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INTRODUCTION

You have in your hands a Louisiana Guidebook, one in a series of three booklets released this year by the Louisiana Department of Education to provide educators a simple reference guide for state policies and tools.

Louisiana Believes is the state’s comprehensive plan to provide all students the opportunity to attain a college degree or a professional career. The guidebooks bring together many of the plan’s most important elements into three booklets:

- **Early Childhood Guidebook**: Preparing Children for Kindergarten; Strengthening Early Childhood Programs and Community Networks
- **High School Student Planning Guidebook**: A Path to Prosperity for Every Student
- **Teaching and Learning Guidebook**: A Path to High-Quality Instruction in Every Classroom

Each guidebook provides practitioners with detailed information on state policies, statewide programs, and access to tools that help individual educators achieve goals with their students. The intent of publishing the guidebooks is not, however, for every school or school district to adopt all of the items they contain. Rather, the guidebooks provide a variety of options for use in the distinct, unique plans each district and school should have for itself and its students.

It is, after all, a result of those individual, local plans that our state’s education outcomes are moving in such a positive direction. Consider these facts:

- The class of 2014 set the state’s all-time graduation record, with a four-year rate of 74.6 percent, 1.1 percentage points above the preceding class. Over the last 13 years, the graduation rate has increased by 13.3 percentage points.

- The class of 2014 went on to establish an all-time high for college attendance, increasing the number of college freshmen in Louisiana by 1,228, a 5.6 percent increase from 2013. Over the last three years alone, Louisiana has seen 12 percent growth in the number of students entering college each year.

There is no one plan for each student’s life. Likewise, each teacher needs different supports, and each school has goals all its own. Louisiana Believes starts with the idea that those closest to students – parents, teachers, and administrators – should be trusted to determine the best path for children. The Louisiana Guidebooks are tools for them to use in carrying out that most important of missions.
FUNDAMENTALS OF CLASSROOM PRACTICE IN LOUISIANA

Principal Fellowship and expanding the TAP program to provide more direct support to principals. The Principal Fellowship provides an intensive learning experience that builds on the content available through this guidebook. This guidebook is organized so that principals can choose to access the content in a way that best supports their efforts throughout the year.

WHAT LED TO THIS PRINCIPAL’S SUCCESS?

Identified areas of need and set goals
• 3-year goal for English
• Every teacher set goals on their unique content and one for reading or writing

Developed the right team
• Hired an English instructional lead
• Teacher mentorship for all teachers similar to the one created on the math team

Provided instructional support
• New curriculum, intensive ELA training
• Professional learning communities weekly
• Formal and informal observations
• Monthly peer observations to spotlight best practices in writing instruction

This example is not an isolated one. Students now pursue post-secondary education at TOPS at the highest rate in history and, over the last three years, Louisiana has seen a 16 percent increase in the number of students enrolled in college immediately after high school. These improvements begin with Louisiana’s youngest students. Kindergarten readiness increased 44 percent from 2008 to 2014. In later elementary and middle school grades, ELA proficiency rates increased 23 percent from 2005 to 2014; math rates increased 27 percent over the same period.

Still, there is much left to do in order to provide all Louisiana students with the opportunities they deserve. The jobs of tomorrow require post-secondary training, yet 41 percent of graduates are never enrolling in post-secondary studies. Opportunities for postsecondary access require high school diplomas, yet 25 percent of students still fail to graduate within four years. These high school struggles begin in elementary and middle school, where only 24 percent of students meet the national standard for proficiency.

To support the work ahead, the Department provides an integrated system of initiatives:
• **K-12 teaching and learning support**: Educators set goals, reflect on and improve instruction to ensure students learn ambitious academic standards.

• **Early childhood**: Local Community Networks build unified early childhood systems that help prepare all children for Kindergarten.

• **High school pathways**: High schools build differentiated paths for students to prepare for their unique college and career goals.
**PRINCIPAL INSTRUCTIONAL LEADERSHIP CYCLE**

This guidebook illustrates for principals the key actions and available resources in the following key areas:

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**KEY ACTIONS**

- Prepare and hire strong teachers.
- Choose standards-aligned curricula.
- Choose or build assessments that provide information on student mastery of the standards.
- Build a teacher training and support calendar to support implementation of materials.
- Build a system for school-wide collaboration.
- Draw on Teacher Leaders to support professional development and collaboration.
- Understand achievement results and factors impacting these results.
- Set school goals.
- Work with teachers and other staff to set individual goals.
- Plan for observation & feedback calendars.
- Observe and provide teachers feedback on progress towards goals.
- Provide support to individual teachers where needed.
- Reflect on progress through end-of-year conversations.
- Make teacher placement decisions.

**AVAILABLE SUPPORT**

**Reports:**
- Compass End of Year
- Teacher Preparation Program Reports

**Support:**
- Believe and Prepare
- Believe and Prepare Overview
- Believe and Prepare Implementation Guide
- Compass
- Teacher Preparation Programs
- Talent Recruitment System

**Resources:**
- Standards
- Instructional Reviews
- Math Guidebooks
- ELA Guidebooks
- Eagle
- Benchmark Assessment Resources

**School Improvement Resources**
- Principal Fellowship Program
- School Accountability Overview
- Accountability Fact Sheet
- Kindergarten – Grade 8 School Accountability
- High School Accountability
- School Report Cards
- District/School Assessment Results
- Compass Reports
- Principal Goal Setting Support & Examples
- “Appendix I: Leading Instructional Change Case Studies”
- SPS Calculator

**Teacher Improvement Resources**
- Teacher Goal Setting Resources
- Professional Learning Modules (Available Summer 2015)
- Compass Teacher Rubric
- Instructional Observation & Feedback Guide – English Language Arts
- Instructional Observation & Feedback Guide – Mathematics
- Teacher Leaders
- Sample Teacher Support Form

**Teacher Placement Resources**
- Compass Reports
- Educator Compensation Tools
PART I: BUILDING A TEAM

Key Actions

• Prepare and hire strong teachers.

PREPARE AND HIRE STRONG TEACHERS FOR YOUR SCHOOL

Next to parents, teachers often are the adults who have the greatest impact on a student’s long-term academic success. With a great teacher, students along the achievement spectrum — from high achieving to below grade level — make progress. This is why building a strong team of teachers is one of the principal’s most important responsibilities. Building a strong team starts with preparing and hiring great teachers.

This section focuses on steps principals can take to ensure incoming teachers are prepared for day one in the classroom. Resources related to maximizing a school’s current team, including making teacher placement decisions, are included in Part III, “STEP SIX: Make Teacher Placement Decisions” on page 14.

DEFINE CLASSROOM READINESS

Hiring strong teachers begins with establishing and assessing classroom readiness criteria. Principals use these criteria to select teacher candidates who are likely to succeed and to develop training and support opportunities for new teachers and teacher candidates.

Principals must determine:

• What teachers should know and be able to do on day one in the classroom.
• How and when to assess prospective teachers’ readiness to teach.

Principals use these determinations to make decisions about how to work with student teachers, and to make hiring decisions.

IDENTIFY MENTOR TEACHERS

Once principals establish classroom readiness criteria, they identify instructional experts to prepare and support student teachers and new teachers. When principals select mentor teachers who are instructional experts, who have achieved strong results with students, and who are familiar with the school’s expectations, those mentors are able to ensure that prospective teachers are prepared for day one in that school’s classroom.

Principals use multiple sources of information to select mentor teachers, including the prospective mentor teacher’s:

• Student growth data, including goals and value-added results
• Classroom observation ratings
• Rapport with other teachers on staff
• Service in other instructional leadership roles, such as Teacher Leader, Teacher Leader Advisor, and/or TAP Master or Mentor Teacher

“In addition to a shared team approach to hiring teachers, there are certain questions that seem to be most beneficial during the interview process:

• Where and how do you think you will make the greatest impact?
• Given your vision of excellence, what role will you play on a day-to-day basis in helping establish that excellence?
• Describe for us a time in which you have successfully collaborated with a colleague in order to achieve positive academic student outcomes.”

-Kyle Machen, Benton Middle School, Benton, LA

PREPARE TEACHER CANDIDATES TO BE SUCCESSFUL ON DAY ONE IN THE CLASSROOM

Once principals have established readiness criteria and identified mentors to support teacher candidates, they recruit prospective teachers who are likely to meet their criteria. Principals accomplish this by partnering with teacher preparation programs to host and train student teachers.

Partnering with a preparation program to host and train student teachers enables principals to select teacher candidates who are likely to succeed, and play a significant role in developing and delivering candidates’ learning experiences. These partnerships also enable principals to observe a prospective teacher’s skills and development over time, thus resulting in better-informed hiring decisions.

In places where teacher preparation program partnerships have not yet formed, schools may develop partnerships through their district’s Believe and Prepare program or through a school-based Believe and Prepare program. Schools may also develop partnerships outside of the Believe and Prepare program.
BELIEVE AND PREPARE

Through the Believe and Prepare pilot program, schools, school systems, and preparation programs have the opportunity to develop new recruitment, hiring, training, and certification practices through grants that support partnerships with educator preparation programs or school system-based preparation programs.

A successful Believe and Prepare program defines clear roles for mentor teachers, school and school system leaders, and preparation program faculty, and strengthens preparation experiences by improving teacher practice opportunities. The Believe and Prepare implementation guide describes the actions a school system would take to develop a highly-effective Believe and Prepare program and serves as a guide to school systems and schools developing their Believe and Prepare application.

Principals in Believe and Prepare districts may have the opportunity to collaborate with teacher preparation program faculty, advise on or make teacher certification decisions, and/or contribute to the development of teacher preparation program curricula. Principals may also choose to pursue these partnerships independently.

ANTICIPATE AND MEET STAFFING NEEDS

In addition to recruiting and preparing teacher candidates, principals can take steps to project, anticipate, and meet staffing needs well in advance, by:

- Annually reviewing teacher results and anticipating teachers’ transitions so as to estimate staffing needs
- Reviewing results from teacher preparation programs to identify programs that produce a significant share of effective teachers
- Using the Talent Recruitment System to post open positions and screen prospective applicants
- Involving Teacher Leaders, mentor teachers, and/or student teacher supervisors – those who are most familiar with classroom expectations – in the teacher hiring process

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PART II: CURRICULUM, ASSESSMENTS, PROFESSIONAL DEVELOPMENT, AND COLLABORATION

Key Actions

• Choose standards-aligned curricula.
• Choose or build assessments that provide information on student mastery of the standards.
• Build a teacher training and support calendar to support implementation of materials.
• Build a system for school-wide collaboration.
• Leverage Teacher Leaders to support professional development and collaboration.

Principals prepare for the year by building their team and putting standards-aligned tools and support structures in place for their teachers. This includes a principal’s plan for curriculum, school-wide assessments, professional development, and collaboration.

CURRICULUM AND ASSESSMENTS

Whether districts require a particular set of materials or schools make that decision, principals and teachers must be savvy consumers of materials. They determine the quality of their use and implementation. No program is a silver bullet, but principals have a series of resources to help them choose, supplement, and use quality materials.

First, the Department helps schools choose aligned curricula through their instructional resource reviews. Hundreds of titles have been reviewed based on requests from schools and districts. These reviews, led by educators and experts from across the state, assess alignment to Louisiana’s state standards. The Department then tiers programs so schools can easily see which programs are more and less aligned. The rubrics for these reviews are available for districts and schools to use for self-assessment as needed.

Through these reviews, the Department identified a set of common missing components in curricula. The Department released a series of resources to help districts supplement any program, especially those containing gaps. These resources include:

• Teacher toolbox: Comprehensive set of tools for educators and districts. Teachers can also access grade-specific libraries for easier use.
• English language arts guidebooks: Full unit plans for full courses grades K-12. Each unit includes three culminating tasks and lessons that prepare students for those tasks, integrating rich texts and all standards.
• English language arts framework: An interactive framework complete with recommended instructional strategies are embedded in the guidebook. These strategies can also be used with any curriculum.

• Math guidebooks: Provide two types of tasks to help students master the conceptual skills necessary for long term success. Also included is guidance on how to target critical remediation for struggling students.

Once strong curriculum and supplemental materials are chosen, principals and teachers align formative and benchmarking assessments to ensure they know where students are and are not learning the standards. So often, these assessments either happen too frequently (taking away from key instructional time), are not aligned to the standards and end of year assessments (giving incorrect information about student performance), or are not analyzed such that instruction can adapt.

Principals and teachers should consider three critical components of formative and benchmarking assessments:

• Quantity: Ensure the right assessments are being given at the right time to get the most useful information.
• Quality: Ensure assessments are aligned to standards and end-of-year assessment.
• Use: Determine how to use results for goal setting, feedback and collaboration, and planning for the next school year.

Compass Leader Connection

Domain III: Instruction
Ensures teachers use assessments reflective of Common Core rigor.
To support districts and principals with this work, the Department led a series of collaborations for district supervisors to help them analyze and continuously improve their assessment systems. In addition, the Department offers the following resources directly to schools:

- **Benchmark assessment reviews**: These reviews, similar to the curricular reviews, provide insight on where benchmark assessments are and are not aligned to Louisiana’s standards.

- **EAGLE assessment system**: This online assessment system includes thousands of practice questions for students grades K-12. All ELA and math guidebook tasks are included along with thousands of others. New items are uploaded each month to keep the system rigorous and fresh for students and teachers.

Special consideration must be given for the following circumstances:

- **High school pathways**:
  - **Transitional 9th grade**: Students coming in to 9th grade below grade level in one or more academic areas may need unique support and curricula.
  - **Differentiated career and college preparation**: As students enter the 11th grade, with a strong base in the core academic subjects, students must use their 11th and 12th grade years to prepare for college and a career. The courses required for this preparation require unique consideration by school leaders.
  - **Act 833**: Certain students who receive special education services may also be eligible to demonstrate academic proficiency through ways other than standardized assessments. Access the Act 833 Guidance Documents [here](#).
  - *For more information and support see the “High School Student Planning Guidebook”*

- **Early Childhood**: For more information and support see the “Early Childhood Guidebook” coming soon

**PROFESSIONAL DEVELOPMENT AND COLLABORATION**

Choosing curricula and assessments are important but insufficient steps. Teachers must be prepared to effectively use them. Principals support teachers, including student teachers, through three primary actions:

- **Quality professional training** that helps teachers deepen content knowledge and use materials.

- **Collaboration** that allows teachers the time to constantly reflect on student work and adjust instruction.

- **Observation and feedback** that provides teachers differentiated support on [page 11](#).

**PROFESSIONAL DEVELOPMENT**

The [Louisiana Teacher Leader program](#), led by the Department, provides professional development opportunities to teachers in every school in Louisiana. In addition to direct teacher training for educators, the Department organizes high-quality, standards-aligned professional development options for districts and schools to easily purchase as needed.

The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state. This training provides every school with at least two trained experts on the standards and available resources. These expert teacher leaders can then support redelivery of training and collaboration for other teachers within the school, thus expanding the influence of the Teacher Leader program. Teacher Leaders may also serve in mentor teacher roles, working closely with student teachers who are preparing for full-time teaching roles.

The Department offers a series of training opportunities for this group of 5,000 teachers each year including:

- **June Teacher Leader Summit**: Two days, over 100 session options to kick off the school year

- **July content institutes**: Grade-band and content-specific training to go deep in to ELA and math content

- **Teacher Leader collaborations**: Fall and winter, regional touch points throughout the year focused on key instructional strategies and new tools

- **Virtual collaboration**: Virtual trainings to redeliver at schools to help teachers use key resources

- **Teacher leader newsletter**: Monthly newsletter highlights successes from Louisiana’s classrooms and shares new resources for educators

Click here to see the [2015-2016 Louisiana Teacher Leader Training Calendar](#) and work directly with your district to determine how many teachers from your school are eligible to attend.

Districts and schools often plan additional training for their teachers above what is offered through the Teacher Leader program. Each year the Department works with high quality vendors around the state to offer additional training opportunities for purchase as districts and school find necessary. View the [2015-2016 professional development options](#) available. Each district receives funds from the Department to join these training opportunities. Districts and schools who wish to access additional training may work directly with the vendor to register.
COLLABORATION

One-time training must be complemented by frequent opportunities for teachers to reflect on student learning and adjust their instruction based off of the expertise of their peers. Strong collaboration models support the continuous growth of teachers. Principals can leverage strong models and teacher leaders to help them build these structures in their schools.

Step 1: Identify strong models of collaboration and choose the right version for your school.

Principals do not have to go it alone to build structures for collaboration. Many effective models are available to support principals in this work.

Statewide TAP™ Initiative Expansion

TAP™ is a comprehensive educator effectiveness model dedicated to attracting, developing, motivating, and retaining highly-effective educators in order to raise achievement levels for all students. TAP™ restructures the teaching profession by providing teachers: powerful opportunities for professional growth; the ability to collaborate with peers; fair and rigorous classroom evaluations to identify and improve teaching skills; and, school-based professional development led by expert master and mentor teachers.

• TAP™, which establishes collaboration and feedback routines that support reflection and improvement, will be expanded to support more school leaders.

• The Department and TAP™ leaders will support interested districts as they incorporate TAP Best Practices (in part or whole) throughout their district or in targeted schools.

• Multiple implementation options are available and department staff members are positioned to guide leaders through a planning process to identify TAP™ Best Practices most supportive of school-wide goals.

You can learn more about TAP™ and the Department’s work to make this accessible to more districts [here](#).

OTHER COLLABORATION PROGRAMS

TAP™ is both not required and not the only strong program for principals to learn from. Other collaboration models exist and principals should use the model that works best in their school. To learn more about additional models of collaboration, review the [guidance](#).

Step 2: Leverage teacher leaders and others to support.

Principals can leverage the expertise of their [teacher leaders](#) to support collaboration structures and other professional development throughout the school year.

First, principals must choose the right teachers to attend. Teachers who join as each school’s representatives should be content experts and able to share and lead other teachers in the building.

Second, principals must provide teachers the platform to share their gained expertise. This often includes:

• Setting teacher leaders up to use collaboration time to redeliver training and share resources. All training materials from every teacher leader session are available on the [Department’s website](#).

• Provide them space in school-wide communications to share new resources available.

• Prepare teacher leaders to use school professional development days to redeliver content and resources.

Many schools have embraced the teacher leader model as a way to bring more expertise and training directly to their school. To learn more about what this looks like refer to [school-based examples](#).

"We have a data person dedicated for our PLC sessions. This person:

1. Runs data for the teachers and teachers follow protocol sheets for discussions
2. Compiles data and shows each teacher their data based on standards, grades, and blooms level
3. Is the gate keeper who reviews all common assessments and ensures they are rigorous.”

-Jason Fountain, Central Middle School, Central, LA

"Our Professional Learning Communities have become what we refer to as Formative PLC/Data Teams. Teachers review data and collaborate to tailor instruction based on needs of students. Our theme – “Assessment FOR Learning, not AFTER learning”

-Ken Oertling, Hahnville High School, Hahnville, LA
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| **Step 1: Identify your curriculum’s strengths and weaknesses** | • **District determined curriculum**: Identify the required curricula for math, ELA, science, and social studies. Retrieve all materials from the district office.  
• **School determined**: Review the instructional reviews to identify strong programs. Choose the program appropriate for your school and purchase all materials.  
• **Identify misalignments in your program**: Use the instructional reviews to identify where your program is and is not aligned to the standards. | • Reach out to your district directly for more information where needed.  
• [Instructional Reviews](#)  
• [Instructional Rubrics](#)  
• [Common math and ELA curricular gaps](#) |
| **Step 2: Align supplements if needed** | • **Determine supplemental tools based on gaps**: Review the “accessing the right supplements” resource to effectively use the math and ELA guidebooks, Eagle, and other standards aligned tools as supplements to curricula.  
• **Provide teachers guidance**:  
  » Alignment guides: If using two or three programs, connect those programs for teachers by lesson for ease of integration and use  
  » Collaboration support: Use teacher collaborations to identify misalignments in tasks and lessons, find strong tools to supplement | • [Math Guidebooks](#)  
• [ELA Guidebooks](#)  
• [Eagle](#)  
• [Common Gaps and Aligned Supports](#) |
| **Step 3: Determine and use high quality common assessments** | Principals should check their benchmarking system for the following key criteria:  
• **Quantity**: Ensure the right assessments are being given at the right time to get the most useful information about student achievement.  
• **Quality**: Ensure assessments are aligned to standards and end of year assessment.  
• **Use**: Determine how to use results for goal setting, feedback and collaboration, and planning for the next school year. | • [Assessment system guidance](#) |
| **Step 4: Align Professional Development** | • **Communication**: Provide teachers with curricular tools prior to summer break.  
• **Teacher Leader Training**: Identify your school’s Teacher Leaders. Share all training opportunities with them and schedule their attendance. After each training, work with Teacher Leaders to set dates for resource sharing and redelivery.  
• **Additional professional development**: Learn about the professional development available in your districts. If you need more training for your teachers, review the “professional development packages” available. | • [Louisiana’s Teacher Leader Program](#)  
• [2015-2016 Department Teacher Leader Training Opportunities](#)  
• [Professional Development Package Opportunities](#)  
• [Teacher Leader Training Materials](#) |
| **Step 5: Set up Collaboration** | • **Identify models**: Access the Department’s TAP™ expansion program or other student achievement focused models.  
• **Leverage Teacher Leaders**: Select and prepare the right teacher leaders for your school. | • [TAP Expansion Application](#)  
• [Additional Models](#)  
• [Teacher Leader Training Materials](#) |
PART III: INSTRUCTIONAL LEADERSHIP
(GOALS & EDUCATOR SUPPORT)

Key Actions
• Understand achievement results and factors impacting these results.
• Set school goals.
• Work with teachers and other staff to set individual goals.
• Plan for observation & feedback calendars.
• Observe and provide teachers feedback on progress towards goals.
• Provide support to individual teachers where needed.
• Reflect on progress through end-of-year conversations.
• Make teacher placement decision.

STEP 1: UNDERSTAND SCHOOL RESULTS

School-based results capture the performance and growth of students across grades and subjects, as reflected in school performance scores. To set rigorous goals for their schools, it is critical principals and their leadership teams understand the school performance score calculation, associated assessments, and the current and historical performance of their school and peer schools.

- **Elementary Schools** (without grade 8) earn school performance scores based on student achievement on annual assessments in ELA, math, science and social studies. Elementary schools may also earn progress points when significant improvement is realized among students who were academically behind.

- **Middle Schools** (with grade 8 (e.g., K-8 or 5-8)) earn school performance scores based on student achievement on annual assessments (95 percent), Carnegie credits earned by students through the end of students’ 9th grade year (5 percent), and progress points.

- **High Schools** (9-12) earn school performance scores based on student achievement (25 percent on the ACT and 25 percent on end-of-course assessments), and student graduation outcomes (25 percent from the cohort graduation rate and 25 percent from the graduation index which rewards achievements like Advanced Placement and advanced Jump Start credentials). High schools may also earn progress points for significant improvement with students who were academically behind.

“Appendix III: Leading Instructional Change Case Studies” on page 17 provides questions to consider at each step and the details of how three schools progressed through the following process. Look for the symbols below to review what this step looks like in those case studies.

1 2 3 4 5 6

For an outline of the policies associated with this work, access the Compass resources [here](#).
**KEY RESOURCE: THE PRINCIPAL REPORT CARD**

The Principal Report Card provides principals with a comprehensive overview of school performance including:

- The overall school performance score (SPS) and letter grade;
- Performance on specific indices within the SPS (e.g., ACT, EOC);
- Student performance by grade and subject; and,
- Teacher performance, as reported for the Compass annual report and as compared to value-added results.¹

Principals use the Principal Report Card to:

- Compare the school’s performance over the past two years, including by index, grade and subject;
- Consider the school’s performance relative to its peers (e.g., schools of the same type with the same letter grade); and,
- Prepare for goal setting (principal and teacher).

¹ See page 18 for examples of how a principal guides the process of understanding results.

To access a school-specific Principal Report Card, principals should contact assessment@la.gov or their district accountability contact.

### STEP TWO: SET GOALS FOCUSED ON SCHOOL GROWTH

#### PRINCIPAL SETS GOALS

The school leader is responsible for the growth of educators and students within the school – as reflected in principals’ annual goals (student learning targets or SLTs) aligned to the school performance score.

Beginning in the 2015-2016 school year, the Department provides superintendents and principals with annual data to support principal goal setting, including recommended SLTs based on school type and prior year letter grade. Principals use this guidance and their performance data to set at least two SLTs to be used when determining principal’s final evaluation ratings:

1. One goal is based on overall SPS improvement.
2. One goal is aligned to a component of school performance improvement (e.g., ACT for a high school, math achievement for an elementary school).

See page 18 for examples of the principal goal setting process.

#### GUIDE OTHERS TO SET GOALS

Each year, students should grow their knowledge and understanding of grade level content. Principals consider how each educator supports the broader school goals in order to guide the process of defining individual goals.

Educator goals should be:

- ambitious and grounded in student achievement
- determined using appropriate student diagnostic data
- measured using quality aligned assessments

See page 18 for examples of the teacher goal setting process.

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¹ Value-added data was not provided in 2013-2014, and will not be provided in 2014-2015, as Louisiana transitions to higher standards and better assessments. Instead, transitional student growth data was provided.
STEP THREE: MONITOR PROGRESS AND PROVIDE FEEDBACK

As the year advances, monitoring progress toward goals is accomplished in two ways.

1. **Common Assessments**: Quality common assessments provide a mechanism for teachers and school leaders to assess student learning in order to inform ongoing practice.

   To maximize use of common assessments teachers need the time and space to collaborate and analyze results. Even more, the quality of these assessments is critical. They must be aligned to the standards and end-of-year assessments, such that the data is reflective of the student learning that matters most and provides teachers the appropriate insight on how to best adjust instruction where needed.

   Guidance on choosing and using meaningful common assessments can be found in “PART II” above.

2. **Observation & Feedback**: The purpose of classroom observations (regardless of length) is to monitor student progress and support teachers to improve. The Department provides a series of tools to guide principals in the work of observation and feedback. These include content specific observation tools to help principals target feedback aligned to the content focus of teacher goals.

   Knowing that the observation and feedback process has the power to improve teaching and learning, principals collaborate with their leadership teams to prioritize this work through a series of considerations.

   **Adopt a Fundamental Set of Beliefs:**
   - How will we observe teacher practice beyond the minimum requirements to guide teachers to improve?
   - Based on teacher performance and support needs, what data will be used when assigning end-of-year professional practice ratings (formal observation plus additional full lesson; formal observation plus comprehensive set of walkthroughs)?

---

**MINIMUM REQUIREMENTS: Professional Practice**

1. At least one observation must be announced and last the entire length of the lesson, including a pre- and post-conference.
2. 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).
3. Teachers and administrators will be provided feedback on areas of strength and areas for development following all observations.
4. Additional evidence collected outside of observations, such as data, materials, and artifacts, may be used to inform evaluation.

*Policy Source: Bulletin 130*

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“*Our teachers help students set individual goals and we monitor progress through interval assessments given each quarter. Teachers use this information to adjust instruction and track individual student progress.*”

*Denise Rehm, Joshua Butler Elementary School, Bridge City, LA*

---

**Assign Evaluators and Define the Process**

- How will evaluators be assigned in a way that reflects the school-wide goals?
- Who should the principal evaluate? Who the assistant principals evaluate?
- What tools are available?
- What role will walkthroughs play in the process?
- What method will be used to identify focus areas and opportunities for improvement?

**Set the Observation Schedule**

- How will the observation schedule reflect the school-wide priorities?
- Does the schedule account for teachers who need support early in the year?

**Develop a Teacher Support Plan**

- What process will be used to individualize the observation and feedback process (e.g. determining focus of future observations)?
- Which teachers bring students to high levels of achievement, what strategies do they employ and how can they support others?
- What role will the leadership team and other resources play in supporting teachers?
- What process will be used to provide feedback that drives improvement (available methods, record keeping, time between observation and communication of feedback)?

See page 18 for examples of Monitoring Progress and Providing Feedback.
STEP FOUR: DIFFERENTIATE TEACHER SUPPORT

Using data from progress monitoring, principals determine how to best support each teacher throughout the year. The following questions help guide efforts at the beginning of the year and when determining the individual support needs throughout.

- Is the teacher teaching the right content in the right way?
- Are students learning at a level necessary for success?
- What are the potential barriers to success for the teacher?
- What can this teacher learn from the successes taking place in other classrooms?
- How will this teacher be supported to improve in identified areas?

See page 18 for examples of Differentiating Teacher Support.

STEP FIVE: REFLECT ON PROGRESS THROUGH END-OF-YEAR CONVERSATIONS

To close out the school year, principals reflect on student and teacher progress with their leadership team and with individual teachers.

School and Principal Reflections: Principals can use end-of-year assessment results and the SPS calculator to reflect on school-wide progress, in advance of the annual school performance score release.

Teacher Reflections: While the end-of-year conversation is intended to close out a year in terms of teacher rating, it is even more important to use this time to reflect and set things in motion for the next school year. Given what is known about student progress this past year and the expectations for next year, end-of-year conversations (between the principal and teacher) should center on:

- 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 teacher and student success?
- How did data inform instruction this year? How will the data collected this year guide future instruction?

Overall Teacher Effectiveness: Beginning with the 2015-2016 school year, student growth and teacher performance contribute equally to the final ratings assigned to educators at the end of the year.

- Student Growth - For all teachers, leaders consider multiple measures to determine teachers’ ratings, including value-added (where available) and Student Learning Targets (goals) for the student growth score. For all teachers, an “ineffective” score on either half of the evaluation does not override other measures or the principal’s judgment.
- Professional Practice - Leaders can choose how to formulate the end-of-year Professional Practice rating. Decide whether all, some, or certain observations will be used to determine the final Professional Practice score. For example, they may average full-lesson observations, average all observations, or apply different weights to observations of differing lengths. Leaders should review state and district policies to ensure minimum observation requirements are met.

See page 18 for examples of End of Year Conversations.

STEP SIX: MAKE TEACHER PLACEMENT DECISIONS

Once principals have a clear sense of teachers’ strengths and needs, they are able to make teacher placement decisions for the following year. The Louisiana Legislature recognized the importance of the principal’s role in building the school’s team and, through legislation enacted over the past five years, empowered principals and their superintendents to make virtually all workforce decisions, including teacher placement decisions.

SCHOOL-LEVEL DECISION MAKING

Decisions about who will continue in the following year, and what grades/subjects individual teachers will teach begin with a series of questions:

- What data are available for use when making teacher placement decisions?
- Given this year’s outcomes, should I make adjustments in teaching assignments so as to maximize teacher strengths (subjects, grade levels, etc.)?
- Is there opportunity to promote some teachers into leadership positions, including Teacher Leader and mentor teacher roles?

“We are developing a tool referred to as ‘Triage of Need and Support.’ To us, TRIAGE is the assigning of priority order to projects on the basis of where funds and other resources can be best used, are most needed, or are most likely to achieve success. Additionally, the leadership team will budget support efforts (time) based on the level of need.”

-Kasie Mainiero, University Elementary, Shreveport, LA

ASSIGNING FINAL RATINGS

The combination of the applicable measures of growth in student learning and the qualitative assessment of performance are used to determine overall teacher effectiveness with:

(a) 50 percent of the evaluation based on the end-of-year student growth score
(b) 50 percent of the evaluation based on a qualitative measure of teacher performance

Source: Bulletin 130

“When it comes to making teacher placement decisions the instructional leader must consider what is best for overall school success. We use a shared decision making approach that includes various staff (lead teachers, counselors, etc.) and a reflective review of data to ensure the most appropriate hire and/or placement in order for our students to be most successful.”

-Kyle Machen, Principal, Benton Middle School Benton, LA
**DISTRICT-LEVEL DECISION MAKING**

**Act 1 of 2012** empowered local superintendents to recruit, reward, and retain effective, in-demand teachers through updated workforce policies. Specifically, Act 1 gave superintendents and, in some cases, principals, responsibility for making workforce decisions about educator hiring and placement, **educator compensation**, and **reductions in force**. Additionally, Act 1 and Act 570 of 2014 linked decisions about tenure to educator performance.

See page 18 for examples of Teacher Placement Decisions.

## SECTION NEXT STEPS

<table>
<thead>
<tr>
<th>Step</th>
<th>To Consider</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Step 1: Understand School Results** | For the school, consider:  
• Overall school performance score (SPS) and letter grade;  
• Performance on specific indices within the SPS (e.g., ACT, EOC);  
• Student performance by grade and subject; and  
• Teacher performance, as reported for the Compass annual report and as compared to value-added results.  
• Factors supporting or hindering student success (e.g., school culture, student social/emotional needs). | “Appendix I: Leading Instructional Change Case Studies”  
School Accountability Overview  
Accountability Fact Sheet  
Kindergarten – Grade 8 School Accountability  
High School Accountability  
School Report Cards  
District/School Assessment Results  
Compass Reports |
| **Step 2: Set Goals** | **Principals** set at least two school goals, including:  
• Overall SPS growth goal; and  
• A more specific SPS growth goal (e.g., focused on a specific index as informed by the school results analysis in Step One).  
**Teachers & others** set goals that are:  
• ambitious and grounded in school-wide student achievement goals  
• are 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 | Principal Goal Setting Support and Examples  
Teacher Goal Setting Resources by Grade/Subject  
Assessment Guidance |
| **Step 3: Monitor Progress & Provide Feedback** | Using the identified **quality common assessments** give teachers needed time and space to collaborate and analyze data to identify:  
• students not meeting expected levels of proficiency and in need of additional support  
• students needing extended learning based on exceeding expectations  
• teachers who bring students to high levels of achievement and the specific teacher instructional practices that led to such success  
• teachers who are struggling to help students become proficient and the potential barriers to success  
• specific skills or concepts that all teachers struggled to help students achieve at the expected level  
Use formal and more frequent informal **observations** to:  
• Focus on shifts. Use guides to support providing feedback on those shifts.  
• Differentiate frequency of observations based on teacher needs.  
• Provide feedback on teachers' greatest areas for improvement. | “Appendix I: Leading Instructional Change Case Studies”  
Instructional Observation & Feedback Guide – English Language Arts  
Instructional Observation & Feedback Guide – Mathematics  
Compass Teacher Rubric  
EAGLE  
Common/Benchmark Assessment Information  
Assessment Guidance |

1 Value-added data was not provided in 2013-2014, and will not be provided in 2014-2015, as Louisiana transitions to higher standards and better assessments. Instead, transitional student growth data was provided.
<table>
<thead>
<tr>
<th>Step</th>
<th>To Consider</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Step 4: Support Individual Teachers | Using available data, determine the individual support needs of each teacher.  
- Is the teacher teaching the right content in the right way?  
- Are students learning at a level necessary for success?  
- What are the potential barriers to success for the teacher?  
- What can this teacher learn from the successes taking place in other classrooms?  
- How do I support this teacher to improve in identified areas?  
  » peer support (observations, model lessons)  
  » teacher leaders (professional development)  
  » focused walkthroughs (identified areas of need)  
  » targeted feedback (follow-up messages linked to identified areas) | • Leading Instructional Change Case Studies  
• Instructional Observation & Feedback Guide – English Language Arts  
• Instructional Observation & Feedback Guide – Mathematics  
• Teacher Support Tools/Models  
• LDOE Professional Learning Modules (Available June 2015)  
• Teacher to Teacher Observations  
• TAP Overview and Application |
| Step 5: Reflect on Progress | Reflect on year-long progress by:  
- Determining school-wide success, as measured by principal’s goals  
- Finalizing teacher evaluation scores  
- Facilitating conversations with all educators to celebrate successes and identify opportunities for next year | • “Appendix II: Leading Instructional Change Case Studies”  
• District/School Assessment Results  
• SPS calculator  
• End of Year Guidance 2014-2015  
• School Report Cards  
• District/School Assessment Results  
• Compass Reports |
| Step 6: Make teacher placement decisions | Use data to make teacher placement decisions, including when to:  
- Retain teachers  
- Adjust teacher placements to maximize talent of teaching staff (i.e., subjects, grade levels, or groups of students)  
- Promote strong teachers into leadership positions, including Teacher Leader and mentor teacher roles  
- **District determined**: Decide whether to compensate teachers for performance or for working in high-need schools or positions. | • Accountability Fact Sheet  
• Kindergarten – 8 School Accountability  
• High School Accountability  
• School Report Cards  
• District/School Assessment Results  
• Compass Reports |
APPENDIX I: LEADING INSTRUCTIONAL CHANGE CASE STUDIES

CONTENT OVERVIEW

• This resource provides an opportunity for educators to dig deeper into the Instructional Leadership Cycle which includes understanding results, setting goals, monitoring progress and supporting teachers.

• An overview of the key actions taking place at each of the six steps and the related resources are provided in the opening “INSTRUCTIONAL LEADERSHIP FRAMEWORK”.

• Three comprehensive case studies provide an up-close look at the decisions made by school principals and their teams as they work to improve instruction and student achievement.

• Each case study includes three appendices.
  » Appendix A: School Performance Summary
  » Appendix B: Observation and Feedback Year-Long Cycle
  » Click this icon to access the Sample Teacher Support Form:

USING HYPERLINKS TO NAVIGATE

• Hyperlinks are embedded throughout to navigate the contents of the document and to gain access to various web-based resources.

• To go directly to a specific step within one of the grade level case study, click on the appropriate grade level hyperlinks under each step in the table below.

• Reviewing a case study from beginning to end is possible by clicking on one of the following links.
  » “CASE STUDY 1: FOUNDATION ELEMENTARY”
  » “CASE STUDY 2: NEXT STEPS MIDDLE”
  » “CASE STUDY 3: SUCCESS HIGH SCHOOL”

• While exploring the contents, you are able to return to the “INSTRUCTIONAL LEADERSHIP FRAMEWORK” by clicking on one of the “Step” hyperlinks within each case study.
<table>
<thead>
<tr>
<th>Step</th>
<th>Key Actions</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Step 1: Understand School Results** | • Identify members to serve as the school leadership team  
• Review and understand the school accountability structure  
• Understand school performance results (SPS and Components of SPS)  
• Analyze student achievement results  
• Analyze teacher performance results | • School Accountability Overview  
• K-8 Accountability Overview  
• High School Accountability Overview  
• K-12 Accountability Overview  
• Principal Report Cards:  
  • K-8  
  • High School  
  • K-12  
• School Report Cards  
• District/School Assessment Results  
• Compass Reports  
• School Accountability Overview  
• Principal Goal Setting Support and Examples  
• Teacher Goal Setting Resources by Grade/Subject  
• Interim Assessment Reviews |
| **Step 2: Set Goals** | • Identify targets and SPS components needing more attention than others  
• Identify students needing more attention than others  
• Define how the identified priorities and targets will be reflected in individual goals  
• Write leader goals including:  
  » One that is based on overall SPS  
  » One that is a component of SPS reflective of the overall SPS goal  
• Share performance, school-wide goals and leader SLTs with school staff  
• Guide others (teachers, counselors, librarians) to set goals | **Assessment:**  
• Choose or build assessments that provide information on student progress toward meeting end of year expectations (Grade Level Teacher Teams)  
• Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)  
**Observation & Feedback:**  
• Assign evaluators and define the observation and feedback processes  
• Set the observation schedule  
• Develop a Teacher Support Plan  
• Define the process for providing meaningful feedback and ongoing support  
• Begin observations | • Instructional Observation & Feedback Guide – English Language Arts  
• Instructional Observation & Feedback Guide – Mathematics  
• Compass Teacher Rubric  
• Assessment Purpose Chart  
• Benchmark Assessment Reviews  
• EAGLE  
• Practice Tests  
• Content Guidebooks & Related Resources |
| **Step 3: Monitor Progress & Provide Feedback** | • Identify levels of support for individual teachers  
• Develop a schedule of support in collaboration with other leaders  
• Communicate with Instructional Leadership Team about peer mentoring opportunities  
• Determine method for documenting supports provided | **Assessment:**  
• Choose or build assessments that provide information on student progress toward meeting end of year expectations (Grade Level Teacher Teams)  
• Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)  
**Observation & Feedback:**  
• Assign evaluators and define the observation and feedback processes  
• Set the observation schedule  
• Develop a Teacher Support Plan  
• Define the process for providing meaningful feedback and ongoing support  
• Begin observations | • Instructional Observation & Feedback Guide – English Language Arts  
• Instructional Observation & Feedback Guide – Mathematics  
• Guide for Evaluating Teachers of Students with Significant Disabilities  
• Peer Support Models  
• Sample Teacher Support Form |
| **Step 4: Support Individual Teachers** | • Gather available end of year data  
• Compare the results to the targets set at the beginning of the year  
• Complete teacher final evaluations  
• Engage in end of year conversations | **Assessment:**  
• Choose or build assessments that provide information on student progress toward meeting end of year expectations (Grade Level Teacher Teams)  
• Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)  
**Observation & Feedback:**  
• Assign evaluators and define the observation and feedback processes  
• Set the observation schedule  
• Develop a Teacher Support Plan  
• Define the process for providing meaningful feedback and ongoing support  
• Begin observations | • End of Year Guidance 2014-2015  
• School Report Cards  
• District/School Assessment Results  
• Compass Reports |
| **Step 5: Reflect on Progress** | • Identify teachers meeting and exceeding expectations  
• Identify teachers not meeting expectations  
• Determine opportunities to make a change in placement  
• Review staffing projections  
• Adjust current and hire additional staff as needed | **Assessment:**  
• Choose or build assessments that provide information on student progress toward meeting end of year expectations (Grade Level Teacher Teams)  
• Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)  
**Observation & Feedback:**  
• Assign evaluators and define the observation and feedback processes  
• Set the observation schedule  
• Develop a Teacher Support Plan  
• Define the process for providing meaningful feedback and ongoing support  
• Begin observations | **Step 6: Make teacher placement decisions**  
• Identify teachers meeting and exceeding expectations  
• Identify teachers not meeting expectations  
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• Adjust current and hire additional staff as needed | **Assessment:**  
• Choose or build assessments that provide information on student progress toward meeting end of year expectations (Grade Level Teacher Teams)  
• Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)  
**Observation & Feedback:**  
• Assign evaluators and define the observation and feedback processes  
• Set the observation schedule  
• Develop a Teacher Support Plan  
• Define the process for providing meaningful feedback and ongoing support  
• Begin observations | **Principal Report Cards:**  
• K-8  
• High School  
• K-12  
• School Report Cards  
• District/School Assessment Results  
• Compass Reports |
CASE STUDY 1: FOUNDATION ELEMENTARY

Grades: K-5  
District: Global Parish Schools  
Leadership Staff: Principal, Assistant Principal, Counselor, Instructional Coach  
Number of Years as Principal: 2

The principal of Foundation Elementary School, in collaboration with a team of leaders, reviewed the Instructional Leadership actions and set things in motion for the school year. The following case study provides details of the key decisions made by school leadership to ensure a positive impact on student achievement is realized. As you study their processes, consider the school you lead and how you will accomplish the intended outcome at each step.

STEP 1: UNDERSTAND RESULTS

To set meaningful school goals, it is critical that principals and their leadership teams understand how school performance scores are calculated, the associated assessments and the current and historical performance of their school and peer schools. Foundation Elementary engaged in the following steps to gain this deep level of understanding.

### KEY ACTIONS

- Identify members to serve as the school leadership team
- Review and understand the school accountability structure
- Understand school performance results (SPS and Components of SPS)
- Analyze student achievement results
- Analyze teacher performance results

### KEY RESOURCES

**USE OF DATA**

- Principal Report Card - Elementary
- School Leader Guide - SLTs
- School Report Cards
- District/School Assessment Results
- Compass Reports

**KEY RESOURCES**

- School accountability overview
- Understanding K-8 SPS

### FOUNDATION ELEMENTARY INSTRUCTIONAL LEADERSHIP TEAM

- Principal
- Assistant Principal
- Instructional Coach/RTI Teacher
- Counselor
- Lead Special Education Teacher
- A lead teacher representing each grade level K-5

After the Principal reviewed the Accountability structure with the Instructional Leadership Team, they reviewed the last two years of data, created a data summary ("ELEMENTARY Appendix A") and discussed a set of guiding questions to arrive at a set of summary statements.

### GUIDING QUESTIONS – SCHOOL PERFORMANCE:

1. Looking across multiple years of data, are there components that show a consistent increase or decrease?
2. Within the identified areas, are there apparent outliers (e.g. grade level, subject area, high achievers, low achievers)?
3. Where is there evidence of success?
4. What are the opportunities for improvement?

### SUMMARY OF FINDINGS:

- Currently, Foundation Elementary School is a C school with an SPS of 81.9.
- English declined this year but remains the highest Assessment Index.
- While mathematics increased from last year to this year, across grades 3-5 it is still significantly lower than other content areas.
- When examining performance in math by grade level, 5th grade mathematics was significantly lower than other grades.
- Proficiency rate is declining overall, and specifically for students with disabilities.
STEP TWO: SET GOALS FOCUSED ON SCHOOL GROWTH

The school leader is responsible for the growth of educators and students within the school – as reflected in principals’ annual goals (student learning targets (SLTs)) aligned to the school performance score.

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
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<tbody>
<tr>
<td>• Identify targets and SPS components needing more attention than others</td>
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<td>• Identify students needing more attention than others</td>
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<tr>
<td>• Define how the identified priorities and targets will be reflected in individual goals</td>
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<tr>
<td>• Write leader goals including:</td>
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<tr>
<td>» One that is based on overall SPS</td>
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<tr>
<td>» One that is a component of SPS reflective of the overall SPS goal</td>
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<tr>
<td>• Share performance, school-wide goals and leader SLTs with school staff</td>
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<tr>
<td>• Guide others (teachers, counselors, librarians) to set goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting Guidance</td>
<td></td>
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<tr>
<td>• Leaders</td>
<td></td>
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<tr>
<td>• Others</td>
<td></td>
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<tr>
<td>Assessment Items to Gather</td>
<td></td>
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<tr>
<td>• Baseline/Diagnostic Data</td>
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<td>• Practice Tests</td>
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<td>• EAGLE</td>
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<tr>
<td>• Principal Report Card - Elementary</td>
<td></td>
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<tr>
<td>• School Summaries:</td>
<td></td>
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<tr>
<td>» School Performance Data Summary (&quot;ELEMENTARY Appendix A&quot; Table 1)</td>
<td></td>
</tr>
<tr>
<td>» Leadership Team Identified Targets (&quot;ELEMENTARY Appendix A&quot; Table 2)</td>
<td></td>
</tr>
<tr>
<td>» Focus Student Population (&quot;ELEMENTARY Appendix A&quot; Table 3)</td>
<td></td>
</tr>
</tbody>
</table>

SET SCHOOL-WIDE ANNUAL GOALS

The Instructional Leadership Team met to determine the Assessment Index (A.I) targets "ELEMENTARY Appendix A" for each grade/subject area that contributes to SPS. Once these steps are complete, they are prepared to guide the individual goal setting process.

PRINCIPAL AND ASSISTANT PRINCIPAL SET GOALS

The Principal sets the following student learning goals:

• Overall SPS: Current year student achievement, as measured by SPS, will meet or exceed the recommended LDE target.

• Specific SPS Component: Current year student achievement, as measured by the Math Assessment Index, will meet or exceed the recommended LDE target.

The Assistant Principal sets the following student learning goals:

• Overall SPS: Current year student achievement, as measured by SPS, will meet or exceed the recommended LDE target.

• Specific SPS Component: Current year student achievement, as measured by the ELA Assessment Index, will meet or exceed the recommended LDE target.

GUIDE OTHERS TO SET GOALS

Using the content area targets, members of the Instructional Leadership Team on page 19 wrote their goals in collaboration with the Principal and supported others through the process using best practices in goal setting. Examples of the goals set by these educators are provided below.

### TABLE A: SAMPLE GOAL SETTING ALIGNMENT

<table>
<thead>
<tr>
<th>Role</th>
<th>Focus of Goals</th>
<th>Alignment to School-Wide Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Grade Teacher: All subjects</td>
<td>Fluency and Mastery of current grade level content and fluency</td>
<td>Mathematics was identified as the lowest performing subject area</td>
</tr>
<tr>
<td>4th Grade Teacher: ELA &amp; Math</td>
<td>Student Writing Mastery of current grade level mathematics priority content</td>
<td>ELA and Mathematics Assessment Index Target</td>
</tr>
<tr>
<td>5th Grade Teacher: Science &amp; Social Studies</td>
<td>Social Studies Tasks Science Tasks</td>
<td>Social Studies and Science Assessment Index Target</td>
</tr>
<tr>
<td>Special Education Teacher: Grades 3-5</td>
<td>Mathematics – Individual Learning Goals</td>
<td>Mathematics Assessment Index Target Population Focus: Proficiency</td>
</tr>
</tbody>
</table>
STEP THREE: MONITOR PROGRESS & PROVIDE FEEDBACK

As the year advances, monitoring progress toward goals is accomplished in two ways. Assessment of student learning and observation of teacher practice throughout the year provide school leaders with data and evidence to make adjustments where needed prior to end of year assessments.

**KEY ACTIONS**

**Assessment:**
- Choose or build assessments that provide information on student mastery of the standards (Grade Level Teacher Teams)
- Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team page 19).

**Observation & Feedback:**
- Assign evaluators and define the observation and feedback processes
- Set the observation schedule
- Develop a Teacher Support Plan
- Define the process for providing meaningful feedback and ongoing support

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Resource Reviews</td>
<td>Prior Year Compass Data</td>
</tr>
<tr>
<td>Assessment Use Chart</td>
<td>Principal Report Card</td>
</tr>
<tr>
<td>Observation &amp; Feedback Tools</td>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
</tr>
</tbody>
</table>
| Content Tasks | School Data Summaries:
| Practice Tests | » School Performance Data Summary ("ELEMENTARY Appendix A" Table 1)
| EAGLE | » Leadership Team Identified Targets ("ELEMENTARY Appendix A" Table 2)
| | » Focus Student Population ("ELEMENTARY Appendix A" Table 3) |

**COMMON ASSESSMENTS**

Interim assessments provide detailed information to be used to improve instruction and student learning throughout the school year. Foundation Elementary is located in a district that has not chosen benchmark assessments to be administered district-wide. The Instructional Leadership Team on page 19 sets a plan in motion to guide grade level teachers in the development of common assessments for ELA and mathematics. The Principal and Assistant Principal communicate with teachers about how the assessments will be administered and scored while defining a set of questions that will guide the review of results in a collaborative multi-grade level setting.

**OBSERVATION & FEEDBACK**

Knowing that the observation and feedback process has the power to improve teaching and learning, the Principal and Assistant Principal at Foundation Elementary School collaborate to prioritize this work.

1. **Assign Evaluators and Define the Process**

The Principal and Assistant Principal reviewed the following for each teacher:
- teacher effectiveness ratings
- prior year assessment indices by subject
- total years teaching
- number of years at the school

The Principal of Foundation Elementary determines that it is important for her to be the assigned evaluator of teachers needing the greatest level of support. She and the Assistant Principal identify such teachers as those assigned to tested grades and subjects and with prior year math achievement data on page 19 below the identified school target "ELEMENTARY Appendix A". After the Principal identified her list of teachers to evaluate, similar criteria was used to assign teachers for the Assistant Principal to evaluate. A summary of assignments is below and includes notes about their process to monitor progress by supporting teachers through full lesson observations and focused observations.

**Foundation Elementary School Process**

**ASSESSMENT RESULTS PROTOCOL**

This formative process begins with identifying the time and space for our teachers to collaborate and review results by asking the following questions:
- Are students meeting expected levels of proficiency? Are they in need of additional support?
- Is there a group of students in need of extended learning based on exceeding expectations?
- Which teachers bring students to high levels of achievement and the specific teacher instructional practices that led to such success?
- Are there teachers who are struggling to help students become proficient and the potential barriers to success?
- What are the specific skills or concepts that all teachers struggled to help students achieve at the expected level?
### TABLE B: Assigning Evaluators

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Teacher Assignment Determination</th>
<th>Process Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>All teachers:</td>
<td>Evaluators will:</td>
</tr>
<tr>
<td></td>
<td>• grades 3-5 with 0-5 years of experience overall</td>
<td>• be assigned as evaluators to approximately the same number of teachers</td>
</tr>
<tr>
<td></td>
<td>• in their first year at school</td>
<td>• conduct regular focused observations of all classrooms, regardless of evaluator assignments</td>
</tr>
<tr>
<td></td>
<td>• with an overall rating of Ineffective or Effective Emerging in the previous year</td>
<td>• use evidence/data collected from all observations and focused observations during end of year processes</td>
</tr>
<tr>
<td></td>
<td>• with Math scores below the identified school-wide target</td>
<td>• conduct content focused observations to ensure progress toward goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use combined focused observation data to identify school-wide trends and adjust professional development activities as needed.</td>
</tr>
<tr>
<td>Assistant</td>
<td>All teachers:</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>• grades K-2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• with ELA scores below the identified school-wide target</td>
<td></td>
</tr>
</tbody>
</table>

2. **Set the Observation Schedule**

Foundation Elementary School leaders recognize the importance of ensuring all teachers receive individualized support throughout the year, with some teachers requiring more support than others. They prioritize observation and feedback schedules based on teacher support needs and to ensure the [minimum observation requirements](#) are met.

### TABLE C: Observing Teacher Practice Timeline

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Main Activities</th>
<th>Additional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>During this time, all staff will be focused on the goal setting process.</td>
<td>Conduct walkthroughs in all classrooms and confirm levels of support needed for each teacher</td>
</tr>
<tr>
<td>September</td>
<td><strong>Formal Observations of:</strong></td>
<td><strong>Conduct Focused observations of:</strong></td>
</tr>
<tr>
<td></td>
<td>• Teachers rated Ineffective or Effective Emerging overall in the previous year</td>
<td>• teachers in their first year at Foundation Elementary</td>
</tr>
<tr>
<td></td>
<td>• Teachers with ELA and math student achievement data that is below the school-wide target</td>
<td>• teachers with 0-5 years of experience overall</td>
</tr>
<tr>
<td></td>
<td>• Other teachers identified during August focused observations</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td><strong>Formal Observations of:</strong></td>
<td><strong>Conduct focused observations of:</strong></td>
</tr>
<tr>
<td></td>
<td>• teachers in their first year at Foundation Elementary</td>
<td>• teachers who were observed in September – focus areas based on opportunities for improvement</td>
</tr>
<tr>
<td></td>
<td>• teachers with 0-5 years of experience overall</td>
<td></td>
</tr>
<tr>
<td>November -</td>
<td><strong>Formal Observations of:</strong></td>
<td><strong>Conduct focused observations of:</strong></td>
</tr>
<tr>
<td>December</td>
<td>• all teachers who have not yet received a full lesson observation</td>
<td>• teachers with a current year observation rating of Ineffective or Effective Emerging</td>
</tr>
<tr>
<td>Mid-Year</td>
<td><strong>The Principal and Assistant Principal:</strong></td>
<td><strong>The Principal and Assistant Principal:</strong></td>
</tr>
<tr>
<td></td>
<td>• meet to review observation results and discuss progress in supporting teachers</td>
<td>• review support structures currently in place</td>
</tr>
<tr>
<td></td>
<td>• assess the support needs of each teacher</td>
<td>• ensure structures respond to the identified teacher support needs</td>
</tr>
<tr>
<td></td>
<td>• develop a plan to meet individual needs throughout the remainder of the year</td>
<td>• communicate with the Instructional Leadership Team and mentor teachers regarding their role in supporting peer teachers</td>
</tr>
<tr>
<td>January - May</td>
<td><strong>Support teachers based on individual needs through:</strong></td>
<td><strong>Ensure observation and feedback activities provide:</strong></td>
</tr>
<tr>
<td></td>
<td>• focused observations</td>
<td>• a complete and accurate picture of performance including strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>• timely and actionable feedback</td>
<td>• the ability to impart individualized feedback so that teachers improve and end of year ratings accurately reflect the professional practice of each teacher</td>
</tr>
<tr>
<td></td>
<td>• peer mentoring and collaboration</td>
<td>• opportunities to meet the minimum requirements in term of observations and end of year ratings accurately reflect individual teacher effectiveness ratings</td>
</tr>
<tr>
<td></td>
<td>• defined next steps</td>
<td></td>
</tr>
</tbody>
</table>
TEACHER SUPPORT PLAN

The principal and assistant principal plan to use a variety of supports to guide teachers to improve. Recognizing the value of peer educators and their ability to influence others, the following is considered as they develop a Teacher Support Plan.

Peer Mentor Teachers and Instructional Leadership Team

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

FEEDBACK AND CONTINUOUS SUPPORT

Additional planning conversations set the stage for how teachers will be provided meaningful feedback throughout the year. Together, the Principal and Assistant Principals work with the Instructional Leadership Team on page 19 to develop a set of practices/norms.

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?
STEP FOUR: DIFFERENTIATE TEACHER SUPPORT
Using data from progress monitoring, the school leaders determine how to best support each teacher throughout the year.

**KEY ACTIONS**
- Identify levels of support for individual teachers
- Develop a schedule of support in collaboration with other leaders
- Communicate with Instructional Leadership Team about peer mentoring opportunities
- Determine method for documenting supports provided

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Teacher Support Form</td>
<td>Common/Benchmark Assessment Results</td>
</tr>
<tr>
<td>Instructional Observation &amp; Feedback Guides focus on key “look fors” in:</td>
<td>Observation Data (CIS and Other Notes/Evidence)</td>
</tr>
<tr>
<td>» ELA</td>
<td></td>
</tr>
<tr>
<td>» Mathematics</td>
<td></td>
</tr>
<tr>
<td>Professional Development Offerings</td>
<td></td>
</tr>
<tr>
<td>Center for Educational Research 5D+™ Inquiry Cycle</td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td></td>
</tr>
</tbody>
</table>

Key Tools and Resources
- Sample Teacher Support Form
- Instructional Observation & Feedback Guides focus on key “look fors” in:
  - ELA
  - Mathematics
- Professional Development Offerings
- Center for Educational Research 5D+™ Inquiry Cycle
- CIS

Use of Data
- Common/Benchmark Assessment Results
- Observation Data (CIS and Other Notes/Evidence)

As the Principal and Assistant Principal support teachers during the first term, they will use a set of questions to determine the specific needs of each teacher. Responses will be used to collaborate with teachers to define action plans aligned to their needs.

- Is the teacher teaching the right content in a way that reflects the defined shifts?
- Given available interim data, are students learning at a level necessary for success?
- What are the potential barriers to success for the teacher?
- What can this teacher learn from the successes taking place in other classrooms?
- Is the teacher making progress on their identified Professional Growth Plan Goals?
- How can this teacher be supported to improve?

The Observation & Feedback Year-Long Cycle for one Foundation Elementary teacher is provided in “ELEMENTARY Appendix B”.

---
**STEP FIVE: REFLECT ON PROGRESS THROUGH END-OF-YEAR CONVERSATIONS**

To close out the school year, the Principal and Assistant Principal reflect on student and teacher progress during conversations with their **Instructional Leadership Team** and with individual teachers.

### Key Actions
- Gather available end of year (EOY) data
- Compare EOY results to the targets set at the beginning of the year
- Complete teacher final evaluations
- Engage in end of year conversations

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS calculator</td>
<td>Leadership Team Identified Targets (<em>ELEMENTARY Appendix A</em> Table 2)</td>
</tr>
<tr>
<td>End of Year Guidance 2014-2015</td>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
</tr>
<tr>
<td>CIS</td>
<td>Compass Reports</td>
</tr>
<tr>
<td></td>
<td>School Report Cards</td>
</tr>
<tr>
<td></td>
<td>District/School Assessment Results</td>
</tr>
</tbody>
</table>

**School and Principal Reflections:** As soon as results are available, the **SPS calculator** is used to estimate the overall Assessment Index (A.I.) as well as for each subject and grade level. They compare the results to the targets set at the beginning of the year. (*ELEMENTARY Appendix A* Table 2). This process provides the opportunity to estimate the extent to which their annual goals were achieved/not achieved.

**Teacher Reflections:** While the end of the year conversation is intended to close out a year in terms of teacher rating, it is even more important to use this time to reflect and set things in motion for the next school year. Given what is known about student progress this past year and the expectations for next year, conversation at the end of the year should center on:
- What led to/hindered student success?
- How did data inform your instruction this year? How will the data collected this year help you plan for future instruction?
- What changes in practice took place this year? What additional changes need to take place?
- What resources are available or needed to support teacher and student success?

**STEP SIX: MAKE TEACHER PLACEMENT DECISIONS**

Once the principal and assistant principal have a clear sense of teachers’ strengths and needs, they are able to make teacher placement decisions for the following year. Decisions about who will continue in the following year, and what grades/subjects individual teachers will teach begin with a series of questions.

- What data will be used to make teacher placement decisions?
- Are there opportunities to make a change in assignments (subjects, grade levels, etc.)?
- Is there opportunity to promote some teachers into leadership positions, including Teacher Leader and mentor teacher roles?

### Key Actions
- Identify teachers meeting and exceeding expectations
- Identify teachers not meeting expectations
- Determine opportunities to make placement changes
- Review staffing projections
- Adjust current and hire additional staff as needed

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Year Guidance 2014-2015</td>
<td>Leadership Team Identified Targets (<em>ELEMENTARY Appendix A</em> Table 2)</td>
</tr>
<tr>
<td></td>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
</tr>
<tr>
<td></td>
<td>Compass Reports</td>
</tr>
<tr>
<td></td>
<td>LDE Recommended School Performance Targets (Available Summer 2015)</td>
</tr>
<tr>
<td></td>
<td>District/School Assessment Results</td>
</tr>
</tbody>
</table>
TABLE I: LETTER GRADE and PERFORMANCE SCORE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS</td>
<td>Letter Grade</td>
<td>SPS</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>88.5</td>
<td>B</td>
<td>81.9</td>
<td>C</td>
</tr>
</tbody>
</table>

TABLE 2: ASSESSMENT INDEX

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>70.2</td>
<td>76.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>96.0</td>
<td>94.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>84.6</td>
<td>84.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>79.3</td>
<td>79.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall A.I.</td>
<td>84.0</td>
<td>81.9</td>
<td>70.8</td>
<td>85.0</td>
</tr>
<tr>
<td>Progress Points</td>
<td>4.5</td>
<td>0</td>
<td>5.0</td>
<td>5.6</td>
</tr>
</tbody>
</table>

TABLE 3: 2015-2016 TARGETS BY SPS COMPONENT

<table>
<thead>
<tr>
<th>SPS Component</th>
<th>2015-2016 Targets</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A.I. and Proficiency</td>
<td></td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>ELA A.I. and Proficiency</td>
<td></td>
<td>Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Science A.I. and Proficiency</td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>Social Studies A.I. and Proficiency</td>
<td>LDOE Recommended Targets (Available Summer 2015)</td>
<td>Teachers</td>
</tr>
<tr>
<td>Overall A.I. and Proficiency</td>
<td></td>
<td>Leadership Team</td>
</tr>
<tr>
<td>Progress Points</td>
<td></td>
<td>Grade Level Lead Teachers, Teachers</td>
</tr>
<tr>
<td>SPS</td>
<td></td>
<td>Principal</td>
</tr>
</tbody>
</table>

TABLE 4: PROFICIENCY GOALS - STUDENTS WITH DISABILITIES

<table>
<thead>
<tr>
<th>2013-14 ELA % Proficient</th>
<th>Target ELA % Proficient</th>
<th>2013-14 MATH % Proficient</th>
<th>Target Math % Proficient</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>60%</td>
<td>32%</td>
<td>45%</td>
<td>Lead Special Education, Teacher, Teachers</td>
</tr>
</tbody>
</table>
I. 2014-2015 END OF YEAR REFLECTION

SUMMARY: COMPASS FINAL END OF YEAR RATINGS

Professional Practice: 2.5 (Effective: Proficient)
Student Growth: 2.5 (SLTs and TSGD)
Overall: Effective: Proficient

COMMUNICATION & DOCUMENTATION: Sample Excerpts

End of Year Conversation: Planning Email

May 20th, 2015

Mrs. Johnson,

We will meet on May 30th at 2:45 to reflect on the prior year. Our conversation will focus on the impact your instruction had on student learning. The following questions will guide the conversation and at the conclusion of our meeting, an overall rating will be assigned and we will collaborate to identify next steps. Please consider the following and come prepared to discuss.

• 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 teacher and student success?
• How did data inform your instruction this year? How will the data collected this year help you plan for future instruction?

I am looking forward to reflecting on the 2014-2015 school year and supporting you in the future.

Mrs. Allen,
Principal

End of Year: CIS Entry

Throughout the year, improvements were noted in Domains 1 and 2. At the beginning of the year, student learning was progressing but this did not continue as indicated by the student growth score.

Teacher’s Next Steps
Prior to the beginning of the next school year, gain a deeper understanding of moving students toward end of year goals and monitoring progress by:

a. meeting with peer teachers
b. attending appropriate professional development opportunities

II. BEGINNING OF THE YEAR (2015-2016)

GOAL SETTING: Student Learning Targets (SLTs)

At the beginning of the year, the Instructional Leadership Team shared school-wide progress toward goals and the targets set for 2015-16. This set the expectations for individual goal setting and the teacher collaborated with her evaluator throughout the process to arrive at the following goals.

SLT1: 80% of my students will achieve a score of 80% or higher on the end of year common assessment aligned to PARCC and focused on the major math content for 4th grade (4.OA.1-3, 4.NBT.1-6, and 4.NF.1-7).

SLT2: 84% of students who scored non-proficient on the 3rd grade PARCC Math assessment will meet or exceed their expected transitional student growth score as determined by the 4th Grade PARCC Math assessment.

SLT3: The average ELA Assessment Index, as determined by my students’ performance on the PARCC assessment administered in Spring 2016, will be 97.6 or higher.

The evaluator reviewed the goals submitted by the teacher and accepted them while providing comments for each.
COMMUNICATION & DOCUMENTATION: Sample Excerpts

Student Learning Targets: CIS Entry

Evaluator Comments for SLT1: The lowest subject area Assessment Index (A.I.) is Mathematics. Focusing on the major content and engaging in regular formative assessment practices support achievement of the school-wide math target.

Evaluator Comments for SLT2: Foundation Elementary did not receive progress points the prior year meaning we did not bring students to the expected level of achievement as measured by TSGD. This goal is evidence that the teacher recognizes the importance of focusing on the specific needs of groups of students.

Evaluator Comments for SLT3: A target of 97.6 aligns to the school-wide ELA Target Assessment Index.

FORMAL OBSERVATION

The evaluator collected evidence by completing the components of a formal observation as outlined in the District PEP. A 4th grade math lesson was the focus and evidence was collected during a pre-observation conference (September 8th), full lesson observation (September 9th) and post-observation conference (September 15th).

<table>
<thead>
<tr>
<th>1c</th>
<th>2c</th>
<th>3b</th>
<th>3c</th>
<th>3d</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>3.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

COMMUNICATION & DOCUMENTATION: Sample Excerpts

Formal Observation: Face to Face Meetings

Pre-observation Conference: September 8th (30 minutes*)

During this conference time, discussion focused on:

• goal of the lesson (learning objectives)
• how the lesson connects to yearlong goals
• the connection of each part of the lesson to the goals

Lesson modifications were suggested primarily to ensure that the daily objective is focused on what students will learn – not just what they will do.

Full Lesson Observation: September 9th (55 minutes*)

Post-observation Conference: September 15th (30 minutes*)

*Times are estimates based on this teacher’s specific support needs and will vary based on teacher and principal.

In addition to the ratings of each component, the evaluator provided a focused set of comments to guide the teacher in next steps through specific evidence and suggestions.

Strengths: The teacher had a well-planned lesson that led to smooth transitions and little non-instructional time. Students knew how to quickly move into the group activity and required little direction to begin the learning activity. (2c)

Opportunities for Improvement:

• Outcome listed on the board and shared in pre-observation conference was stated as an activity: “Students will work in groups to complete a math activity.” Learning outcomes for the day were not communicated to the students. During the pre-observation conference, the objective was discussed as a necessary adjustment but this did not occur. (1c)

• Students were required to “use decimal notation for fractions with denominators 10 or 100 and compare to decimals,” they were not required to apply this knowledge. Two students freely explained their reasoning throughout the lesson but the same was not expected of all students. (3c)

• During teacher led instruction and small group work, the teacher monitored for attention and general understanding (“raise your hand if you got this as an answer”) but did not use strategies to determine understanding of individual students or to develop deeper understanding (implementing Talk Moves would be a possible first step here). (3d)

III. 1st TERM SUPPORT (2015-2016)

MONITORING PROGRESS & SUPPORTING IMPROVEMENT #1

The Assistant Principal collected evidence during a focused observation on October 6th and she met with the principal to discuss and plan next steps.

Focus Areas: 1c, 3c, and 3d (Math)

Feedback was sent via email to the teacher with a carbon copy sent to the principal.
October 8, 2015
Hello Mrs. Johnson,

As a follow-up to the formal observation completed by Mrs. Allen, your evaluator, I conducted a focused observation to gain more information about how we can better support you this year. During the time I was observing the math lesson, I focused on Component 1c and 3d. Below, I am providing a summary of what I observed on October 6th followed by suggested next steps.

The daily outcomes as posted and shared with students were stated in terms of what the students will learn (1c) but I noticed:
1) the activities did not clearly align to the outcomes. The outcomes called for students to “illustrate and explain calculations” but the activities only required them to multiply whole numbers. (3c)
2) you provided each group with an answer key to check their work once completed and directed them to talk about if they agree or disagree. It did not appear that you were actively monitoring for understanding/misunderstanding as they worked in groups. (3d)

Together, Mrs. Allen and I are suggesting that you schedule time with two teachers: Ms. Jackson and Mr. James. They have been identified by our Leadership Team as doing an excellent job of planning and delivering instruction that leads to student learning. We have communicated with these teachers about supporting others throughout the year. As you collaborate with them, seek guidance on not only how to incorporate strategies related to 3c and 3d, but also to ensure there is alignment to the learning outcomes. Also, please share your progress with us by:

• sending an email summary every two weeks (to me and copy Mrs. Allen, Assistant Principal) including notes from the peer observations and highlight what was learned relative to the focus areas.
• noting, in future lesson plans (ELA and math), how you are incorporating new strategies or practices learned during the peer observations and other professional learning efforts.

Please let me know if you have any questions related to the above. I am happy to meet with you to discuss what was observed and how to proceed with next steps.

Thank you,
Mrs. Young,
Assistant Principal

MONITORING PROGRESS & SUPPORTING IMPROVEMENT #2

The evaluator collected evidence during focused observations on October 20th and 23rd using the ELA Instructional Observation & Feedback Guide.

Focus Areas: 3b, 3c, and 3d (ELA)

Feedback and progress to date were discussed in a 30 minute face to face meeting. CIS was used to collect evidence and record/communicate next steps.

Foundation Elementary School Process
TEACHER PLACEMENT DECISIONS

When it comes to making teacher placement decisions the instructional leaders must consider what is best for overall school success. We use a shared decision making approach that includes various staff and a reflective review of data to ensure the most appropriate hire and/or placement in order for our students to be most successful.

The following data and information is used when making placement decisions for current staff:
• Leadership Team Identified Targets (Appendix A - TABLE 2: ASSESSMENT INDEX)
• Individual Teacher Student Achievement Data
• Observation and Feedback Qualitative Summary Data
• Instructional Leadership Team Input
• Compass Teacher Effectiveness Data

When the opportunity exists to hire new teachers, we collaborate with grade level leaders and focus on key questions:
• Where and how do you think you will make the greatest impact?
• Given your vision of excellence, what role will you play on a day to day basis in helping establish that excellence?
• Describe for us a time in which you have successfully collaborated with a colleague in order to achieve positive academic student outcomes.
Focused Observations: Feedback Meeting

Meeting Conversation Agenda:
I. Teacher Self Reflection
II. Progress Since Last Observation
III. Identify Next Steps and Timelines

CIS ENTRY

Summary Notes/Comments:
To gain a full picture of the teacher’s effectiveness in planning and delivering instruction, I chose to observe instruction of ELA. The following was observed:
• the teacher has planned lessons focused on the right ELA content/skills and the use of texts are at the center of instruction (1c)
• similar to the evidence collected during math lesson observations, the extent to which the teacher has knowledge of how/if students are progressing in their learning is not clear. (Domain 3)

Evaluator’s Next Steps: As we discussed during our check-in meeting, I have identified teachers who are skilled in Domain 3 and will communicate with them regarding the opportunity for you to conduct peer observations. Mrs. Young (AP) and I will continue to support your efforts through focused observations and by reviewing/responding to the information you submit (see next steps).

Teacher’s Next Steps:
• Use the ELA Instructional Observation & Feedback Guide while planning lessons and observing peers.
• Every two weeks, send an email summary (to me and copy Mrs. Young, Assistant principal) including notes from the peer observations and highlight what was learned relative to the focus areas.
• In future lesson plans (ELA and math), note how new strategies or practices learned during the peer observations and other efforts are being incorporated into the lessons plans and instruction.

IV. MIDYEAR REVIEW (2015-2016)

MONITORING PROGRESS & SUPPORTING IMPROVEMENT #3

The evaluator conducted a focused observation using the Math Instructional Observation & Feedback Guide on January 12th.

Focus Areas: 1c, 3b, 3c, and 3d (Math)
A reflection of progress to date was requested/shared in an email. The principal, assistant principal and teacher met face to face to review reflections, observation evidence, and plan next steps. CIS was used to record progress to date and next steps.

COMMUNICATION & DOCUMENTATION: Sample Excerpts

Mid-Year Review: Planning Email

Mrs. Johnson,

At this point in the year, we would like to take some time to reflect on progress to date. Please review the questions below and respond via email by January 20th. In order to plan next steps for supporting in a way that is meaningful, please include data related to the mid-year benchmark Math Assessment to support your responses.
• To what extent are students learning the priority content and progressing toward their goals?
• What actions have you taken to ensure that students make progress toward their goals?
• What actions seem to have the most impact on student learning?

On January 22nd, we will meet with you to review and develop a plan to support your efforts during the remainder of the year. If you have any questions or need guidance on how to complete the above, please do not hesitate to contact us.

Mrs. Allen & Mrs. Young

Mid-Year Review: Feedback Meeting

Meeting Agenda:
I. Teacher Self Reflection (sent in advance)
II. Progress since the formal observation
III. Assessment of support to date
III. Identify Next Steps and Timelines
Mid-Year Review: CIS Entry

Notes/Comments: The observed actions indicate the teacher is improving in 1c and that the teacher is implementing new practices learned during the suggested peer observations.

Next Steps: Additional information was requested of the teacher via email related to student progress toward the goals set and we met to discuss. Based on these responses, we collaborated to determine how to best support instruction during the second half of the year. This will include focused observations and possible support of a mentor teacher.

V. 2nd TERM SUPPORT (2015–2016)

MONITORING PROGRESS & SUPPORTING IMPROVEMENT #1

The Assistant Principal conducts a focused observation on February 10th.

Focus Areas: 3c and 3d (math)

Feedback is provided during a face to face meeting to review progress and plan next steps.

COMMUNICATION & DOCUMENTATION: Sample Excerpts

Focused Observation: Feedback Meeting

Meeting Date: February 12th

Attendees: Mrs. Allen, Mrs. Young and Mrs. Johnson

Meeting Dialogue

Mrs. Young: I observed Mrs. Johnson on February 22nd and I am pleased with the progress that has taken place since the beginning of the year. Specifically, I see an increase in the connection between the activities planned and the students’ ability to explain their reasoning. In the lesson plan, I noticed Mrs. Johnson included specific questions to be asked throughout and this included exemplar and anticipated student responses. These questions indicate that she is thinking through how best to understand whether her students are or are not progressing in their understanding of the content. Mrs. Johnson, given where we are in the year and the goals you are working toward, what do you think is the right next step in improving practice this year?

Mrs. Johnson: I think it would be helpful to work directly with a teacher who is successful in engaging students and assessing understanding during instruction. Is that possible?

Mrs. Allen: Yes, that is possible and I agree that receiving support from a mentor teacher in the area of formative assessment is the right next step. At the beginning of the year, we identified teachers to serve as mentors. Mrs. Young will connect you with two teachers. When you meet with them, I suggest that you collaborate to:

1) review progress to date
2) plan a lesson
3) arrange for one of them to conduct a peer observation of the planned lesson
4) reflect on the lesson and define next steps.

Following the peer observation, please email Mrs. Young and I a summary of the experience. Once you have had an opportunity to begin the above, I would like to complete additional focused observations beginning on March 1st. How does that sound?

Mrs. Johnson: Thank you very much and yes, it will be good to have your continued support.

Mrs. Young: Please let me know if I can assist with anything.

MONITORING PROGRESS & SUPPORTING IMPROVEMENT #2

Principal conducts multiple focused observations between March 1st and 31st.

Feedback is provided in an email and evidence reflective of this set of focused observations is recorded in CIS.
### Focused Observations: Feedback Email

**April 8th Email Communication**

**Mrs. Johnson,**

At the beginning of the year, the following was noted as Opportunities for Improvement. I am providing progress to date as evidenced by the multiple opportunities to observe your instruction. Further guidance is offered and I look forward to supporting you through the remainder of the year.

1. Outcome listed on the board and shared in pre-observation conference was stated as an activity: “Students will work in groups to complete a math activity.” Learning outcomes for the day were not communicated to the students. During the preconference, the objective was discussed as a necessary adjustment but this did not occur. (1c)

   - Progress to date: Not only are your outcomes now 100% reflective of what the students should learn, they reflect high expectations of rigor and are differentiated so that students take risks and are engaged in learning that far exceeds the factual level of understanding.

2. Students were required to “use decimal notation for fractions with denominators 10 or 100 and compare to decimals,” they were not required to apply this knowledge. Two students freely explained their reasoning throughout but this was not expected of all students. (3c)

3. During teacher led instruction and small group work, the teacher monitored for attention and general understanding (“raise your hand if you got this as an answer”) but did not use strategies to determine understanding of individual students or to develop deeper understanding (implementing Talk Moves would be a good first step here). (3d)

   - As stated above, the progress made in setting the learning outcomes at the right level of rigor is exceptional and, with that in place, the activities planned now align to these objectives. Additionally, students appear comfortable with this level of rigor because you are monitoring and supporting their understanding (asking questions, clarifying understanding). Further improvement could be realized here by focusing on how to plan opportunities for students to take a more active role in how they choose to complete tasks and demonstrate their learning.

**Mrs. Allen, Principal**

### Focused Observations: CIS ENTRY

**Notes/Comments**

The following reflects evidence collected during multiple focused observations:

1c and 3c: Outcomes reflect high expectations of rigor and are differentiated so that students take risks and are engaged in learning that far exceeds the factual level of understanding.

“Students will apply their knowledge of the value of coins to compare decimals and fractions with denominators of 10 and 100.”

3b and 3d: In your lesson plans, you are now including an extensive list of questions to ask throughout each lesson, exemplar responses and potential misconceptions associated with each. This appears to have provided you with more information about their learning of the objectives and their progress toward end of year goals.

**Next Steps:** To improve in this area, think about how you can

1) Increase questions asked of individual students in response to monitoring their learning

2) Encourage all students to develop questions of their own as they monitor their learning and the learning of their peers.
VI. END OF YEAR REFLECTION (2015-2016)

OVERALL FINAL RATING

EFFECTIVE: PROFICIENT

COMPONENT DETAILS: COMPASS FINAL END OF YEAR RATINGS

PROFESSIONAL PRACTICE

Considerations

Given all evidence related to this teacher’s professional practice collected during the formal observation and subsequent focused observations, it is determined that she exhibits the skills of a teacher who is Effective: Proficient.

Rating

2.9

Evidence

Formal Observation: Completed September 8th with a score of 2.0

Focused Observations: Multiple (approx. 8) focused observations were completed throughout the year. Feedback sessions/communication took place that guided support and, as a result, the teacher improved in each area. Critical Attributes associated with the Effective: Proficient level of teacher effectiveness not yet evident:

• the teacher builds on and uses student responses to questions effectively
• the teacher calls on most students, even those who don’t initially volunteer
• learning tasks have multiple correct responses or approaches and/or demand higher order thinking
• students have some choice in how they complete learning tasks
• the teacher attempts to engage students in self- or peer-assessment
• students indicate that they clearly understand the characteristics of high quality work

STUDENT GROWTH

Considerations

At the beginning of the year, the teacher set three SLTs. The end of year results related to these SLTs combined with the Content Percentiles (TSGD), were used to determine the final rating.

Rating

3.0

Evidence

SLT #1 Results: Math - 82% of my students scored 80% or higher on the end of year common assessment. This is a 3 on the scoring plan and reflects a considerable impact on student learning.

SLT #2 Results: Math - 92% of students, who scored non-proficient on the 3rd grade PARCC math assessment, met or exceeded their Expected Score on the 4th Grade PARCC math assessment. This is a 4 on the scoring plan and reflects that I exceeded my target by a meaningful margin.

SLT #3 Results: ELA - The average ELA assessment index for my students as measured by the PARCC assessment given in Spring 2016 was 91.7. This is a 2 on the scoring plan and reflects that I did not meet my target of 97.6.

<table>
<thead>
<tr>
<th>TSGD Scores Math</th>
<th>50th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSGD Scores ELA</td>
<td>70th percentile</td>
</tr>
</tbody>
</table>

COMMUNICATION & DOCUMENTATION: Sample Excerpts

END OF YEAR CONVERSATION

Mrs. Allen and Mrs. Johnson met at the end of the year to discuss evidence of teacher practice and student outcomes collected throughout the year. Their conversation centered on a set of questions related to the teacher’s impact on student learning.

What led to/hindered student success?

It was noted that the student outcomes score (as measured by the SLTs) increased from 1.5 in the previous year to 3.0 this year. The following points were discussed:

• Daily targeted intervention with students who were non-proficient in math led to a substantial increase in student proficiency rates.
• The teacher notes that she did not focus as much time planning for ELA lessons. This was reflected in an SLT rating of (2). The number of students who were mastery or advanced in ELA decreased this year.
What changes in practice took place this year? What additional changes need to take place?

Observation and feedback, peer observations, and mentoring activities led to a change in practices throughout the school year. Specific changes in practice included:

- Intervention planning
- Use of math manipulative to encourage discovery learning
- The use of formative assessment to gauge student understanding

Areas noted as evidence and opportunities for future growth include:

- Provide students with more extensive choices during lessons.
- On benchmark assessments, students consistently scored lower on writing tasks when compared to other 4th grade students in the school and district.
- Increase the frequency of activities that require students to write in response to the texts they read and engage in self and peer assessments.

What resources are available or needed to support teacher and student success?

- Grade level planning sessions during the summer with other staff members and appropriate professional development sessions
- Writers Workshop PD sessions hosted by the district
- LDE ELA Summer Institute
- Teacher Leader Regional Meetings (held throughout the year) focusing on use of benchmark assessments in ELA

How did data inform your instruction this year? How will the data collected this year help you plan for future instruction?

The following data was used this year:

- Prior student spring test scores and TSGD were used to set goals and develop instructional plans for the beginning of the school year.
- Daily exit tickets and weekly assessments used to develop math intervention groups and respond to individual student learning needs
- District math benchmark assessments were used to progress monitor student learning and further guide decisions to respond to support individual needs.

Plans for next year:

- Expand the use of data as described above to the subject area of ELA so that student achievement in ELA increases.

The teacher has progressed this year as evidenced by an increase in student growth score and professional practice.

Professional Practice:

Given all evidence collected related to this teacher’s professional practice, it is determined that she exhibits the skills of a teacher who is Effective: Proficient. One formal observation took place and was combined with additional focused observations to arrive at a rating of 2.9 which reflects progress made this year. Critical Attributes associated with the Effective: Proficient level of teacher effectiveness in need of continued focus include:

- the teacher builds on uses student responses to questions effectively
- the teacher calls on most students, even those who do not initially volunteer
- learning tasks have multiple correct responses or approaches and/or demand higher order thinking
- students have some choice in how they complete learning tasks
- the teacher attempts to engage students in self- or peer-assessment
- students indicate that they clearly understand the characteristics of high quality work

Student Growth:

An overall student growth score of 3.0 was assigned. This was determined through the use of the three SLTs and Content Percentiles provided by TSGD.

Teacher’s Next Steps:

Prior to the beginning of the next school year, gain a deeper understanding of moving students toward end of year goals and monitoring progress by:

- meeting with peer teachers
- attending appropriate professional development opportunities
CASE STUDY 2: NEXT STEPS MIDDLE

Grades: 6-8  
District: Global Parish Schools  
Leadership Staff: Principal, two Assistant Principals, two Counselors, Instructional Coach  
Number of Years as Principal: 8  

The principal of Next Steps Middle School, in collaboration with a team of leaders, reviewed the Instructional Leadership actions and set things in motion for the school year. The following case study provides details of the key decisions they made to ensure a positive impact on student achievement is realized. As you study the leadership team processes, consider the school you lead and how you will accomplish the intended outcome at each step.

STEP ONE: UNDERSTAND RESULTS

To set meaningful school goals, it is critical that principals and their leadership teams understand how school performance scores are calculated, the associated assessments and the current and historical performance of their school and peer schools. Next Steps Middle engaged in the following steps to gain this deep level of understanding.

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify members to serve as the school leadership team</td>
</tr>
<tr>
<td>• Review and understand the school accountability structure</td>
</tr>
<tr>
<td>• Understand school performance results (SPS and Components of SPS)</td>
</tr>
<tr>
<td>• Analyze student achievement results</td>
</tr>
<tr>
<td>• Analyze teacher performance results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USE OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principal Report Card – Middle School</td>
</tr>
<tr>
<td>• School Leader Guide – SLTs</td>
</tr>
<tr>
<td>• School Report Cards</td>
</tr>
<tr>
<td>• District/School Assessment Results</td>
</tr>
<tr>
<td>• Compass Reports</td>
</tr>
</tbody>
</table>

### NEXT STEPS MIDDLE SCHOOL INSTRUCTIONAL LEADERSHIP TEAM
- Principal
- Assistant Principals
- Instructional Coach/RTI Teacher
- Counselors
- Lead Special Education Teacher
- Lead teachers representing each grade level, four core subject areas and most widely accessed electives

After the Principal reviewed the Accountability structure with the Instructional Leadership Team, they reviewed the last two years of data, created a data summary (Appendix A) and used the following guiding questions to arrive at a set of summary statements.

1. Looking across multiple years of data, are there components that show a consistent increase or decrease?
2. Within the identified areas, are there apparent outliers (e.g. grade level, subject area, high achievers, low achievers)?
3. Where is there evidence of success?
4. What are the opportunities for improvement?

### SUMMARY OF FINDINGS:
- Currently, Next Steps Middle School is a **C school** with an **SPS of 82.3**. This is the same SPS as the previous year.
- While the **SPS did not change**, this was due in part to progress points as the overall **Assessment Index declined by 4.5 points**.
- **Social Studies** declined this year but remains the highest Assessment Index.
- Three of the four subject area **Assessment Indices declined** with **Mathematics declining the most** by 5.3 points from last year to this year, across grades 6-8.
- When examining the performance by grade and subject, **6th grade experienced an increase** in the percent of students scoring **Advanced and Mastery** in all subject areas.
- **8th grade ELA experienced a decline** in percent of students scoring **Advanced and Mastery** when comparing 8th grade to 8th grade and student cohort. This indicates **individual students declined in ELA performance** as they transitioned from 7th to 8th grade.
- Related to Teacher Performance and Evaluation, **all teachers** were **rated** either **Highly Effective (75%)** or **Effective: Proficient (25%)**. However, a review of **Transitional Student Growth** scores indicate 58% of applicable teachers as **Effective: Emerging (54%)** or **Ineffective (4%)**.
STEP TWO: SET GOALS FOCUSED ON SCHOOL GROWTH

The Principal of Next Steps Middle School recognizes the importance of goals in communicating expectations for educator and student growth. Working through each of the key actions below is the first step in the process of school improvement. This is not done alone but in collaboration with the assistant principals and under the guidance of district support staff.

**KEY ACTIONS**

- Identify targets and SPS components needing more attention than others
- Identify students needing more attention than others
- Define how the identified priorities and targets will be reflected in individual goals
- Write leader goals including:
  - One that is based on overall SPS
  - One that is a component of SPS reflective of the overall SPS goal
- Share performance, school-wide goals and leader SLTs with school staff
- Guide others (teachers, counselors, librarians) to set goals

**Key Resources**

<table>
<thead>
<tr>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principal Report Card – Middle School</td>
</tr>
<tr>
<td>• School Summaries:</td>
</tr>
<tr>
<td>» Leadership Team Identified Targets</td>
</tr>
<tr>
<td>» Middle School Appendix A (Table 1)</td>
</tr>
<tr>
<td>• Focus Student Population “Middle School Appendix A” (Table 3)</td>
</tr>
</tbody>
</table>

**SET SCHOOL-WIDE ANNUAL GOALS**

The Instructional Leadership Team on page 35 met to determine the Assessment Index (A.I) targets for each grade/subject area that contributes to SPS. Once these steps are complete, they are prepared to guide the individual goal setting process.

**PRINCIPAL AND ASSISTANT PRINCIPAL SET GOALS**

The Principal sets the following student learning goals:

- **Overall SPS**: Current year student achievement, as measured by SPS, will meet or exceed the recommended LDE target.
- **Specific SPS Component**: Current year student achievement, as measured by the Math Assessment Index, will meet or exceed the recommended LDE target

The Assistant Principal sets the following student learning goals:

- **Overall SPS**: Current year student achievement, as measured by SPS, will meet or exceed the recommended LDE target.
- **Specific SPS Component**: ELA Achievement: Increase in the % of students scoring Advanced and Mastery based on cohort student performance (i.e. compare 7th grade achievement to 8th grade achievement for the same group of students).

**GUIDE OTHERS TO SET GOALS**

Using the content area targets, members of the Instructional Leadership Team on page 35 wrote their goals in collaboration with the Principal and supported others through the process using best practices in goal setting. Examples of the goals set by other educators are provided below.

**TABLE A: SAMPLE GOAL SETTING ALIGNMENT**

<table>
<thead>
<tr>
<th>Role</th>
<th>Focus of Goals</th>
<th>Alignment to School-Wide Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th &amp; 8th grade teacher: Math</td>
<td>Student mastery of current grade level math content</td>
<td>Mathematics was identified as the lowest performing subject area; Math Assessment Index</td>
</tr>
<tr>
<td>8th grade teacher: ELA</td>
<td>Student mastery of current grade level ELA skills</td>
<td>ELA Assessment Index Target</td>
</tr>
<tr>
<td>Librarian</td>
<td>Research – Social Studies &amp; Science</td>
<td>Social Studies &amp; Science Assessment Index Target; Overall SPS</td>
</tr>
</tbody>
</table>
STEP THREE: MONITOR PROGRESS & PROVIDE FEEDBACK

As the year advances, monitoring progress toward goals is accomplished in two ways. Assessment of student learning and observation of teacher practice throughout the year provide the school leaders of Next Steps Middle School with data and evidence to make adjustments where needed prior to end of year assessments.

**KEY ACTIONS**

**Assessment:**
- Choose or build assessments that provide information on student mastery of the standards (Grade Level Teacher Teams)
- Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)

**Observation & Feedback:**
- Assign evaluators and define the observation and feedback processes
- Set the observation schedule
- Develop a Teacher Support Plan
- Define the process for providing meaningful feedback and ongoing support

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Resource Reviews</td>
<td>Prior Year Compass Data</td>
</tr>
<tr>
<td>Assessment Use Chart</td>
<td>Principal Report Card</td>
</tr>
<tr>
<td>Observation &amp; Feedback Tools</td>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
</tr>
<tr>
<td></td>
<td>School Data Summaries:</td>
</tr>
<tr>
<td></td>
<td>» School Performance Data Summary “Middle School Appendix A” (Table 1)</td>
</tr>
<tr>
<td></td>
<td>» Leadership Team Identified Targets “Middle School Appendix A” (Table 2)</td>
</tr>
<tr>
<td></td>
<td>» Focus Student Population “Middle School Appendix A” (Table 3)</td>
</tr>
</tbody>
</table>

**BENCHMARK ASSESSMENTS**

Data from District Benchmark assessments provide detailed information to be used as the educators at Next Steps Middle School seek to improve instruction and student learning throughout the school year.

Next Steps Middle School is located in a district that utilizes district-wide benchmark assessments. Grade level teacher leaders from across the district participate in the development of the benchmark assessments for ELA and mathematics. District protocols are established for how the assessments will be administered and scored. The school leadership team has defined a set of questions to guide the review of results in a collaborative multi-grade level setting.

**OBSERVATION & FEEDBACK**

Knowing that the observation and feedback process has the power to improve teaching and learning, the Principal and Assistant Principals at Next Steps Middle School collaborate to prioritize this work.

1. **Assign Evaluators and Define the Process**

The Principal and Assistant Principal reviewed the following for each teacher:
- teacher effectiveness ratings
- prior year assessment indices by subject
- total years teaching
- number of years at the school

The Principal of Next Steps Middle School determines that it is important to be the assigned evaluator of teachers needing the greatest level of support. Such teachers are defined to be those assigned to tested grades and with prior year math achievement data below the identified school **target on page 35**. After the Principal identified these teachers, similar criteria was used to assign teachers for the Assistant Principals to evaluate. This included teachers of non-tested grades and subjects and those with ELA achievement below the identified school-wide target. Remaining teachers were assigned in a way that led to a near equal number of teachers per evaluator. A summary of assignments is below and a process summary about how they will monitor progress and support teachers through full lesson observations and focused observations.

**Next Steps Middle School Process**

**ASSESSMENT RESULTS PROTOCOL**

This formative process begins with identifying the time and space for our teachers to collaborate and review results by asking the following questions:
- Are students meeting expected levels of proficiency? Are they in need of additional support?
- Is there a group of students in need of extended learning based on exceeding expectations?
- Which teachers bring students to high levels of achievement and the specific teacher instructional practices that led to such success?
- Are there teachers who are struggling to help students become proficient and the potential barriers to success?
- What are the specific skills or concepts that all teachers struggled to help students achieve at the expected level?
2. **Set the Observation Schedule**

Next Steps Middle School leaders recognize the importance of ensuring all teachers receive individualized support throughout the year, with some teachers requiring more support than others. They prioritize observation and feedback schedules based on teacher support needs and to ensure the **minimum observations requirements** are met.

### TABLE C: Observing Teacher Practice Timeline

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Main Activities</th>
<th>Additional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>During this time, all staff will be focused on the goal setting process.</td>
<td>Conduct walkthroughs in all classrooms and confirm levels of support needed for each teacher</td>
</tr>
<tr>
<td>September</td>
<td><strong>Formal Observations of:</strong></td>
<td><strong>Conduct Focused observations of:</strong></td>
</tr>
<tr>
<td></td>
<td>• Teachers rated <strong>Ineffective</strong> or <strong>Effective Emerging</strong> overall in the previous year</td>
<td>• teachers in their first year at Next Steps Middle School</td>
</tr>
<tr>
<td></td>
<td>• Teachers with ELA and math student achievement data that is below the school-wide target</td>
<td>• teachers with 0-5 years of experience overall</td>
</tr>
<tr>
<td></td>
<td>• Other teachers identified during August focused observations</td>
<td>• teachers with declining Assessment Indices and/or ineffective TSGD scores</td>
</tr>
<tr>
<td>October</td>
<td><strong>Formal Observations of:</strong></td>
<td><strong>Conduct focused observations of:</strong></td>
</tr>
<tr>
<td></td>
<td>• teachers in their first year at Next Steps Middle School</td>
<td>• teachers who were formally observed in September</td>
</tr>
<tr>
<td></td>
<td>• all teachers with declining Assessment Indices and/or TSGD scores.</td>
<td>– focused observations based on opportunities for improvement as identified during formal observations conducted in September</td>
</tr>
<tr>
<td></td>
<td>• teachers with 0-5 years of experience overall</td>
<td></td>
</tr>
<tr>
<td>November - December</td>
<td><strong>Formal Observations of:</strong></td>
<td><strong>Conduct focused observations of:</strong></td>
</tr>
<tr>
<td></td>
<td>• all teachers who have not yet received a full lesson observation</td>
<td>• teachers with current year observation evidence reflective of <strong>Ineffective</strong> or <strong>Effective Emerging</strong></td>
</tr>
<tr>
<td>Mid-Year</td>
<td><strong>The Principal and Assistant Principal:</strong></td>
<td><strong>The Principal and Assistant Principal:</strong></td>
</tr>
<tr>
<td></td>
<td>• meet to review observation results and discuss progress in supporting teachers</td>
<td>• review support structures currently in place</td>
</tr>
<tr>
<td></td>
<td>• assess the support needs of each teacher</td>
<td>• ensure structures respond to the identified teacher support needs</td>
</tr>
<tr>
<td></td>
<td>• develop individualized teacher plans to meet needs throughout the remainder of the year</td>
<td>• communicate with the Instructional Leadership Team and mentor teachers regarding their role in supporting peer teachers</td>
</tr>
<tr>
<td>January - May</td>
<td><strong>Support teachers based on individual needs through:</strong></td>
<td><strong>Ensure observation and feedback activities provide:</strong></td>
</tr>
<tr>
<td></td>
<td>• focused observations</td>
<td>• a complete and accurate picture of performance including strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td>• timely and actionable feedback</td>
<td>• the ability to impart individualized feedback so that teachers improve and end of year ratings accurately reflect individual teacher effectiveness ratings</td>
</tr>
<tr>
<td></td>
<td>• peer mentoring and collaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• defined next steps</td>
<td></td>
</tr>
</tbody>
</table>
3. Develop a Teacher Support Plan

The principal and assistant principals plan to use a variety of supports to guide teachers to improve. Recognizing the value of peer educators and their ability to influence others, they consider the following to develop a Teacher Support Plan.

**Peer Mentor Teachers and Instructional Leadership Team**

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

**FEEDBACK AND CONTINUOUS SUPPORT**

Additional planning conversations set the stage for how teachers will be provided meaningful feedback throughout the year. Together, the Principal and Assistant Principals work with the Instructional Leadership Team on page 35 to develop a set of practices/norms.

**Next Steps Middle 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?
**STEP FOUR: DIFFERENTIATE TEACHER SUPPORT**

School leaders determine how to best support each teacher throughout the year and use data from progress monitoring to provide an appropriate amount of support given where the teacher is and where he/she needs to be.

### KEY ACTIONS

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Teacher Support Form</strong></td>
<td><strong>Interim Assessment Results</strong></td>
</tr>
<tr>
<td>Instructional Observation &amp; Feedback Guides focus on key “look fors” in:</td>
<td><strong>Observation Data (CIS and Other Notes/Evidence)</strong></td>
</tr>
<tr>
<td>» ELA</td>
<td></td>
</tr>
<tr>
<td>» Mathematics</td>
<td></td>
</tr>
<tr>
<td>Professional Development Offerings</td>
<td></td>
</tr>
<tr>
<td>Center for Educational Research 5D+™ Inquiry Cycle</td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td></td>
</tr>
</tbody>
</table>

As the Principal and Assistant Principal support teachers during the first term, they will use a set of questions to determine the specific needs of each teacher. Responses will be used to collaborate with teachers to define action plans aligned to their needs.

- Is the teacher teaching the right content in way that reflects the defined shifts?
- Given available interim data, are students learning at a level necessary for success?
- What are the potential barriers to success for the teacher?
- What can this teacher learn from the successes taking place in other classrooms?
- Is the teacher making progress on their identified **Professional Growth Plan Goals**?
- How can this teacher be supported to improve?

The Observation & Feedback Year-Long Cycle for one Next Steps Middle School teacher is provided in **“MIDDLE SCHOOL Appendix B”**
**STEP FIVE: REFLECT ON PROGRESS THROUGH END-OF-YEAR CONVERSATIONS**

To close out the school year, the Principal and Assistant Principals reflect on student and teacher progress through conversations with their Instructional Leadership Team and with individual teachers. Next Steps Middle School leaders engage in this process by focusing on a set of key actions.

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather available end of year data</td>
<td>Leadership Team Identified Targets (Appendix A: Table 2)</td>
</tr>
<tr>
<td>Compare the results to the targets set at the beginning of the year</td>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
</tr>
<tr>
<td>Complete teacher final evaluations</td>
<td>Compass Reports</td>
</tr>
<tr>
<td>Engage in end of year conversations</td>
<td>School Report Cards</td>
</tr>
<tr>
<td></td>
<td>District/School Assessment Results</td>
</tr>
</tbody>
</table>

**Key Tools and Resources**

- SPS calculator
- End of Year Guidance 2014-2015
- CIS

**School and Principal Reflections:** As soon as results are available, the SPS calculator is used to estimate the overall Assessment Index (A.I.) as well as for each subject and grade level. They compare the results to the targets set at the beginning of the year: “Middle School Appendix A’(Table 2). This process provides the opportunity to estimate the extent to which their annual goals were achieved/not achieved.

**Teacher Reflections:** While the end of the year conversation is intended to close out a year in terms of teacher rating, it is even more important to use this time to reflect and set things in motion for the next school year. Given what is known about student progress this past year and the expectations for next year, conversation at the end of the year should center on:

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

**STEP SIX: MAKE TEACHER PLACEMENT DECISIONS**

Once the principal and assistant principals have a clear sense of teachers’ strengths and needs, they are able to make teacher placement decisions for the following year. Decisions about who will continue in the following year, and what grades/subjects individual teachers will teach begin with a series of questions.

- What data will be used to make teacher placement decisions?
- Are there opportunities to make a change in assignments (subjects, grade levels, etc.)?
- Is there opportunity to promote some teachers into leadership positions, including Teacher Leader and mentor teacher roles?

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify teachers meeting and exceeding expectations</td>
<td>Leadership Team Identified Targets “Middle School Appendix A’(Table 2)</td>
</tr>
<tr>
<td>Identify teachers not meeting expectations</td>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
</tr>
<tr>
<td>Determine opportunities to make a change in placement</td>
<td>Compass Reports</td>
</tr>
<tr>
<td>Review staffing projections</td>
<td>LDE Recommended School Performance Targets (Available Summer 2015)</td>
</tr>
<tr>
<td>Adjust current and hire additional staff as needed</td>
<td>District/School Assessment Results</td>
</tr>
</tbody>
</table>

**Key Tools and Resources**

- End of Year Guidance 2014-2015
- Leadership Team Identified Targets “Middle School Appendix A’(Table 2)
# Middle School Appendix A:
## Next Steps Middle School Performance Summary

### Table 1: Letter Grade and Performance Score

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th></th>
<th>2013-2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS</td>
<td>Letter Grade</td>
<td>SPS</td>
<td>Letter Grade</td>
<td></td>
</tr>
<tr>
<td>82.3</td>
<td>C</td>
<td>82.3</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2: Assessment Index

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>72.3</td>
<td>67.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>81.2</td>
<td>81.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>68.3</td>
<td>70.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>84.1</td>
<td>82.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall A.I.</td>
<td>75.5</td>
<td>71.0</td>
<td>70.8</td>
<td>85</td>
</tr>
<tr>
<td>DCAI</td>
<td>135.9</td>
<td>137.5</td>
<td>128</td>
<td>134</td>
</tr>
<tr>
<td>Progress Points</td>
<td>0</td>
<td>4.4</td>
<td>5.0</td>
<td>5.6</td>
</tr>
</tbody>
</table>

### Table 3: 2015-2016 Targets by SPS Component

<table>
<thead>
<tr>
<th>SPS Component</th>
<th>2015-2016 Targets</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A.I. and Proficiency</td>
<td>LDOE Recommended Targets</td>
<td>Principal</td>
</tr>
<tr>
<td>ELA A.I. and Proficiency</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Science A.I. and Proficiency</td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>Social Studies A.I. and Proficiency</td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>Overall A.I. and Proficiency</td>
<td></td>
<td>Leadership Team</td>
</tr>
<tr>
<td>Progress Points</td>
<td></td>
<td>Grade Level Lead Teachers</td>
</tr>
<tr>
<td>SPS</td>
<td></td>
<td>Principal</td>
</tr>
</tbody>
</table>

### Table 4: Proficiency Goals - Students with Disabilities

<table>
<thead>
<tr>
<th>2013-14 ELA % Proficient</th>
<th>Target ELA % Proficient</th>
<th>2013-14 MATH % Proficient</th>
<th>Target Math % Proficient</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
<td>76%</td>
<td>64%</td>
<td>75%</td>
<td>Lead Special Education Teacher Math &amp; ELA Teachers</td>
</tr>
</tbody>
</table>
MIDDLE SCHOOL APPENDIX B:
OBSERVATION & FEEDBACK
YEAR-LONG CYCLE (AVAILABLE – JUNE 2015)

MRS. JAMES, TEACHER – NEXT STEPS MIDDLE SCHOOL

Grade-Subject(S): 8th Grade ELA
Experience: 20 years
Evaluator: Mr. Cooper, Assistant Principal
Years at this school: 10

I. 2014-2015 END OF YEAR REFLECTION

II. BEGINNING OF THE YEAR (2015-2016)

III. 1st TERM SUPPORT (2015-2016)

IV. MIDYEAR REVIEW (2015-2016)

V. 2nd TERM SUPPORT (2015-2016)

VI. END OF YEAR REFLECTION (2015-2016)
CASE STUDY 3: SUCCESS HIGH SCHOOL

Grades: 9-12
District: Global Parish Schools
Leadership Staff: Principal, Assistant Principal 1, Assistant Principal 2, Counselor 1, Counselor 2
Number of Years as Principal: 5 years at Success High School; 7 years total
Number of Students: 1,200
Number of Teachers: 75

The principal of Success High School, in collaboration with a team of leaders, reviewed the Instructional Leadership actions and set things in motion for the school year. The following case study provides details of the key decisions made by the school leaders to ensure a positive impact on student achievement is realized. As you study their processes, consider the school you lead and how you will accomplish the intended outcome at each step.

STEP ONE: UNDERSTAND RESULTS

To set meaningful school goals, it is critical that principals and their leadership teams understand how school performance scores are calculated, the associated assessments and the current and historical performance of their school and peer schools. Success High School engaged in the following steps to gain this deep level of understanding.

KEY ACTIONS

- Identify members to serve as the school leadership team
- Review and understand the school accountability structure
- Understand school performance results (SPS and Components of SPS)
- Analyze student achievement results
- Analyze teacher performance results

KEY RESOURCES

<table>
<thead>
<tr>
<th>USE OF DATA</th>
<th>SCHOOL RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Report Card – High School</td>
<td>School accountability overview</td>
</tr>
<tr>
<td>School Leader Guide - SLTs</td>
<td>Understanding High School SPS</td>
</tr>
<tr>
<td>School Report Cards</td>
<td>District/School Assessment Results</td>
</tr>
<tr>
<td>Compass Reports</td>
<td></td>
</tr>
</tbody>
</table>

SUCCESS HIGH SCHOOL INSTRUCTIONAL LEADERSHIP TEAM

- Principal
- Assistant Principal 1
- Assistant Principal 2
- 3 Counselors
- Lead Special Education Teacher
- A lead teacher representing each of the four core content areas, various CTE concentrations, and the electives most frequently accessed

After the Principal reviewed the Accountability structure with the Instructional Leadership Team, they reviewed the last two years of data, created a data summary “HIGH SCHOOL Appendix A” and used the following guiding questions to arrive at a set of summary statements.

1. Looking across multiple years of data, are there components that show a consistent increase or decrease?
2. Within the identified areas, are there apparent outliers (e.g. grade level, subject area, high achievers, low achievers)?
3. Where is there evidence of success?
4. What are the opportunities for improvement?

SUMMARY OF FINDINGS:

- School Performance Score: 61.7 (D)
- When examining EOC course performance, the math courses (Algebra I and Geometry) were identified as the lowest.
- ACT: 278 students (out of 375) or 74% have not scored at the top or exceeded the range identified by PLAN scores.
- ACT: 203 students (out of 375) or 54% have not scored above the median of the range identified by PLAN scores.
- Focus Student Population: 12th grade students who have not achieved an ACT Composite Score that meets or exceeds the highest score of the predicted range identified by PLAN.
STEP TWO: SET GOALS FOCUSED ON SCHOOL GROWTH

The school leader is responsible for the growth of educators and students within the school – as reflected in principals’ annual goals (student learning targets (SLTs)) aligned to the school performance score.

**KEY ACTIONS**

- Identify targets and SPS components needing more attention than others
- Identify students needing more attention than others
- Define how the identified priorities and targets will be reflected in individual goals
- Write leader goals including:
  - One that is based on overall SPS
  - One that is a component of SPS reflective of the overall SPS goal
- Share performance, school-wide goals and leader SLTs with school staff
- Guide others (teachers, counselors, librarians) to set goals

**Key Resources**

<table>
<thead>
<tr>
<th>Goal Setting Guidance</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leaders</strong></td>
<td>• Principal Report Card – High School</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>• School Summaries:</td>
</tr>
<tr>
<td></td>
<td>» School Performance Data Summary &quot;HIGH SCHOOL Appendix A&quot; Table 1</td>
</tr>
<tr>
<td></td>
<td>» Leadership Team Identified Targets &quot;HIGH SCHOOL Appendix A&quot; Table 2</td>
</tr>
<tr>
<td></td>
<td>» Focus Student Population “HIGH SCHOOL Appendix A” Table 3</td>
</tr>
</tbody>
</table>

**SET SCHOOL-WIDE ANNUAL GOALS**

The Instructional Leadership Team on page 44 met to determine the targets on page 52 for the Assessment Indices (A.I.) for each EOC and for each component of SPS (Overall A.I., ACT, Grad Rate, Grad Index). This task included a review of the summary data on page 44 and use of the data provided by the Department of Education to identify targets for each SPS component and EOC subject areas.

Once these steps are complete, they are prepared to guide the individual goal setting process.

**PRINCIPAL AND ASSISTANT PRINCIPAL SET GOALS**

The Principal sets the following goals for student learning:

- **Overall SPS:** Current year student achievement, as measured by SPS, will meet or exceed the recommended LDE target.
- **Specific SPS Component:** Student achievement in mathematics, as measured by the EOC assessments, will meet or exceed the recommended LDE targets.
- **Additional Goal:** ACT Focus Student Population

Assistant Principal 1 sets the following goals for student learning:

- **Overall SPS:** Current year student achievement, as measured by SPS, will meet or exceed the recommended LDE target.
- **Specific SPS Component:** Student achievement in English Language Arts, as measured by the English II and English III EOC assessments, will meet or exceed the recommended LDE targets.

Assistant Principal 2 sets the following goals for student learning:

- **Overall SPS:** Current year student achievement, as measured by SPS, will meet or exceed the recommended LDE target.
- **Specific SPS Component:** Student achievement in social studies and science, as measured by the U.S. History and Biology EOC assessments, will meet or exceed the recommended LDE targets.
**GUIDE OTHERS TO SET GOALS**

Using the content area targets, members of the Instructional Leadership Team wrote their goals in collaboration with the Principal and supported others through the process using best practices in goal setting. Examples of the goals set by other educators are provided below.

<table>
<thead>
<tr>
<th>Role</th>
<th>Focus of Goals</th>
<th>Alignment to School-Wide Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th/12th Grade Counselor</td>
<td>#1: ACT</td>
<td>ACT Assessment Index &amp; Target Population</td>
</tr>
<tr>
<td></td>
<td>#2: AP Success</td>
<td></td>
</tr>
<tr>
<td>English I &amp; II Teacher</td>
<td>#1: English I Writing</td>
<td>ELA Assessment Index Target</td>
</tr>
<tr>
<td></td>
<td>#2: English II EOC Goal</td>
<td></td>
</tr>
<tr>
<td>Math Teacher</td>
<td>#1: Algebra I EOC A.I. Goal</td>
<td>Math Assessment Index Target</td>
</tr>
<tr>
<td></td>
<td>#2: Algebra II Goal</td>
<td></td>
</tr>
<tr>
<td>Science Teacher</td>
<td>#1: AP Physics Success</td>
<td>Graduation Index</td>
</tr>
<tr>
<td></td>
<td>#2: 12th Grade Students ACT Science</td>
<td>ACT Assessment Index</td>
</tr>
<tr>
<td>Social Studies Teacher</td>
<td>#1: U.S. History EOC</td>
<td>U.S. History Assessment Index Target</td>
</tr>
<tr>
<td></td>
<td>#2: World History</td>
<td></td>
</tr>
<tr>
<td>CTE Teacher</td>
<td>IBC Credentialing Assessments</td>
<td>Graduation Index Target</td>
</tr>
<tr>
<td>Visual Arts Teacher</td>
<td>#1: Art I &amp; II</td>
<td>Graduation Index Target</td>
</tr>
<tr>
<td></td>
<td>#2: AP Studio Art</td>
<td></td>
</tr>
</tbody>
</table>
STEP THREE: MONITOR PROGRESS & PROVIDE FEEDBACK

As the year advances, monitoring progress toward goals is accomplished in two ways. Assessment of student learning and observation of teacher practice throughout the year provide the school leaders with data and evidence to make adjustments where needed before end of year assessments.

**KEY ACTIONS**

**Assessment:**
- Choose or build assessments that provide information on student mastery of the standards (Grade Level Teacher Teams)
- Develop plans for administering assessments and protocols for reviewing results (Instructional Leadership Team)

**Observation & Feedback:**
- Assign evaluators and define the observation and feedback processes
- Set the observation schedule
- Develop a Teacher Support Plan
- Define the process for providing meaningful feedback and ongoing support

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Resource Reviews</td>
<td>Prior Year Compass Data</td>
</tr>
<tr>
<td>Assessment Use Chart</td>
<td>Principal Report Card</td>
</tr>
<tr>
<td>Observation &amp; Feedback Tools</td>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
</tr>
<tr>
<td>Content Tasks</td>
<td>School Data Summaries:</td>
</tr>
<tr>
<td>Practice Tests</td>
<td>» School Performance Data Summary (Appendix A: Table 1)</td>
</tr>
<tr>
<td>EAGLE</td>
<td>» Leadership Team Identified Targets (Appendix A: Table 2)</td>
</tr>
<tr>
<td></td>
<td>» Focus Student Population (Appendix A: Table 3)</td>
</tr>
</tbody>
</table>

**BENCHMARK ASSESSMENTS**

Interim assessments provide detailed information to be used to improve instruction and student learning throughout the school year.

**EOC Courses:** Success High School is located in a district that facilitates benchmark assessment development through the use of teacher leaders. These assessments are administered district-wide in all EOC courses. The Instructional Leadership Team on page 44 collaborates with the Principal and Assistant Principals to ensure teachers understand how the assessments will be administered and scored while defining a set of questions that will guide use of results to improve instruction.

**ACT Index:** ACT performance is monitored throughout the year following each administration. As scores are received, the 12th grade counselor reviews Composite Scores to identify students earning a higher ACT score than previously recorded. This process gives the Instructional Leadership Team a method of calculating a “real-time” ACT Index as the year progresses. Further analysis takes place to identify the group of students not yet exceeding the ACT series expectation for Louisiana.

---

**Success High School Process**

**ASSESSMENT RESULTS PROTOCOL**

This formative process begins with identifying the time and space for our teachers to collaborate and review results by asking the following questions:

- Are students meeting expected levels of proficiency? Are they in need of additional support?
- Is there a group of students in need of extended learning based on exceeding expectations?
- Which teachers bring students to high levels of achievement and the specific teacher instructional practices that led to such success?
- Are there teachers who are struggling to help students become proficient and the potential barriers to success?
- What are the specific skills or concepts that all teachers struggled to help students achieve at the expected level?
Observation & Feedback

Knowing that the observation and feedback process has the power to improve teaching and learning, the Principal and Assistant Principals at Success High School collaborate to prioritize this work.

1. Assign Evaluators and Define the Process

The Principal and Assistant Principals reviewed the following for each teacher:
• teacher effectiveness ratings
• prior year assessment indices by subject
• total years teaching
• number of years at the school

The Principal of Success High determines that it is important for him to be the assigned evaluator of teachers needing the greatest level of support. He and the Assistant Principals identify such teachers as those assigned to tested grades and subjects and with prior year student achievement data below the identified school target and/or district average. After the Principal identified his list of teachers to evaluate, similar criteria was used to assign teachers for the Assistant Principals to evaluate. Remaining teachers were assigned in a way that led to a near equal number of teachers per evaluator. A summary of assignments is below and includes notes about how they will monitor progress and support teachers through full lesson observations and focused observations.

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Teacher Assignment Determination</th>
<th>Process Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>All teachers:</td>
<td>• conduct regular focused observations of all classrooms, regardless of evaluator assignments</td>
</tr>
<tr>
<td></td>
<td>• with 0-5 years of experience overall</td>
<td>• use evidence/data collected from all observations and focused observations during end of year processes</td>
</tr>
<tr>
<td></td>
<td>• in their first year at school</td>
<td>• conduct content focused observations to ensure progress toward goals</td>
</tr>
<tr>
<td></td>
<td>• with an overall rating of Ineffective or Effective Emerging in the previous year</td>
<td>• use combined focused observation data to identify school-wide trends and adjust professional development activities as needed</td>
</tr>
<tr>
<td></td>
<td>• of Algebra I and Geometry</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal 1</td>
<td>All teachers of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• English II and III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• AP courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fine Arts courses</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal 2</td>
<td>All teachers of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• U.S. History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CTE courses</td>
<td></td>
</tr>
</tbody>
</table>

Success High 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?
2. **Set the Observation Schedule**

Success High School leaders recognize the importance of ensuring all teachers receive individualized support throughout the year, with some teachers requiring more support than others. They prioritize observation and feedback schedules based on teacher support needs and to ensure the *minimum observations requirements* are met.

| TABLE C: Observing Teacher Practice Timeline |
|-----------------|-----------------|-----------------|
| **Time of Year** | **Main Activities** | **Additional Activities** |
| August | During this time, all staff will be focused on the goal setting process. | Principal and Assistant Principals will conduct walkthroughs in all classrooms and use the information to determine levels of support needed for each teacher. |
| September | **Formal Observations of:**
- teachers rated Ineffective or Effective Emerging overall in the previous year
- teachers with ELA student achievement data that is below the school-wide target
- other teachers identified during August focused observations as needing high levels of support | **Conduct focused observations of:**
- teachers in their first year at Success High School
- teachers with 0-5 years of experience overall |
| October | **Formal Observations of:**
- teachers in their first year at Success High School
- teachers with 0-5 years of experience overall | **Conduct focused observations of:**
- teachers who were observed in September – focus areas based on opportunities for improvement |
| November - December | **Formal Observations of:**
- all teachers who have not yet received a full lesson observation | **Conduct focused observations of:**
- teachers with a current year observation rating of Ineffective or Effective Emerging |
| **Mid-Year** | **The Principal and Assistant Principals:**
- meet to review observation results and discuss progress in supporting teachers
- assess the support needs of each teacher
- develop a plan to meet individual needs throughout the remainder of the year | **The Principal and Assistant Principals:**
- review support structures currently in place
- ensure structures respond to the identified teacher support needs
- communicate with the Instructional Leadership Team and mentor teachers regarding their role in supporting peer teachers |
| January - May | **Support teachers based on individual needs through:**
- focused observations
- timely and actionable feedback
- peer mentoring and collaboration
- defined next steps | **Ensure observation and feedback activities provide:**
- a complete and accurate picture of performance including strengths and weaknesses
- the ability to impart individualized feedback to support teacher improvement and so that end of year ratings accurately reflect the individual teacher effectiveness ratings |

3. **Develop a Teacher Support Plan**

The principal and assistant principals plan to use a variety of supports to guide teachers to improve. Recognizing the value of peer educators and their ability to influence others, they consider the following to develop a Teacher Support Plan.

**Peer Mentor Teachers and Instructional Leadership Team**

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

**FEEDBACK AND CONTINUOUS SUPPORT**

Additional planning conversations set the stage for how teachers will be provided meaningful feedback throughout the year. Together, the Principal and Assistant Principals work with the Instructional Leadership Team on page 44 to develop a set of practices/norms.
**STEP FOUR: DIFFERENTIATE TEACHER SUPPORT**

Using data from progress monitoring, principals determine how to best support each teacher throughout the year.

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify levels of support for individual teachers</td>
</tr>
<tr>
<td>• Develop a schedule of support in collaboration with other leaders</td>
</tr>
<tr>
<td>• Communicate with Instructional Leadership Team about peer mentoring opportunities</td>
</tr>
<tr>
<td>• Determine method for documenting supports provided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Teacher Support Form</td>
<td>Interim Assessment Results</td>
</tr>
<tr>
<td>Instructional Observation &amp; Feedback Guides focus on key “look fors” in: » ELA » Mathematics</td>
<td></td>
</tr>
<tr>
<td>Professional Development Offerings</td>
<td></td>
</tr>
<tr>
<td>Center for Educational Research 5D+™ Inquiry Cycle</td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td></td>
</tr>
<tr>
<td>Observation Data (CIS and Other Notes/Evidence)</td>
<td></td>
</tr>
</tbody>
</table>

As the Principal and Assistant Principals support teachers during the first term, they will use a set of questions to determine the specific needs of each teacher. Responses will be used to collaborate with teachers to define action plans aligned to their needs.

- Is the teacher teaching the right content in a way that reflects the defined shifts?
- Given available interim data, are students learning at a level necessary for success?
- What are the potential barriers to success for the teacher?
- What can this teacher learn from the successes taking place in other classrooms?
- Is the teacher making progress on their identified **Professional Growth Plan Goals**?
- How can this teacher be supported to improve?

The Observation & Feedback Year-Long Cycle for one Success High School teacher is provided in “HIGH SCHOOL Appendix B”.

**STEP FIVE: REFLECT ON PROGRESS THROUGH END-OF-YEAR CONVERSATIONS**

To close out the school year, the Principal and Assistant Principals reflect on student and teacher progress through conversations with their **Instructional Leadership Team on page 44** and with individual teachers.

<table>
<thead>
<tr>
<th>KEY ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather available end of year data</td>
</tr>
<tr>
<td>• Compare the results to the targets set at the beginning of the year</td>
</tr>
<tr>
<td>• Complete teacher final evaluations</td>
</tr>
<tr>
<td>• Engage in end of year conversations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS calculator</td>
<td></td>
</tr>
<tr>
<td>End of Year Guidance 2014-2015</td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td></td>
</tr>
<tr>
<td>Leadership Team Identified Targets “HIGH SCHOOL Appendix A” Table 2</td>
<td></td>
</tr>
<tr>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
<td></td>
</tr>
<tr>
<td>Compass Reports</td>
<td></td>
</tr>
<tr>
<td>School Report Cards</td>
<td></td>
</tr>
<tr>
<td>District/School Assessment Results</td>
<td></td>
</tr>
</tbody>
</table>

**School and Principal Reflections**: As soon as results are available, they use the SPS calculator to estimate the overall assessment index as well as for each subject and grade level. They compare the results to the targets set at the beginning of the year. “HIGH SCHOOL Appendix A” Table 2. This process provides the opportunity to estimate the extent to which their annual goals were achieved/not achieved.

**Teacher Reflections**: While the end of the year conversation is intended to close out a year in terms of teacher rating, it is even more important to use this time to reflect and set things in motion for the next school year. Given what is known about student progress this past year and the expectations for next year, conversation at the end of the year should center on:

- What led to/hindered student success?
- How did data inform your instruction this year? How will the data collected this year help you plan for future instruction?
- What changes in practice took place this year? What additional changes need to take place?
- What resources are available or needed to support teacher and student success?
STEP SIX: MAKE TEACHER PLACEMENT DECISIONS

Once the principal and assistant principals have a clear sense of teachers’ strengths and needs, they are able to make teacher placement decisions for the following year. Decisions about who will continue in the following year, and what grades/subjects individual teachers will teach begin with a series of questions.

- What data will be used to make teacher placement decisions?
- Are there opportunities to make a change in assignments (subjects, grade levels, etc.)?
- Is there opportunity to promote some teachers into leadership positions, including Teacher Leader and mentor teacher roles?

**KEY ACTIONS**

- Identify teachers meeting and exceeding expectations
- Identify teachers not meeting expectations
- Determine opportunities to make a change in placement
- Review staffing projections
- Adjust current and hire additional staff as needed

<table>
<thead>
<tr>
<th>Key Tools and Resources</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Year Guidance 2014-2015</td>
<td>Leadership Team Identified Targets “HIGH SCHOOL Appendix A” Table 2</td>
</tr>
<tr>
<td>Teacher Level Student Achievement Data (SLTs, TSGD, etc.)</td>
<td></td>
</tr>
<tr>
<td>Compass Reports</td>
<td></td>
</tr>
<tr>
<td>LDE Recommended School Performance Targets (Available Summer 2015)</td>
<td></td>
</tr>
<tr>
<td>District/School Assessment Results</td>
<td></td>
</tr>
</tbody>
</table>

Success High School Process

TEACHER PLACEMENT DECISIONS AND FUTURE SUPPORT

When it comes to making teacher placement decisions the instructional leaders must consider what is best for overall school success. We use a shared decision making approach that includes various staff and a reflective review of data to ensure the most appropriate hire and/or placement in order for our students to be most successful.

The following data and information is used when making placement decisions for current staff:

- Leadership Team Identified Targets (“HIGH SCHOOL Appendix A” Table 2)
- Individual Teacher Student Achievement Data
- Observation and Feedback Qualitative Summary Data
- Instructional Leadership Team Input
- Compass Teacher Effectiveness Data

Review of Master Schedule and School-Wide Structures:

- Grade Level Leaders
- Grade/Subject Assignments
- Instructional Team

When the opportunity exists to hire new teachers, we collaborate with grade level leaders and focus on key questions:

- Where and how do you think you will make the greatest impact?
- Given your vision of excellence, what role will you play on a day to day basis in helping establish that excellence?
- Describe for us a time in which you have successfully collaborated with a colleague in order to achieve positive academic student outcomes
# Table I: Letter Grade and Performance Score

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS Letter Grade</td>
<td>SPS</td>
<td></td>
</tr>
<tr>
<td>63.3</td>
<td>D</td>
<td>61.9 D</td>
</tr>
</tbody>
</table>

# Table 2: Assessment Index

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I EOC</td>
<td>43.2</td>
<td>40.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry EOC</td>
<td>39.6</td>
<td>31.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II EOC</td>
<td>67.4</td>
<td>66.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III EOC</td>
<td>49.1</td>
<td>42.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology EOC</td>
<td>49.3</td>
<td>44.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History EOC</td>
<td>NA</td>
<td>74.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall A.I.</td>
<td>49.6</td>
<td>49.7</td>
<td>40.2</td>
<td>57.3</td>
</tr>
<tr>
<td>ACT A.I.</td>
<td>NA</td>
<td>46.1</td>
<td>40.1</td>
<td>60.0</td>
</tr>
<tr>
<td>Cohort Grad Rate</td>
<td>70.5</td>
<td>67.0</td>
<td>67.3</td>
<td>75.5</td>
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<tr>
<td>Graduation Index</td>
<td>91</td>
<td>84</td>
<td>84.6</td>
<td>101.0</td>
</tr>
<tr>
<td>Progress Points</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

# Table 3: 2015-2016 Targets by SPS Component

<table>
<thead>
<tr>
<th>SPS Component</th>
<th>2015-2016 Targets</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A.I. and Proficiency</td>
<td></td>
<td>Math Teachers (EOC)</td>
</tr>
<tr>
<td>English A.I. and Proficiency</td>
<td></td>
<td>English Teachers (English I and EOC Courses)</td>
</tr>
<tr>
<td>Science A.I. and Proficiency</td>
<td></td>
<td>Biology Teachers</td>
</tr>
<tr>
<td>Social Studies A.I. and Proficiency</td>
<td></td>
<td>U.S. History Teachers</td>
</tr>
<tr>
<td>Overall A.I.</td>
<td>LDOE Recommended Targets</td>
<td>Principal</td>
</tr>
<tr>
<td>ACT Assessment Index</td>
<td>11th/12th Grade Counselor</td>
<td>Assistant Principals 1</td>
</tr>
<tr>
<td>Current Year* Graduation Rate</td>
<td></td>
<td>12th Grade Teachers</td>
</tr>
<tr>
<td>Current Year* Graduation Index</td>
<td></td>
<td>CTE and AP Teachers</td>
</tr>
<tr>
<td>Progress Points</td>
<td></td>
<td>Counselors</td>
</tr>
<tr>
<td>SPS</td>
<td></td>
<td>Principal</td>
</tr>
</tbody>
</table>

# Table 4: Proficiency Goals - Students with Disabilities

<table>
<thead>
<tr>
<th>2013-14 ELA % Proficient</th>
<th>Target ELA % Proficient</th>
<th>2013-14 MATH % Proficient</th>
<th>Target Math % Proficient</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>42%</td>
<td>50%</td>
<td>36%</td>
<td>43%</td>
<td>Lead Special Education Teacher</td>
</tr>
</tbody>
</table>

|                         |                         |                           |                          | Teachers |
Mr. Carter, TEACHER – SUCCESS HIGH SCHOOL

Grade-Subject(S): 9th and 10th Grade - ELA

Evaluator: Mr. Simmons, Principal

<table>
<thead>
<tr>
<th>Experience: 0 years (teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years at this school: 0</td>
</tr>
</tbody>
</table>

I. 2014-2015 END OF YEAR REFLECTION

SUMMARY: COMPASS FINAL END OF YEAR RATINGS

Professional Practice: NA

Student Growth: NA

Overall: NA – First Year Teacher

II. BEGINNING OF THE YEAR (2015-2016)

STUDENT LEARNING TARGETS (SLTs)

At the beginning of the year, the Instructional Leadership Team shared school-wide progress toward goals and the targets set for 2015-16. This set the expectation for individual goal setting and the teacher collaborated with his evaluator throughout the process to arrive at the goals below.

SLT1: 85% of English I students will meet their individual growth target on the end of year writing tasks.

SLT2: All 22 students will score Fair or above on English II EOC AND at least 16 of the 22 students will score Good or Excellent.

The evaluator reviewed the SLTs submitted by the teacher, accepted them and included comments for each.

COMMUNICATION & DOCUMENTATION: Sample Excerpts

Evaluator Comments for SLT1: Student performance in English is not progressing and writing has been identified as an area of weakness in the ELA content area. Focusing on writing in English I is important for success in future courses.

Evaluator Comments for SLT2: While the teacher’s SLT is not written using Assessment Index, there is evidence that he focused on a certain number of students not only passing for the purpose of graduation but scoring Good or Excellent. During my initial review of this SLT, I asked the teacher how he determined that 16 students earning Good or Excellent would represent that he had “demonstrated a considerable impact on student learning.” He shared the baseline/diagnostic data for each student and further explained what he is planning to accomplish by the end of the year. Additionally, he explained that 19 students scoring Good or Excellent would reflect that he “demonstrated outstanding impact on student learning by surpassing the target by a meaningful margin.” He supported this by sharing beginning of the year diagnostic data for three students with significant deficits.

FORMAL OBSERVATION: English II

The evaluator collected evidence by completing the components of a formal observation as outlined in the District PEP and based on Success High School’s practices. An English II lesson was the focus and evidence was collected during a pre-observation conference (September 8th), full lesson observation (September 9th) and post-observation conference (September 15th).

<table>
<thead>
<tr>
<th>1c</th>
<th>2c</th>
<th>3b</th>
<th>3c</th>
<th>3d</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
</tbody>
</table>
COMMUNICATION & DOCUMENTATION: Sample Excerpts

Formal Observation: Face to Face Meetings

Pre-observation Conference: September 8th (30 minutes*)

During this conference time, discussion focused on:
- goal of the lesson outcomes (learning objectives)
- how the lesson connects to yearlong goals
- the connection of each part of the lesson to the goals

Lesson modifications were suggested with the main focus on ensuring inclusion of essential questions to be asked throughout the planned activities. In addition to planning the questions in advance, the importance of defining exemplar and anticipated responses and a method for ensuring all students have an opportunity to demonstrate understanding.

Full Lesson Observation: English II on September 9th (55 minutes*)

Post-observation Conference: September 15th (30 minutes*)

*Times are estimates based on this teacher's specific support needs and will vary based on teacher and principal.

Formal Observation: CIS Entry

In addition to the ratings of each component, the evaluator provided a focused set of comments to guide teacher in next steps through specific evidence and suggestions.

Strengths:

Lesson objectives were of an appropriate cognitive level and it is clear what the students will learn “Determine how authors move an audience to action through the use of rhetorical devices.” (1c)

During the lesson, the students were guided to access a graphic organizer used in previous lessons and add additional examples from the text’s use of ethos, logos, and pathos. Three students were able to explain to me how the graphic organizer “helps them connect what they are learning today to what they learned earlier in the year.” (1c)

The teacher had a well-planned lesson that led to smooth transitions and little non-instructional time. Students knew how to quickly move into the group activity and required little direction to begin the learning activity. (2c)

During group instruction, students were focused on the task and each group seemed to have 1 or 2 members that were comfortable being the time/task manager while others often suggested alternate responses to the discussion questions provided. Frequently, students added on to the responses of their peers (both in whole class and small group settings). (2c and 3b)

Weaknesses:

During the post conference, the teacher shared that the use of the English Language Arts Guidebook as the curriculum has helped with designing daily lessons that include aligned activities, high levels of student thinking and making students accountable for their learning. As the class period ended, there was no opportunity for closure and the teacher shared that pacing of lessons has been a challenge. He further explained that the planned closure included engaging the full class in a conversation about the group discussion question and individual students would then return to their graphic organizers to refine their examples. (3c)

While the teacher had a specific set of questions for various parts of the lesson, he did not seem to have a defined set of possible responses or method of determining student understanding. When asking questions and upon receiving student responses, he often says “great answer” and then moves on to the next question even when there is opportunity to further build on responses. During group time, students were very engaged and initiated higher-order questions. However the teacher was not circulating during this time in a way that would have provided him with information about pacing of lesson and the need to adjust and monitor learning. (3b, 3d)

Opportunities for Improvement:

Pacing of lesson: While students are working in groups, it is important to monitor their progress for multiple reasons. In addition to guiding and assessing their understanding, you will be able to move the activity along at the right pace while adjusting when needed. Also, the use of a class timer will not only help you but if students are aware of the amount of time they have, they will progress toward completion at the correct pace. (3c, 3d)

Assessment in Instruction: Explore strategies for guiding discussions with the purpose of increasing awareness of student understanding and deepening the understanding of all students. For example, building on student responses and student self- and peer – assessment. (3d)
III. 1st TERM SUPPORT (2015-2016)

MONITORING PROGRESS & SUPPORTING IMPROVEMENT #1

The Assistant Principal collected evidence during a focused observation on November 1st.

Focus Areas: 3b, 3c and 3d

Feedback was sent via email to the teacher and the principal.

COMMUNICATION & DOCUMENTATION: Sample Excerpts

Focused Observation: Feedback Email

November 3rd

Hello Mr. Carter,

As a follow-up to your formal observation completed by Mr. Simmons, I conducted a focused observation to continue the process of supporting you this year. During the time I was observing the English I lesson that included the text “How Laughter Works” was coming to a close and I was focused on Domain 3: Instruction. Below, I am providing a summary of what I observed on November 1st. Additionally, I have included some suggestions for next steps.

During the portion of the lesson that I observed, students were completing a four-column graphic organizer first in pairs and then as groups of four. While they were completing this closing activity, I noted how you were not just circulating the room but asking students questions and requiring them to check their own understanding and that of their peers. Two students asked if they could modify the way they formatted the graphic organizer and you guided them by confirming their method did not change the intent and they could proceed. (3c, 3d)

As this activity progressed, students working in groups of four were very comfortable making adjustments to their responses based on the feedback of their peers. One group was not progressing at the same pace as the others and you reminded them of the clock/timer but one student became frustrated. It appeared you realized their failure to progress in the activity was due to a lack of understanding so you asked a series of questions and modeled responses for them to get them back on track. You monitored this group more frequently and directly. (3d)

Together, Mrs. Allen and I are suggesting that you review the ELA Instructional Observation & Feedback Guide. This tool includes specific guidance for teachers of ELA around instruction (Domain 3). Additionally, there is an appendix of resources to further support the addition of strategies related to assessing student understanding during instruction and responding when students do not understand. As you review this tool, please let us know what you are finding useful and able to incorporate as you instruct.

If you have any questions related to the above or need further guidance, I am happy to meet with you to discuss what was observed and support you with next steps.

Thank you,

Ms. Cooper

Assistant Principal
### IV. MIDYEAR REVIEW (2015-2016)

#### MONITORING PROGRESS & SUPPORTING IMPROVEMENT

The **evaluator** conducted a **focused observation** using the [ELA Instructional Observation & Feedback Guide](#) on **January 12th**.

**Focus Areas:** 3b, 3c, and 3d

A reflection of **progress** to date was requested/shared in an **email**. The principal and teacher met **face to face** to review reflections, observation evidence, and plan next steps. **CIS** was used to record progress to date and next steps.

#### COMMUNICATION & DOCUMENTATION: Sample Excerpts

**Mid-Year Review: Planning Email**

Mr. Carter,

At this point in the year, I would like to take some time to reflect on progress in student achievement to date in both English I and II. Please review the questions below and respond via email by January 20th. In order to plan next steps for supporting in a way that is meaningful, please include data related to the English I and English II mid-year benchmark assessments to support your responses.

- To what extent are students learning the priority content and progressing toward their goals?
- What actions have you taken to ensure that students make progress toward their goals?
- What actions seem to have the most impact on student learning?

On January 22nd, I would like to meet with you to review and develop a plan to support your efforts during the remainder of the year. If you have any questions or need guidance on how to complete the above, please do not hesitate to contact us.

Mr. Simmons

**Meeting Agenda:**

I. Teacher Self Reflection (emailed in advance)
II. Progress since the formal observation
III. Assessment of support to date
III. Identify Next Steps and Timelines

**Mid-Year Review: CIS Entry**

**Notes/Comments:** The observed actions indicate the teacher is improving in all areas and the leadership team has noticed that the teacher is successfully implementing new strategies in response to the feedback received.

**Next Steps:** Additional information was requested of the teacher via email related to student progress toward the goals set and we met to discuss. Based on these responses, we collaborated to determine how to best support instruction during the second half of the year. This will include focused observations and possible connection to a mentor teacher to specifically focus on assessing student writing to ensure they are progressing toward end of year expectations.
The **Assistant Principal** conducts focused observation on **February 15th**.

**Focus Area:** 3d

**Feedback** is provided during a **face to face meeting** to **review progress** and **plan next steps**. A follow-up email was sent to the teacher to summarize the conversation and confirm next steps.

---

**COMMUNICATION & DOCUMENTATION: Sample Excerpts**

**Focused Observation: Feedback Meeting**

**February 19th**

**Mr. Simmons**: During the observation of your English I class, I noticed they were completing a writing task. Explain how this connects to the goals you have set.

**Mr. Carter**: Students completed a task that required them to read two texts ("Internment" by Juliet S. Kono and "Antigone Today" by Richard Jackson) independently and then answer a combination of questions about the texts, using evidence for all answers. My goal for English I is related to writing and specifically the students’ ability to use evidence to support what they write.

**Mr. Simmons**: I recall during our mid-year conversation, you had a concern about your ability to gauge whether your students were progressing toward their goals based on not seeing much growth since the beginning of the year. Is that still the case?

**Mr. Carter**: Somewhat. Since our last meeting, I was able to connect with Mrs. Wallace, the mentor teacher you suggested. She directed me to a set of resources related to assessing student writing and we are planning to attend a Teacher Leader Session together. As I scored the student responses to the assessment we just discussed, I noticed that while I know I am scoring the writing using the correct tools, I have not been successful in providing direct feedback so that students are guided to improve.

**Mr. Simmons**: That is a great reflection and I see it as important given the time of year and the goals you have set. What would you define as next steps?

**Mr. Carter**: I have discussed this with Mrs. Wallace and her suggestion was to pull past writing samples for a group of students who have not progressed. The purpose of this will be to compile specific information for each student about where they are continuing to struggle with writing based on the components identified on the rubric, such as organization and content. I will bring this information to a meeting with each student and we will review their progress. During these conferences, I will show them the rubric and talk through the component on which they are demonstrating the greatest weakness. We will then look at their own writing samples and some strong student writing samples to compare the differences and discuss specific ways to improve on their next writing assignment.

**Mr. Simmons**: That sounds like a great next step. How will you know if your efforts are successful?

**Mr. Carter**: After the conferences with students, I will give an additional cold read assessment and Mrs. Wallace and I will score them together for the component I identified for each student to determine if their writing skills have improved as a result of my efforts. My timeline for completing this is March 31st.

**Mr. Simmons**: Perfect. Please let me know if I can assist along the way and I look forward to hearing from you about the progress your students make because of your focus on their achievement.

---

**Focused Observation: Follow-up Email**

**February 22nd**

Mr. Simmons sent an email to Mr. Carter to:

- summarize the above
- confirm next steps
**VI. END OF YEAR REFLECTION (2015-2016)**

### OVERALL FINAL RATING

**EFFECTIVE: PROFICIENT (3.4)**

### COMPONENT DETAILS: COMPASS FINAL END OF YEAR RATINGS

#### PROFESSIONAL PRACTICE

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Given all evidence collected related to this teacher’s professional practice, it is determined that he exhibits the skills of a teacher who is <strong>Effective: Proficient</strong>. A rating of 3.2 is assigned to reflect the progress made throughout the year and that he is taking steps toward the <strong>Highly Effective</strong> level of Professional Practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td><strong>Effective: Proficient (3.2)</strong></td>
</tr>
</tbody>
</table>
| Evidence | **Formal Observation:** Completed September 8th with a score of 3.0  
**Focused Observations:** Multiple focused observations were completed throughout the year to be combined with the Formal Observation and meet the minimum requirements of two observations. Feedback sessions/communication took place to guide the support received and as a result the teacher improved in each area. Critical Attributes associated with the **Highly Effective** level of teacher effectiveness not yet evident fall under **Component 3d: Assessment in Instruction**. |

#### STUDENT GROWTH

<table>
<thead>
<tr>
<th>Considerations</th>
<th>At the beginning of the year, the teacher set two goals (SLTs). The end of year results related to these SLTs, were used to determine the final rating.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>3.5</td>
</tr>
</tbody>
</table>
| Evidence | **SLT #1: Writing** – 90% of my students met their individual growth goal on the end of year writing assessments. This is a 4 on the scoring plan and reflects that I exceeded the target by a meaningful margin.  
**SLT #2: English II EOC** – All 22 students, scored fair or higher and 17 scored Good or Excellent on the English II EOC. This is a score of 3 and reflects that I demonstrated considerable impact on student learning with this group of students this year. |

### COMMUNICATION & DOCUMENTATION: Sample Excerpts

#### END OF YEAR CONVERSATION

| What led to/hindered student success? | The following points were discussed:  
- Modeling the process of writing using evidence from multiple texts  
- Targeted conversations with students about their progress in writing |
|---|---|
| What changes in practice took place this year? What additional changes need to take place? | Observation and feedback, peer observations, and mentoring activities led to a change in practice throughout the school year. Specific changes in practice included:  
- Planned and paced lessons to ensure lesson summary  
- Essential Questions: Identified anticipated student responses and exemplar responses in advance of teaching the lesson  
Areas noted as opportunities for future growth include:  
- Providing students with more extensive choices during lessons.  
- Improve formative assessment practices by differentiating the feedback provided to individual students, particularly in the area of writing |

---
| What resources are available or needed to support teacher and student success? | • Writers Workshop PD sessions hosted by the district  
• LDE ELA Summer Institute  
• 2016-2017 Teacher Leader Regional Meetings focusing on use of benchmark assessments in ELA |
| --- | --- |
| How did data inform your instruction this year? How will the data collected this year help you plan for future instruction? | The following data was used this year:  
• Prior student test scores and beginning of the year writing task was used to set goals in each class.  
• District ELA benchmark assessments were used to progress monitor student learning and further guide decisions to respond to and support individual needs.  
Plans for next year:  
• Expand the use of data as described above so that student achievement in ELA increases. |

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**End of Year: CIS Entry**

As a first year teacher, Mr. Carter exhibits many indicators of an **Effective: Proficient** teacher as evidenced by student growth and professional practice.

**Professional Practice:**

Given all evidence collected related to this teacher’s professional practice, it is determined that he exhibits the skills of a teacher who is **Effective: Proficient**. Critical Attributes associated with the **Highly Effective** level of teacher effectiveness and not yet evident for Mr. Carter, fall under Component 3d: **Using Assessment in Instruction**.

**Student Growth:**

An overall student growth score of 3.5 was assigned. This was determined through the use of the goals set at the beginning of the year. (see Student Learning Target Comments)

**Teacher’s Next Steps**

Prior to the beginning of the next school year, gain a deeper understanding of moving students toward end of year goals and monitoring progress by:

- a. meeting with peer teachers  
- b. attending appropriate [professional development](#) opportunities
APPENDIX II: HYPERLINKS
A PATH TO HIGH-QUALITY INSTRUCTION IN EVERY CLASSROOM
APPENDIX II: WEB RESOURCES

INTRODUCTION

Principal Fellowship
http://www.louisianabelieves.com/academics/principal-support

Expanding the TAP Program

High School Pathways Guidebook

Early Childhood Guidebook (coming soon)

PRINCIPAL INSTRUCTIONAL LEADERSHIP CYCLE

SPRING & SUMMER: REFLECT & PREPARE

REPORTS

Teacher Preparation Programs

Compass End of Year

SUPPORT

Believe and Prepare
http://www.louisianabelieves.com/teaching/believe-and-prepare

Believe and Prepare overview
http://www.louisianabelieves.com/teaching/believe-and-prepare

Believe and Prepare Implementation Guide

Compass
https://www.louisianabelieves.com/teaching/compass

Teacher Preparation Programs
https://www.teachlouisiana.net/Prospect.aspx?PageID=413

Talent Recruitment System
https://www.teachlouisiana.net/

FALL: SET DIRECTION & BEGIN SUPPORT

Standards
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards

Instructional Reviews
http://www.louisianabelieves.com/academics/instructional-materials-review/curricular-resources-annotated-reviews

Math Guidebooks
http://www.louisianabelieves.com/resources/library/k-12-math-year-long-planning

ELA Guidebooks
http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning

EAGLE 2.0
http://www.louisianabelieves.com/assessment/eagle
Benchmark Assessment Reviews
http://www.louisianabelieves.com/academics/instructional-materials-review/curricular-resources-annotated-reviews

SUPPORT

TAP and Principal Fellowship Expansion
http://www.louisianabelieves.com/academics/principal-support

Louisiana’s Teacher Leader Program
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/collaboration-teacher-leadership

2015-2016 Teacher Leader training opportunities

Professional Development Opportunities
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/collaboration-teacher-leadership

Teacher Leader Training Materials
http://www.louisianabelieves.com/resources/library/louisiana-teacher-leaders

WINTER: PROVIDE SUPPORT

SCHOOL IMPROVEMENT RESOURCES

Principal Fellowship Program
http://www.louisianabelieves.com/academics/principal-support

School Accountability Overview

Accountability Fact Sheet

Kindergarten – Grade 8 School Accountability

High School Accountability

School Report Cards
http://www.louisianabelieves.com/accountability/school-letter-grades

District/School Assessment Results
http://www.louisianabelieves.com/resources/library/test-results

Compass Reports
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/compass-teacher-results

Principal Goal Setting Support & Examples
http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/school-leader-teacher-learning-targets

SPS calculator
http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/school-results

TEACHER IMPROVEMENT RESOURCES

Teacher Goal Setting Resources
http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library

Professional Learning Modules
(Available Summer 2015)

Compass Teacher Rubric
Instructional Observation & Feedback Guide – English Language Arts

Instructional Observation & Feedback Guide – Mathematics

Teacher Leaders
http://www.louisianabelieves.com/resources/library/louisiana-teacher-leaders

Sample Teacher Support Form

TEACHER PLACEMENT RESOURCES

Compass Reports
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/compass-teacher-results

Educator Compensation Tools
http://www.louisianabelieves.com/teaching/compensation

PART I: BUILD A TEAM

Compass Leader Rubric

Believe and Prepare
http://www.louisianabelieves.com/teaching/believe-and-prepare

Believe and Prepare Implementation Guide

Teacher Preparation Program Evaluation Results

Talent Recruitment System
https://www.teachlouisiana.net/

Kindergarten – Grade 8 School Accountability

High School Accountability

Compass Teacher Rubric

PART II: CURRICULUM, ASSESSMENTS, PROFESSIONAL DEVELOPMENT, COLLABORATION

Instructional Resource Reviews
http://www.louisianabelieves.com/academics/instructional-materials-review/curricular-resources-annotated-reviews

Rubrics: Instructional Resource Reviews
http://www.louisianabelieves.com/resources/library/curricular-resources

Teacher Toolbox
http://www.louisianabelieves.com/resources/classroom-support-toolbox

Grade Specific Libraries
http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library
PART III: INSTRUCTIONAL LEADERSHIP (GOALS & EDUCATOR SUPPORT)

Compass Resources
http://www.louisianabelieves.com/teaching/compass

Annual Assessments
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments

Accountability Fact Sheet

Kindergarten – 8 School Accountability

High School Accountability

Transition Policies
http://www.louisianabelieves.com/academics/common-core-state-standards/louisiana's-transition-to-higher-expectations
K-8 Principal Report Cards

High School Principal Report Cards

K-12 Principal Report Cards

School Report Cards
http://www.louisianabelieves.com/accountability/school-letter-grades

District/School Assessment Results
http://www.louisianabelieves.com/resources/library/test-results

Compass Reports
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/compass-teacher-results

**STEP 2: SET GOALS**

Principal Goal Setting Support and Examples
http://www.louisianabelieves.com/resources/classroom-support-toolbox/district-support-toolbox/school-leader-teacher-learning-targets

Teacher Goal Setting Resources by Grade/Subject
http://www.louisianabelieves.com/resources/library/teacher-support-toolbox-library

**STEP 3: MONITOR PROGRESS & PROVIDE FEEDBACK**

Compass Teacher Rubric

EAGLE
http://www.louisianabelieves.com/assessment/eagle

Practice Tests
http://www.louisianabelieves.com/resources/library/practice-tests

Content Guidebooks & Related Resources
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/unit-assessment-planning-resources

Compass End of Year Guidance 2014-2015

**STEP 4: SUPPORT INDIVIDUAL TEACHERS**

Instructional Observation & Feedback Guide – English Language Arts

Instructional Observation & Feedback Guide – Mathematics

Guide for Evaluating Teachers of Students with Significant Disabilities
**STEP 5: REFLECT ON PROGRESS**

End of Year Guidance 2014-2015

School Report Cards
http://www.louisianabelieves.com/accountability/school-letter-grades

District/School Assessment Results
http://www.louisianabelieves.com/resources/library/test-results

Compass Reports
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/compass-teacher-results

**STEP 6: MAKE TEACHER PLACEMENT DECISIONS**

Principal Report Cards:
- K-8
- High School
- K-12

School Report Cards
http://www.louisianabelieves.com/accountability/school-letter-grades

District/School Assessment Results
http://www.louisianabelieves.com/resources/library/test-results

Compass Reports
http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/compass-teacher-results