course/grade you teach? • how would the baseline/diagnostic assessment process differ? 	

Goals: Focus Student Population

FOCUS STUDENT POPULATION

Questions to Answer

- ✓ Which subgroups in my school population need additional support to achieve success?
- ✓ Which individual students will need additional support to achieve success?
- ✓ How can I set goals for all of my students?

REFLECTION

Given your role and as you think about setting goals in 2015-2016,

- what data is available to identify student focus groups?
- how will you consider groups of students when setting goals? How does this differ from last year?
- how does this step support instruction and student achievement throughout the year?

Goals: Teacher Sample Matrix

STEP 1		STEP 2				
<i>Review each of the following descriptors and given your role, mark all that apply.</i>	✓	<i>Access sample goals that align to the descriptors you identified. For each sample and step within, identify the actions that support teaching and learning.</i>				
PreK teacher		English	Math			
elementary or middle school teacher		Individual Learning Targets	ELA	District Assessment	Social Studies (NEW)	
high school teacher		EOC	Individual Student Goals	Social Studies	4x 4 Block	Advanced Placement
Career Technical Education (CTE) teacher		Welding (NEW)				
teacher at an alternative setting		Daily Learning Goals (NEW)				
Health and Physical Education teacher		Multi-Grade: FitnessGram				
teacher of students with disabilities		Multiple Grades – Individual Targets (Math)	Multiple Grades – Individual Targets (NEW)	Individual Learning Targets		
roster includes a small number of students		Skill Mastery – One Student				
visual or performing arts teacher		End of Year Assessment: Written & Performance	Portfolio Assessment			
school counselor		Career Portfolio	Academic	Advanced Placement	ACT	Personal-Social
teacher of multiple grade levels		Research	Individual Learning Targets	Portfolio Assessment		
school librarian		Research				

Teacher Goals: Focus Student Population

FOCUS STUDENT POPULATION

Steps to Take

1. Review individual student data and identify areas of strength and weakness.
2. Review historical data for students to identify students at-risk or not meeting expectations.
3. Identify areas of weakness across all students and among groups of students.
4. Review school-wide goals for opportunities to focus on groups of students and/or content areas.
5. Collaborate with students to set individual end of year goals.
6. Formulate annual goals that reflect the focus population you have identified.

ACTIVITY

For the sample you reviewed, what evidence do you see that the teacher engaged in the steps above?

How can you use what you learned from the review to support goal setting in 2015-2016?

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PART C: IMPACT ON STUDENT LEARNING

Teacher Goals: Impact on Student Learning

TARGET STATEMENT

Questions to Answer

- ✓ What level of performance on the end-of-year assessment do I expect?
- ✓ How will I measure my students' success?
- ✓ Given students' baseline data:
 - what is the minimum level of performance I expect from the identified students?
 - how many students can reasonably be expected to meet or exceed the expected level of performance?

Teacher Goals: Impact on Student Learning

TARGET STATEMENT

Steps to Take

1. Write ambitious goals that reflect the identified priorities (content, skills and student data)
2. For each goal, select an achievement level that reflects **“considerable impact on student learning”** (Full Attainment)
3. For each goal, select an achievement level that reflects **“outstanding impact on student learning by surpassing the target by a meaningful margin”** (Exceptional Attainment)
4. For each goal, identify an achievement level that reflects **“some impact on student learning, but does not meet the target.”** (Partial Attainment)

ACTIVITY

For the sample you reviewed, what evidence do you see that the teacher engaged in the steps above?

How can you use what you learned from the review to support goal setting in 2015-2016?

Teacher Goals: Scoring Plan

SCORING PLAN			
<p>Insufficient Attainment of Target (1 point): The teacher has demonstrated an insufficient impact on student learning by falling far short of the target.</p>	<p>Partial Attainment of Target (2 points): The teacher has demonstrated some impact on student learning, but did not meet the target.</p>	<p>Full Attainment of Target (3 points): The teacher has demonstrated a considerable impact on student learning by meeting the target.</p>	<p>Exceptional Attainment of Target (4 points): The teacher has demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
GUIDING QUESTIONS			
<ul style="list-style-type: none"> ✓ Explain how the the target you set will indicate that you “demonstrated a considerable impact on student learning.” ✓ Explain how the scoring plan you defined reflects “outstanding impact on student learning by surpassing the target by a meaningful margin.” 			

Teacher Goals: Impact on Student Learning

ACTIVITY

Access one of the Goal Setting Case Studies (ELA or Math) and review the scoring plan and other information that follows to respond to the following.

SCORING PLAN

What evidence of the following is reflected in the scoring plan?

- Ambitious and grounded in student achievement
- Determined using appropriate student diagnostic data
- Measured using quality aligned assessments

GOALS AND EVALUATOR COMMENTS

- Does the explanation provided by the teacher support “considerable impact” and “outstanding impact”? Explain.
- Does this example lead you to change the way you approach the goal setting process? Explain.

END OF YEAR CONVERSATION

In the End of Year Conversation, what evidence is provided related to the goals the teacher set at the beginning of the year?

How do the end of year reflection questions influence the way you approach this process of goal setting in 2015-2016?

Closing Reflection

REFLECTION

What information (learned today) will you use to ensure your goals are:

- Ambitious and grounded in student achievement
- Determined using appropriate student diagnostic data
- Measured using quality aligned assessments

Given your current role as a teacher leader or someone supporting teachers:

- How will you redeliver this information to assist other teachers in your school/district?
- What part of this presentation will be most helpful as you assist your peers with the process of setting goals?

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APPENDIX: DEEPEN UNDERSTANDING

2015-2016 Goal Setting

Teacher Goal Setting: Principal Support

Principals support the goal setting process by:

- Communicating school-wide progress toward goals and expectations for student success
- Ensuring the student achievement expectations are realistic given teacher role and expertise (e.g., goals align to school goals, instructional responsibility and content expertise)
- Providing access to quality curricular and assessment tools and resources to ensure understanding of subject and grade level expectations.
- Understanding that:
 - ✓ some subjects have prerequisite content/skills clearly identified while others require teachers to collaborate and identify the content/skills that typically lead to success in the given grade/subject.
 - ✓ student data related to goal setting is gathered at the beginning of the year and provide the teacher with information about individual student understanding. Teachers should be accessing this information throughout the year as they plan and instruct.
 - ✓ student data vary from classroom to classroom. Therefore, it is unlikely teachers will set identical targets but should reflect student achievement expectations that are meaningful and attainable.

End of Year Reflection (1 of 2)

KEY ACTIONS	RESOURCES
<ul style="list-style-type: none">✓ Determine the extent to which annual goals were met/not met✓ Identify strengths and weaknesses in practice✓ Develop an action plan for making improvements prior to next year to include:<ul style="list-style-type: none">• identified improvement areas• specific actions taken• support needed• professional development activities	<ul style="list-style-type: none">• Compass Teacher Rubric• Compass Resources• Louisiana Teacher Leader Events
PRINCIPAL NOTE	
<p>End-of-the year conversations set the stage for teachers to independently and collectively (grade and subject levels) reflect on the impact they had on student achievement as measured against the goals they set. Student outcomes and teacher professional practice are at the center of these conversations and guide teachers as they prepare for the next school year.</p>	

End of Year Reflection (2 of 2)

REFLECTION QUESTIONS

- ✓ What led to/hindered student success?
- ✓ What changes in practice took place this year? What additional changes need to take place?
- ✓ What resources are available or needed to support my success and that of my students?
- ✓ How did data inform my instruction this year? How will the data collected this year help plan for future instruction?

DISCUSSION

- Which question is the easiest to reflect upon and respond to?
- Is there a question that is a challenge to respond to? Explain.
- What connections can be made between such a reflection and preparing to set goals next year?

Understanding Results: School Performance Scores

The components of the [School Performance Score \(SPS\)](#) create a picture of how schools are progressing toward their goals.

Grade Configuration	Performance
K-7 (Elementary)	100% assessments + Progress Points
K-8, 7-8 (Middle)	95% assessments + 5% (dropout/credit accumulation index) + Progress Points
9-12 (High)	25% assessments + 25% ACT + 25% Cohort Graduation Rate + 25% Graduation Index + Progress Points

2015-2016 Academic Support Updates

Louisiana Student Standards and Assessment Update

This session, legislative leaders, BESE leaders, and the Department announced an [agreement](#) that will provide clarity, consistency, and transparency for teachers, students, and parents on issues of academic standards and tests.

The [2015-2016 Louisiana Student Standards review process](#), approved by BESE and signed into law by the Legislature, includes two phases:

1. An **online review** that allows the public to review the current ELA and math standards and submit comments via the [Standards Review Portal](#). All feedback received during this period will be posted online and shared with the Standards Review Committees to inform their work.
2. A **professional review process by committees** of Louisiana educators, content experts, postsecondary education leaders, business and industry leaders, and parents that will meet August 2015 - February 2016.

The standards will then be approved by BESE in March, 2015.

Please contact louisianastandards@la.gov with questions.

2015 - 2016 Assessment Overview

The Department continues its transition to higher expectations and will implement assessments in 2015-2016 in accordance with new legislation. The 2015 – 2016 assessments in ELA and math will measure Louisiana's current standards and the assessment will maintain the same question types as the past school year.

The Department released four RFPs for the 2015-2016 assessments. Proposals will be received and reviewed in September with contractors announced in October. To view an overview of what was included in those RFPs access the links below.

- LEAP 2016 [Math](#) and [ELA](#) requests content for the 2015-2016 only, grades 3-8
- LEAP 2025 [Social Studies](#) requests content for grades 3-8 and U.S. History assessments
- LEAP 2025 [Science](#) requests content for grades 3-8 and Biology future assessments

Immediately following the confirmation of those contracts, districts and teachers will receive assessment guides and practice tests (early winter.) To see all available resources to begin the school year see the following slide.

Please contact assessment@la.gov with questions.

2015-2016 Assessment Changes

Grade	Subject	2014-2015 Assessment	2015-2016 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP: PARCC Test	Same standards, same item types Assessment guides and practice tests released in November/December after contracts are awarded.
	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 Explore, Plan, WorkKEYS, Advanced Placement & CLEP	ACT series, including Explore, Plan, WorkKEYS, Advanced Placement & CLEP
	ELA	English II EOC English III EOC	English II EOC English III EOC
	Math	Algebra I EOC Geometry EOC	Algebra I 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 & Accountability

Month	Assessment Administration	Release of Assessment & Accountability Results	Assessment Resources and Support
August	N/A	<p>Released in Summer 2015:</p> <ul style="list-style-type: none"> 14-15 Explore/PLAN results: Summary reports and student files were sent to districts the week of May 11. Grades 3-8 Science and Social Studies Results: Student results were released the week of June 8 in LEAP web. District results were emailed to Superintendents on June 11. 14-15 EOC Results: Student results are available in the EOC test system. District and school level results were released here the week of July 20. ACT: School and district summary reports were released in the FTP the week of July 13. Statewide summaries can be found here. AP/IB/CLEP: District and state level reports will be released the weeks of August 3 and 10 	<ul style="list-style-type: none"> 15-16 assessment calendar Assessment RFP Overviews 2014-2015 Assessment Guides for LEAP and iLEAP Science; English II EOC; English III EOC; Algebra I EOC; Geometry EOC; Biology EOC; US History EOC; LAA1 2014-2015 Practice tests for LEAP and iLEAP Eagle: K-12 math, ELA, and science
September	DIBELS DSC	N/A	<ul style="list-style-type: none"> Supervisor Collaboration: sessions on 15-16 assessments and communicating 14-15 results

2015-2016 Assessment & Accountability

Month	Assessment Administration	Release of Assessment & Accountability Results	Assessment Resources and Support
Fall 2015	EOC	<ul style="list-style-type: none"> 14-15 PARCC ELA and Math Student Reports District and public report cards 	<ul style="list-style-type: none"> 2015-2106 Assessment Guides : <ul style="list-style-type: none"> - LEAP 2016 Math grades 3-8 - LEAP 2016 ELA grades 3-8 - LEAP 2025 Social Studies grades 3-8 field test only Parents' Guide to 14-15 Results Teachers' Guide to 14-15 Results Teacher Leader Collaborations (Nov): session on how to communicate results with parents 2015-2016 Practice Test: <ul style="list-style-type: none"> - LEAP 2016 math and ELA - Social studies (TBD)
Winter 2015		<ul style="list-style-type: none"> Principal report cards Transitional Student Growth Data for Grades 3-8 ELA/math 	
Spring 2016	<ul style="list-style-type: none"> Grades 3-8 ELA, Math, Science, and Social Studies (field test only) EOC ACT, Explore, Plan, WorkKEYS, Advanced Placement & CLEP 		



2015-2016 Compass Updates

Compass Improvements 2015-2016

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

Compass Improvements 2015-2016

Compass Policy Improvements based on recommendations:

- Extend the transition policy (time to learn) through 2016
- Remove ineffective override
- Principals must set goals based on SPS
- Evaluators use of multiple measures to determine teachers final evaluation score
- No changes related to observation requirements were approved

Tools and Resources

- [Louisiana Principals' Teaching and Learning Guidebook](#)
- [Compass & Principal Goal Setting Session Materials](#)
- Recommended Targets & Guidance: [K-8](#), [High School](#), [Combination](#)
- Principals of K-2, Alternative, and Career Schools: Guidance scheduled for release later this month.
- [Compass Modules](#)
- Updated [Bulletin 130](#)

Compass Improvements 2015-2016

Teacher Goal Setting Resources

- Teacher Leader Summer Session: [Goal Setting for Teachers](#)
- [Goal Setting Guidance](#)

Additional Resources

- Teacher Goal Setting Module – *for release this month*
- Additional Samples – *for release this month*
- Teacher Leader Regional Sessions - *September*

Observation and Feedback: Tools and Resources

[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](#)