The *Louisiana Department of Education Professional Learning Modules* are designed to allow educators an opportunity to deepen understanding of the instructional leadership. Each module includes:

- the main session presentation deck with delivery notes (*italicized font*) and activity descriptions
- a **Facilitator Guide** with material listings, key topics and activity notes

Collaborative Learning Recommendations: Learning opportunities are most effective when participants have an opportunity to engage in discussions with peers. They are even more effective when this learning takes place through school or district-based Professional Learning Communities as educators are well-positioned to put new knowledge into immediate practice.

FACILITATOR GUIDE: COMPASS OBSERVATION & FEEDBACK
By engaging in the content of this module, participants will explore observation and feedback practices that best support teaching and learning. Additionally, participants will learn how these actions align to Louisiana's Educator Effectiveness Framework (Compass). The LDOE has developed a set of tools to support this work including the Louisiana Principals' Teaching and Learning Guidebook. As the content is explored, participants will consider how these practices and tools are the key to monitoring progress toward student learning goals. Participants seeking Compass evaluator certification should connect with district staff to determine how this module is used to complete requirements.

I. **Focus**
- Align observation and feedback practices to goals
- Implement observation and feedback practices that support educators as they monitor progress toward goals

II. **Materials**:
Tools and Resources *(Electronic or Hardcopy)*
- Principal Guidebook
- Compass Leader Rubric
- Compass Teacher Rubric

Hardcopies: If not printing the entire presentation for participants, you may consider having copies of the following.

- Slide: 12
- Slides: 16-18
- Teacher Support Evidence Collection Form

Supplies:
- **Chart Paper**
  - ⁻ Slide 12: Principal Success Story Chart
  - ⁻ Slide 19: Teaching and Learning Timeline (see delivery notes notes)
  - ⁻ Slide 35: Preparing - Next Steps
- **Other**
  - ⁻ Sticky Notes
  - ⁻ Sticker Dots (3 colors – optional for slide 19)

III. **Time**
Because of the opportunities to differentiate throughout the modules, session times will vary. Suggested times are provided for each part to support the planning process.

IV. PART A: OVERVIEW

TIME	**Approximately 75 Minutes**
KEY TOPICS	• Beginning with the 2015-2016 school year, principals must set goals based in SPS. • The Department has provided tools and resources to help principals set goals that are meaningful and attainable. • Because of this expectation, it is important that leaders are empowered to monitor progress toward their goals.
OUTLINE	**Slides 1-4**: Introduction **Slides 5-11:** Compass Improvements **Slides 12-14**: A Story of Success (Activity and Discussion) **Slides 15-18**: Teaching and Learning Timeline **Slide 19-20**: Instructional Leadership (Activity and Discussion) **Slides 21-25:** Compass Framework

SLIDE 19: TEACHING AND LEARNING TIMELINE

Notes: Using the Compass Leader Rubric, participants review the Teaching and Learning Timeline (Slides 15-18) and align actions to the expectations for leaders in Louisiana. Additionally, they consider how the actions help them get from where they are to where they want to be (monitoring progress toward goals).

1. Leader Expectations (Sample Responses)

Time Frame	I. School Vision	II. School Culture	III. Instruction
June – July	Confirm professional development participation	Finalize collaboration structures and schedule; Identify school leadership team; Define teacher/staff goal setting expectations	End of year evaluations; Assign evaluators; Set the observation schedule; Prioritize support; Define process for ongoing support
August – December	Ensure quality goals are set; **Share school-wide goals and focus areas**	Share school-wide goals and focus areas; **Monitor progress toward goals**	Communicate teacher support plan; **Prioritize observations** (focus areas first); **Provide meaningful/timely feedback**; **Monitor progress toward goals**
Mid-Year	**Communicate progress**	**Monitor progress toward goals; Areas making progress and those not**	**Review observation results and formative/ summative data**; Guide teachers to adjust instruction as needed; Plan to meet individual needs (teachers and students)
January - May		Support Teachers based on individual needs; **Monitor Progress toward goals; Collect sufficient teacher and student data**	Support teachers based on individual needs; **Collect sufficient teacher and student data**

2. Monitoring Progress Toward Goals: See bold font in the chart above

The ACTIVITIES label appears in the leftmost column spanning the timeline rows.

V.   PART B: PREPARING TO MONITOR PROGRESS

TIME	Approximately 40 Minutes
KEY TOPICS	• Monitoring Progress & Providing Feedback is **Step 3** of the **Instructional Leadership Framework**. • Take time at the beginning of the year to plan and prepare to monitoring progress toward goals through the observation & feedback process. • Through the conversations that take place, educators focus on improving practice to meet the goals set at the beginning of the year.
OUTLINE	**Slides 26-29**: Introduction
	Slide 30: Preparing to Observe and Provide Feedback (Activity)
	Slides 31-33: Teacher Support and Feedback Practices
	Slide 34: Next Steps
ACTIVITIES	**SLIDE 30**
	Notes: This activity provides time to consider key actions given their role and past experiences. Depending upon the participants' roles, you may consider asking additional questions to customize the discussion. For example, if practicing principals are participating, this is an opportunity to compare how they have approached this work in the past and what they would like to change in the future.
	Key Points: • Priorities and goals drive the decisions/actions: evaluator assignments, observation schedule, use of peers • Principals take ownership of the most significant areas of need (teachers on intensive assistance, new teachers, etc.) • Evaluators' assignments, when possible, align to area of expertise and/or experiences so they can use what they know about the subject area to support instruction

VI.   PART C: MONITORING PROGRESS – OBSERVATION & FEEDBACK

TIME	Approximately 35 Minutes
KEY TOPICS	Monitoring progress through the observation and feedback process provides immediate insight to determine if teachers are teaching the right content and whether students are learning as a result.
OUTLINE	**Slides 36-38:** Teacher Professional Practice (Activities)
	Slide 39: Reflection
ACTIVITIES	**SLIDE 36-38**
	Notes: Participants can choose which case study to review. The goals set by the principal are included so participants will be reminded to make note of where the principal's actions align to the goals. Distribute copies of the [Teacher Support Evidence Collection Form](). This can be used throughout the case study activities to record responses.
	SLIDE 36
	Pre-Observation Conference (Elementary): Modifications to the lesson objectives were suggested to be focused on what students will learn **Pre-Observation Conference (High School):** Modifications were suggested focused on including essential questions throughout the planned activities. **Formal Observation – CIS Entry (Elementary):** Focused opportunities for Improvement were entered with evidence and Components noted. A specific strategy, Talk Moves, was included as a possible first step to improve in 3d. **Formal Observation – CIS Entry (Elementary):** Two areas were noted as opportunity for improvement with evidence and components noted. Examples of how to improve were included (e.g., use of a timer for pacing, building on student responses, student self- and peer-assessment).
	SLIDE 37

	Question 1 Key Points:
	• **Specific and Actionable Feedback**: Multiple observations took place throughout the 1st and 2nd terms and led to actionable feedback, and concrete examples for improvement.
	  - **Elementary: p**g. 28-Talk Moves; pg. 31-observe other teachers to focus on planning to engage students and assess understanding;
	  - **High School:** pg. 57- feedback provided and during a face to face meeting the teacher led the discussion regarding next steps to monitor progress toward goals
	• **Defined Next Steps**
	  - **Elementary:** Next steps included collaborating with two other teachers to focus on incorporating engagement and assessment strategies (Feedback Email pg. 29)
	  - **High School:** The teacher took ownership of the feedback process (e.g., Teacher identified providing feedback to students about their writing as an area of concern and developed a plan with the peer teacher. Feedback Meeting: pg. 57)
	• **Use of other leaders and peer teachers to support improvement**
	  - **Elementary:** Peer teachers to support specific indicators 3c. and 3d. (pg. 29)
	  - **High School:** Focused Observations by Assistant Principal (pg. 55); Collaboration with peer teacher (pg. 57)
	Question 2 Key Points:
	When actions are focused on student learning and instruction, principals are able to gather evidence of whether teachers are teaching the right content and if students are learning as a result.

	SLIDE 38
	Key Points: • Led to/hindered success: 　- **Math:** Daily targeted intervention with students who were non-proficient in math led to a substantial increase in student proficiency rates. 　- **English:** Targeted conversations with students about their progress in writing contributed to the positive student outcomes in English I. • Specific changes in practice included: 　- **Math:** Use of formative assessments to gauge student understanding 　- **English:** Essential Questions - Identified anticipated student responses and exemplar responses in advance of teaching the lesson (formative assessment) • Areas noted as opportunities for future growth include: 　- **Math:** Provide students with more extensive choices during lessons. 　- **English:** Improve formative assessment practices by differentiating the feedback provided to individual students, particularly in the area of writing • Data informed instruction: 　- **Math:** Daily exit tickets and weekly assessments used to develop math intervention groups and respond to individual student learning needs 　- **English:** District ELA benchmark assessments were used to progress monitor student learning and further guide decisions to respond to and support individual needs

VII.　MODULE APPENDIX: DEEPEN UNDERSTANDING

TIME	VARIES BASED ON SELECTION
KEY TOPICS	A set of resources, tools and activities are available and can be accessed based on needs. These tools help ensure quality evidence is collected for use in determining end of year ratings and further support principals with the process of monitoring progress toward goals through the observation and feedback process. This opportunity to differentiate gives districts a method for ensuring all evaluators are supported to improve.
OUTLINE	**Slides 40-41**: Overview
	Slides 42-43: Teacher Professional Practice & Teacher Video Library (Activity): Take time in advance to select and review
	Slide 44-45: Administrator Professional Practice & Administrator Case Study (Activity)
	Slide 46: Documentation
	Slides 47-48: Differentiated Teacher Support Tools and Summary
	Slides 49-53: Assessment and Accountability Information (14-15: Results; 15-16: Assessments)
ACTIVITIES	**SLIDE 42-43: TEACHER VIDEO LIBRARY**
	Notes: Videos should be accessed to support understanding of professional practice indicators and how to use the Compass Rubric in the observation/feedback process. The videos and accompanying notes also support interrater reliability and deepen teacher understanding. Notes are provided to guide discussions around the identified components. Another method for increasing interrater reliability includes co-observations or walkthroughs.
	SLIDE 44-45: ADMINISTRATOR CASE STUDY
	Notes: The Compass Leader Rubric is the tool identified to determine school administrator effectiveness (professional practice). The activity outlined on this slide focuses on **Components a** and **b** of **Domain III: Instruction**. Sample responses are included in Appendix A of this document. In addition to this activity, two Leader Evaluation case studies can be accessed to further support Evaluators of Principals (see Appendix B).

GUIDE APPENDIX A: *Leader Evaluation Guidebook Case Study Alignment 2015-2016*

Compass Component 3a: Observes teachers and provides feedback on instruction regularly	
SAMPLE CASE STUDY EVIDENCE *(Discussion Activity - Slide 46)*	
Effective: Proficient	**Highly Effective**
Each Case Study • Tables B: Assigning Evaluators • Table C: Observing Teacher Practice Timeline	**Each Case Study** • *Instructional Leadership Team and Teacher Support Plan* includes identification and incorporation of teachers identified through a set of criteria. • These individuals are accessed throughout the year to support the two teachers. (Elem: pgs. 19, 30, 31, 34; HS: pg. 44, 49, 57)
Elementary Teacher Support Cycle (pgs. 27-33) • Multiple observations took place throughout the year and included specific feedback, actionable feedback, and concrete improvements (e.g., one formal observation and approximately 8 walkthroughs took place; feedback was provided along the way with concrete improvements – Talk Moves on pg. 28; observe other teachers to focus on planning to engage students and assess understanding – pg. 31; at the end of the year, focus of improvement is identified as monitoring progress toward goals) • Evidence is gathered specific to teacher performance per the expectations outlined in the Compass Teacher Rubric (e.g., Early in the year, outcomes are stated as activities. In the 2nd term, outcomes reflect high expectations of rigor and are differentiated)	**Elementary Teacher Support Cycle** • Next steps included collaborating with two other teachers to focus on incorporating engagement and assessment strategies (Feedback Email pg. 29) • Formal Observation by Evaluator (pg. 54) and Focused Observation by Assistant Principal (pg. 55) indicate collaboration and aligned feedback
High School Teacher Support Cycle (pg. 58) *Professional Practice End of Year Rating and End of Year Conversation:* • Formal observation combined with focused observations varying in length and purpose took place throughout the year • Concrete next steps were provided (e.g., provide students with more extensive choice during lessons, improve formative assessment by differentiating feedback to individual students; resources/next steps identified that support the improvement efforts)	**High School Teacher Support Cycle (pg. 57)** • The teacher took ownership of the feedback process (e.g., teacher identified providing feedback to students about their writing as an area of concern and developed a plan with the peer teacher) • As a result of the observation and feedback process, student achievement increased (e.g., writing goal was met at the exceeds target level; this level of achievement was attributed to the practices of modeling the writing process and meeting with students to provide feedback about their progress)
NOTES: Collecting evidence of this component can be accomplished during site visits, through conversations with teachers, a review of documentation and other methods as identified. The focus should be on the quality of evidence and how the observation and feedback process is used to monitor progress toward goals. Evaluators and school leaders should collaborate at the beginning of the year to identity opportunities to collect such evidence and support teaching and learning throughout the year.	

GUIDE APPENDIX A (cont.): *Leader Evaluation Guidebook Case Study Alignment 2015-2016*

Compass Component 3b: Ensures teachers set clear, measurable objectives aligned to the Common Core	
SAMPLE CASE STUDY EVIDENCE *(Discussion Activity - **Slide 46**)*	
Effective: Proficient	**Highly Effective**
Each Case Study • *Use of the LDOE Guidebooks and Instructional Observation and Feedback Guides* (Elem: pgs. 30, 31; HS: pgs. 54, 55) • *Midyear Review* (Elem: pg. 30; HS: pg. 56) • *Table A: Sample Goal Setting Alignment* (Elem: pgs. 20; HS: pg. 46)	**Each Case Study** Goal setting process, feedback conversations, midyear reviews and end of year conversations build teacher capacity to support significant academic growth of students and ensure alignment with school goals.
	Elementary Teacher Support Cycle Formal Observation by Evaluator (pg. 54) and Focused Observation by Assistant Principal (pg. 55) indicate collaboration and aligned feedback.
NOTES: Evaluators can prepare at the beginning of the year by collaborating with school leaders to identify opportunities to determine whether consistent practices are observable across multiple classrooms and courses. Similarly, curricular resources as described in this component should be available and accessible to all students. A collection of evidence gathered through multiple methods at various times throughout the year will best support this claim.	

GUIDE APPENDIX B: *Leader Evaluation Case Studies* 2013-2014

CASE STUDY #1: SUPPORTING INSTRUCTION (DOMAIN III: INSTRUCTION)
School: Wright High School **Principal:** Mr. Landry
Assistant Principal: Ms. Binkley **Teacher:** English III

Prior to the beginning of the school year:
You met with Mr. Landry and the assistant principals to discuss two high level District goals for 2014-2015:
1) *ALL* teachers will receive at least two full observations and multiple walkthroughs followed by specific, actionable feedback that is aligned to the literacy and math focus areas.
2) *ALL* teachers and schools should have an assessment plan in place to continuously measure student progress toward student learning targets (SLTs) so that feedback is focused on student outcomes.

During the first site visit:
1) Mr. Landry has set an observation schedule for the first month that includes:
    a. dates/times when he will observe twenty of his forty teachers
    b. walkthroughs to be conducted by his leadership team are scheduled for all teachers

2) With Mr. Landry, you co-observe an ELA teacher and the following occurs:
    a. During the English III lesson, the students are engage in the lesson but you are not certain the objective is aligned with the ELA focus areas or whether the text is on grade-level and complex enough for this 11th grade course.
    b. During the feedback conversation with the teacher, Mr. Landry opens the conversation by asking the teacher how students are progressing toward the SLT. The teacher responds, "it's really too early to tell, but I think they're doing well," and Mr. Landry moves to the next topic. Then, Mr. Landry tells the teacher that he observed several confused students during the activity and says, "Your students need to understand the objective." After the conversation the teacher has difficulty identifying next steps and how they will lead to an increase in student achievement in the literacy focus areas.

Two weeks after the first site visit, you:
1) Visit the school and ask Mr. Landry how the English III teacher you co-observed two weeks prior is doing. He responds that he will observe this teacher again next semester but his assistant principal conducted a walk-through of this teacher's classroom yesterday.
2) Follow-up with Ms. Binkley and determine she provided the teacher with feedback on increasing student engagement. She did not observe if the lesson's objective and student tasks were aligned to the priority content for the course.
3) Follow-up with the teacher who expresses that the more frequent walkthroughs are helpful in providing more feedback, but he wishes Ms. Binkley had focused on his ability to get students to understand objectives so he could know how well he is doing on the next steps Mr. Landry gave.

In addition to observation and feedback, you observed:
1) Mr. Landry regularly brings teachers together for collaboration.
2) During one meeting there was a clear agenda with the objective of using the LDE ELA Guidebooks to build daily lessons. Teachers led the meeting for their peers while Mr. Landry was silent throughout.
3) A second collaboration meeting with Algebra I and II teachers, you observe them writing a common departmental assessment for the next unit they intend to teach. While the teachers seem to work together well during this process, the development of the assessment does not seem to lead to students building conceptual understanding of the priority standards or mastering the math practices.

Leader Case Study Notes: Mr. Landry

Compass Components and Ratings: Observes teachers and provides feedback in instruction regularly (3a), *Effective: Emerging*

Ratings Comments: Most evidence collected for Mr. Landry aligns with *Ineffective* and *Effective: Emerging* behaviors on 3a. Overall, since the most evidence mapped to the *Effective: Emerging* performance level a rating of *Effective: Emerging* is assigned to Mr. Landry for 3a.

What this Leader could do to improve: The evidence suggests that Mr. Landry and his staff are conducting observations and walkthroughs regularly. However, in order to improve, Mr. Landry's post-observation feedback needs to 1) be rooted in student achievement, 2) be rooted in the Compass rubric, and 3) identify actionable next steps for both the teacher and the evaluator. His feedback is vague, not-aligned to the rubric, and not always prioritized. As a result, the teachers have a difficult time understanding how they are performing overall. Mr. Landry could improve by providing prioritized development next steps and by following-up on those steps. Although there is evidence of Mr. Landry managing observations through his staff, he has not managed the coordination of observations and feedback so that teachers can be supported.

Compass Component 3a: Observes teachers and provides feedback on instruction regularly

Indicators	Evidence	Notes
Lack of "Using the Compass Teacher Rubric, regularly observes instruction and *gathers evidence of student achievement* and teacher performance" (EE)	• Mr. Landry opens the conversation by asking the teacher "how are your students progressing toward their SLT?"…and Mr. Landry moves to the next topic.	Mr. Landry attempts to gather student achievement data through his conversation with the teacher, however, he hasn't collected or pushed for any student work results.
"Rarely uses the Compass Teacher Rubric" (I) **Lack of** "After each required observation, shares ratings and notes with teacher, *including suggestions for improvement*" (I)	• Then, Mr. Landry tells the teacher that he observed several confused students during the activity and says, "Your students need to understand the objective." • He starts by listing specific things he heard and saw in the teacher's classroom…He then lists 5 things the teacher can improve…After the conversation the teacher has little idea how he rates on the Compass Rubric.	Mr. Landry provides feedback to the teacher on an area of his practice to improve. However, the feedback is not rooted in the Compass rubric and the teacher is not told how he rates based on specific evidence. Mr. Landry offers no actionable steps for improvement.
Lack of "Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving" (EP)	• You ask Mr. Landry how the teacher you observed together last week is doing. He responds that his next observation is not for another two months at which time he will assess progress. You ask if he has collected any student performance data from the teacher to see if his feedback has led to improved student outcomes. He has not.	Mr. Landry does not follow-up on the feedback provided to the teacher that his "students need to understand the objective better". No clear follow-up has been planned, and Mr. Landry has not collected any student achievement data to indicate whether or not his feedback and teacher next steps are effective.

Compass Component 3a: Observes teachers and provides feedback on instruction regularly (cont.)		
Indicators	**Evidence**	**Notes**
"Engages in continuous conversation with teachers about their development and student outcomes, or successfully manages through staff" (EP)	• However, he mentions that Ms. Binkley, one of his assistant principals did a walkthrough of the teacher... • Mr. Landry has his observation schedule for the first month of school ready to go…he will observe twenty of the building's teachers, as well as walkthroughs for all teachers to be performed by his leadership team.	Mr. Landry has utilized his staff to manage the completion of regular observations. Although he is unable to observe the teacher for another two months he has ensured that the teacher will still receive observations and feedback.
Lack of "Engages in continuous conversation with teachers about their development and student outcomes, or *successfully manages through staff*" (EP) **Lack of** "Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving" (EP)	• Ms. Binkley tells you that she told the teacher he needs to improve on student engagement…he wishes Ms. Binkley had focused on his ability to get students to understand the objective so he could know how well he is doing on the next steps Mr. Landry gave him. • You pull the Compass Information System data for all four of Wright High School's evaluators on a weekly basis and know that Mr. Landry has eight observations recorded, while one of the other evaluators has over 25 records of walkthroughs and full observations. Two of the other evaluators have no observations recorded.	Although Mr. Landry has ensured that teachers receive ongoing observation and feedback, the processes that are in place have not allowed evaluators to coordinate the work. As a result, teachers are receiving disjointed feedback that provides too many development focus areas and no follow-up on previous feedback.

CASE STUDY #2: COLLABORATION (DOMAIN II: SCHOOL CULTURE - COMPONENT 2A)

School: Jones Elementary   **Leader:** Ms. Williams, Principal
Teacher Leader: Mr. Bigsby

Prior to the school year:
It is communicated that all principals are to make common teacher planning periods a priority and submit this schedule to the district leadership prior to the beginning of the school year.

Three months after the beginning of the year, you decide to attend one of the math collaboration meetings and the following is observed/occurs:
1) Mrs. Williams, the principal, is not present because she is conducting walkthroughs, but you hear from the teachers that she attended their meeting last week.
2) One teacher opens the meeting by reviewing the protocol they will use that day. They are looking at samples of student work to determine to what extent students are progressing toward mastery of K.CC.A.1 (Count to 100 by ones and by tens).
3) During the discussion, teachers notice that many students seem to be struggling with the number names in the 1-20 range. As a result, they agree to try planning centers for the next day's lesson focused on this skill.
4) Before leaving, you ask Ms. Williams what she expects teachers to be working on. She has requested that teachers review student progress on the Common Core Math Counting and Cardinality standards at least once per month because a number of teachers set SLTs around these standards.

During multiple site visits, you observe the following:
1) Ms. Williams is frequently in the halls and classrooms.
2) When you and Ms. Williams co-observe teachers, students hardly seem to notice someone is in the room.
3) Ms. Williams describes herself, in part, as a team coach and has structured the schedule so that teachers have common planning periods.
4) Teachers are meeting as scheduled during common planning periods.
5) Ms. Williams is able to identify teacher strengths and opportunities for improvement.
6) Ms. Williams regularly analyzes student progress data to determine if the protocols are working and where students are in terms of meeting their goals.
7) When co-observing, your ratings are aligned to hers and the feedback she is providing is centered on students' mastery of the priority content.
8) Teachers periodically have the opportunity to observe other teachers on campus and at other schools in the district that are models for implementing student and teacher actions aligned to the focus areas for literacy and math.

Later in the year:
You return to the school to meet with Mr. Bigsby, the Teacher Leader. The purpose of the visit is to discuss the school's collaboration structure and further determine if the structure will lead to an increase in student learning. During the conversation, the following are noted:
1) Weekly collaboration time takes place as scheduled
2) During the meetings, teachers follow a four week cycle:
   - Week 1: identifying monthly student goals aligned to their SLTs (and Common Core) and developing an assessment plan for the month
   - Week 2: reviewing student assessment results from the past week and identifying priority instructional areas to practice that will increase student achievement
   - Week 3: observing one another to provide targeted feedback on identified practices
   - Week 4: debriefing the past month and charting student progress.

Leader Case Study Notes: Ms. Williams

Compass Components and Ratings: Facilitates collaboration between teams of teachers (2a), *Effective: Proficient*

Ratings Comments: The evidence collected for Ms. Williams maps mostly to the *Effective: Proficient* and *Highly Effective* performance level indicators for 2a. Although Ms. Williams is a consistent high performer in many areas of her practice, she has some weaknesses to develop before achieving true excellence in this component. As a result, Ms. Williams has been assigned an overall rating of *Effective: Proficient* for 2a.

What this Leader could do to improve: Ms. Williams could improve by focusing on providing better feedback. Feedback is an important part of successful collaboration and not just an isolated action following classroom observations. By focusing on integrating feedback with collaboration, Ms. Williams can increase her staff's effectiveness by building their capacity to lead and own collaboration meetings. Second, by following up on identified priorities from collaboration time through observation and feedback, Ms. Williams can engage teachers in better conversation about whether collaboration is improving student achievement   An *Effective: Proficient* leader is following-up to see if student achievement is improving and a *Highly Effective* leader has instituted collaboration processes that actually increase student achievement.

Compass Component 2a: Facilitates collaboration between teams of teachers		
Indicators	**Evidence**	**Notes**
"Ensures regular routines for teacher collaboration are in place" (EP)	• She has structured the schedule so that teachers have common planning periods…You know from weekly visits that teachers are meeting as scheduled... • Weekly collaboration between teachers happens as scheduled.	Ms. Bigsby has integrated collaboration into the weekly schedule of Jones Elementary. The evidence also indicates that collaboration is a normal routine of the school.
"Takes an active role in teacher collaboration meetings" (EP)	• You hear from the teachers that she attended their meeting last week. • Ms. Williams comes about every other week, but has been spending more time with teacher teams that are struggling with the protocols…Ms. Williams has been attempting to monitor teacher collaboration…you have also sat in on several collaboration meetings during your co-observations.	Ms. Williams is attending collaboration meetings on a regular basis. Ms. Williams is not always present during collaboration meetings, but the evidence indicates that she is monitoring meetings on a regular basis. Ms. Williams is spending time with teachers that are struggling with collaboration to build the capacity of these teachers to collaborate. More evidence is needed to determine if she is actually successful in building their capacity.
Lack of "Identifies and builds the capacity of teachers to lead and facilitate the collaboration cycle *by providing feedback on meetings* while intermittently monitoring collaboration" (HE)	• Ms. Williams occasionally asks questions to prompt teachers to think, but does not often provide direct feedback on collaboration time.	Ms. Williams does not often provide feedback to groups of teachers that are collaborating which is an important action of a *Highly Effective* leader.

Compass Component 2a: Facilitates collaboration between teams of teachers (cont.)		
Indicators	**Evidence**	**Notes**
"Teacher collaboration is focused on Common Core-level student work (i.e. classroom artifacts, assessment results, student engagement, etc.)" (EP) "Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle" (HE)	• She has requested that teachers review student progress on the Common Core standards because a number of teachers set SLTs around these standards. • They are looking at samples of student work and comparing them to Common Core to see how well students are meeting the standard. During the discussion, teachers notice that many students seem to be struggling with the number names in the twenties. As a result, they agree to try planning centers for the next day's lesson focused on this skill.	Collaboration time has a clear focus on student work and Common Core-level instruction. Ms. Williams has provided this focus for teachers through the use of the teachers' SLTs. Teachers focus on the correct Common Core standard during the meeting. Teachers show an ability to own their own collaboration by leading a focused meeting without Ms. Williams present.
Lack of "Follows up on clearly defined next steps to provide frequent, actionable feedback on teachers' effectiveness in implementing them" (EP)	• Teachers report that they wish the feedback they received following observations and professional development was more aligned with their weekly collaboration work.	Ms. Williams is providing feedback to teachers. However, teachers report that her feedback does not follow up on priority next steps discussed during collaboration.
Lack of "There is clear evidence of increased student achievement as a result of teacher collaboration" (HE)	• You have seen Ms. Williams occasionally collect student progress data…her goal for next month is to collect student data from each collaboration meeting to see if it is pointing to the same development priorities as she has planned for the school-wide professional development sessions.	Ms. Williams does not know how collaboration is affecting student achievement, either positively or negatively, a trait exhibited by *Highly Effective* leaders.
"Ensures that teacher collaboration routines are closely integrated with the observation and feedback cycle" (HE) "Teachers demonstrate ownership of collaboration process by leading collaboration…" (HE)	• During these meetings, teachers follow a feedback cycle that Ms. Bigsby has set up.	Collaboration meetings follow a clear process that allows teachers to identify priority development based on student achievement, observe and provide feedback to their peers, and measure whether or not that work is causing increased student achievement.