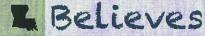Believes

Evaluation Guide for Teachers
2023-2024

Purpose

This guide has been developed to provide teachers a common understanding of the Louisiana evaluation components, tools and practices.

Topics include:
- Evaluation Rationale and Policy/Continuum of Evaluation and Certification
- Elements of Evaluation: Professional Practice Scores and Student Performance Scores
- Timeline

Evaluation, Law, and Policy

Terminology in Conjunction with Evaluation

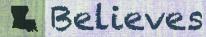| Compass	Compass Rubric	Compass Information System (CIS)
Compass is the entire system of evaluation.	The Compass Rubric is the name of the recommended observation rubric* used by school systems for evaluation of professional practice. *CLASS® is used for observations in Early Childhood classrooms. Alternate rubrics require a _Professional Practice Observation Rubric Request_ form.	CIS is the IT system, also known as the Human Capital Information System (HCS). This is the required system of record to enter both professional practice scores and student outcome scores (evaluation scores).

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Bulletin 130

Bulletin 130 is the Louisiana State Board of Elementary and Secondary Education (BESE) policy that outlines regulations for the evaluation and assessment of school personnel. This policy provides the:

- Purpose;
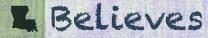- Framework;
- Measures; and
- Guidelines for evaluation.

Note: All evaluators are required to recertify annually to evaluate.

Purpose of Educator Evaluation

1) Ensure qualified and effective personnel are employed in instructional and administrative positions
2) Enhance the quality of instruction and administration
3) Provide procedures to retain effective teachers and leaders and to strengthen the learning environment
4) Foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development

(per Bulletin 130)
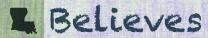
Framework of Effective Evaluation

Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and should meet the needs of the school district.

Local personnel evaluation plans include, at a minimum, the following elements:

- Job Description
- Professional Growth Planning Process
- Observation/Data Collection Process
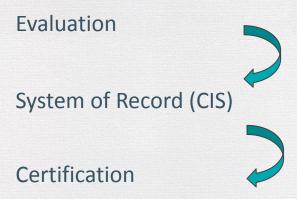- Professional Development and Support
- Grievance Process

(per Bulletin 130)

Grievance Process

Job Description

Effective Evaluation

Professional Development and Support

Professional Growth Planning Process
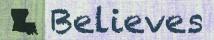
Observation/Data Collection Process

Evaluation and Certification

When school personnel are evaluated by the standards of effectiveness, those scores are entered into the Compass Information System (CIS) and then accessed to issue, renew or advance certificates.

Evaluation

System of Record (CIS)

Certification

Elements of Evaluation

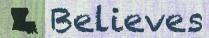| Total Evaluation Scores are Comprised of Professional Practice and Student Outcome Scores	
Professional Practice *Observation Scores*	**50% of total score** *Two Formal Observations on a 4 point scale*
Student Outcomes *Value-Added Model (VAM) + Student Learning Targets (SLTs)*	**50% of total score** *Non-VAM teachers:* SLTs = 50% *VAM teachers:* SLTs = 15%, VAM =35%

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Elements of Evaluation: Student Outcomes

Student Outcomes: Value-Added Model (VAM)

The value-added model (VAM) measures students' success compared to similar peers year to year.

The VAM predicts how well students will perform on the assessment in comparison to their peers with similar prior assessment scores and background.

Once a student has taken state assessments, the model shows the extent to which his or her achievement was on target with what was expected (student expected score).

The difference between a student's actual achievement and his or her expected achievement is known as the "value added."

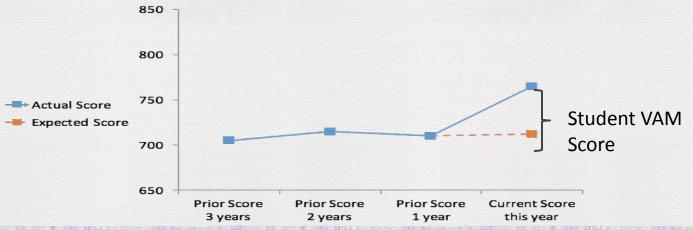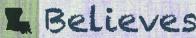(Resource: VAM Frequently Asked Questions)

How is VAM Measured?

A student's VAM score is representative of the difference between a student's actual achievement and his or her expected achievement.

The score can be a positive or negative number. If a student did exactly as expected, the student's VAM score would be zero.
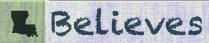
In this example, the student's VAM score is +65, the difference between her expected score (710) and actual score (775).

Data Used in VAM Calculations

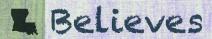| Data Included in model	Definitions for Data included in Model
Prior Year Scores	Scale score from state assessments for all subjects from up to three prior years
Student Attendance	Total number of days student is absent
Student Suspension	Total number of times a student is suspended from school
Student Mobility	Yes or No (based on if student is enrolled in more than one school in an academic year)
Gifted Classification	Yes or No
Section 504 Classification	Yes or No
Special Education Classification	Emotional Disturbance, Specific Learning Disability, Mild Intellectual Disability, Speech or Language Impairment, Other Health Impairment

VAM Eligible Teachers 2023-2024

VAM results are produced for teachers in the following contents and grades.

Content	Grade
ELA	Grades 4-8
Math	Grades 4-8
Science	Grades 4-8
Social Studies	Unavailable - Field Testing
Algebra I	All grades
Geometry	All grades
English I	All grades
English II	All grades

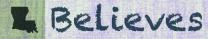Principals and teachers should verify rosters each spring.

Student Outcomes: Student Learning Targets (SLTs)

Student Learning Targets (SLTs) are tools that enable educators to set meaningful goals for academic progress over a given period of time. Teachers must set a minimum of two SLTs based on state approved assessments.

Act 333 and BESE policy require that each student learning target be discussed in a meeting between evaluator and evaluatee. Student learning targets not discussed in a meeting between evaluator and evaluatee shall not be used in a person's evaluation.
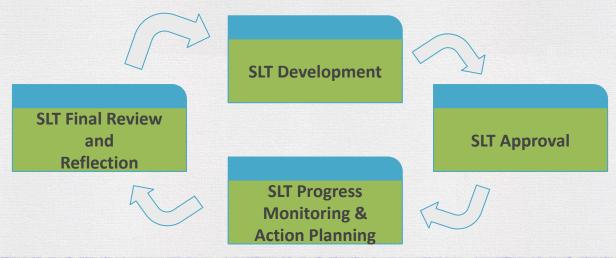
Note: The SLT template has a signature to assure that a meeting takes place.
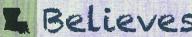
Student Learning Target Cycle

The Student Learning Target (SLT) Reflection Tool provides guiding questions to use during development of SLTs in order to create meaningful SLTs that can be progress monitored and will impact student success.

It is important for SLTs to be revisited throughout the year.

SLT Development

SLT Approval

SLT Progress Monitoring & Action Planning

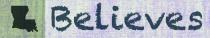**SLT Final Review and Reflection**

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Writing Student Learning Targets (SLTs)

Teachers should develop SLTs in their first semester or immediately upon hire in order to understand teaching goals and plan for instruction accordingly.

The SLT formula can be used as follows in any circumstance:

X outcome in **X amount of time** on **X assessment** for **X number of students**

Resources: To view assessments appropriate for SLTs, please see the <u>SLT Assessment Identification Guide</u> available in the <u>Compass Library</u>. The <u>Teacher SLT Guidance and Sample Templates</u> also provides additional information and sample SLT templates**.**

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3 Types of Growth Targets

3 Types of Growth Targets		
Tiered Growth Targets	**Targeted Growth Targets**	**Individual Growth Targets**
Tiered growth targets include all students with varying degrees of expected growth	Targeted growth is appropriate as a second SLT when the first SLT includes all students. Student groups are the focus of this SLT goal.	Individual growth targets provides all students with individualized growth targets based on previous performance and expectations.

Tiered Growth Target

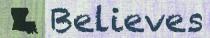All students are included on a single SLT with varying degrees of expected growth.

	Tier One	Tier Two	Tier Three
Baseline	Students scoring above __% on approved assessment	Students scoring __-__% on approved assessment	Students scoring below __% on approved assessment
Target	Final assessment score of __% or above	Final assessment score of __% or above	Final assessment score of __% or above

Targeted Growth Targets

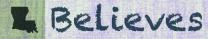Student groups are the focus for this SLT only when the first SLT includes all students.

SLT #1	SLT #2
__% of all students will reach their individual growth targets in Reading Comprehension and Written Expression on the identified writing task for the specified ELA Guidebook Unit.	__% of an identified student group will move up 1 score point in Knowledge of Language and Conventions on the identified writing task for the specified ELA Guidebook Unit.

Individual Growth Targets

Targets should reflect student starting points and previous performance expectations.

Student A	Student B	Student C
Will show a 4+ point growth on an approved assessment	Will show a 3+ point growth on an approved assessment	Will show a 6+ point growth on an approved assessment

Elements of Evaluation: Professional Practice Scores
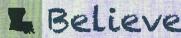
Professional Practice: Observation

Policy requires that teachers be observed *twice per year. At least one observation must be announced and include a pre-and post-conference.

This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

Observation scores and effectiveness ratings can be seen in the chart on the right.

*Per Bulletin 130, one of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model (VAM) in the previous year.

Effectiveness Rating	Composite Score Range
Ineffective	x < 1.5
Effective: Emerging	1.5≤ x <2.5
Effective: Proficient	2.5≤ x <3.5
Highly Effective	3.5 ≤ x

Believes

Professional Practice Rubrics

The Compass Rubric is the state approved professional practice rubric. The Counselor, Content Leader, and Mentor Teacher rubrics are also available in the Compass Library.

Note: It has been determined that these rubrics can be applied to virtual, in-person, and blended instructional formats.
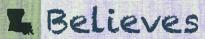
Timeline

Action Steps and Calendar for Evaluation

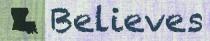| 2023-2024 Compass Information System (CIS) Timeline		
Element	**Timespan**	**Teacher Action**
PGPs	Fall 2023	Create PGP and enter into CIS
SLTs	Fall-Winter	Set SLTs, meet with evaluator, and enter into CIS
SLTs	Ongoing	Progress monitor and report results on SLTs
Observations	Ongoing	Review observation data and feedback

Believes

Evaluation Systems Review

The Department, in conjunction with the Region 14 Comprehensive Center, administered a statewide online survey for teachers and leaders in Fall 2022. Over 8,000 educators provided feedback on the survey. Survey results will help to inform the redesign of Louisiana's educator evaluation system. Survey results are located in the LDOE Evaluation Survey Report, located in the Compass Library.

Following the RFP process, the National Institute for Excellence in Teaching (NIET) was awarded a contract to assist the Department in utilizing local data, field research, national research, and best practices to improve the educator evaluation system. A pilot will take place during the 2023-2024 school year, and the new evaluation system will be rolled out over the next few years.

Thank you so much.

Please contact compass@la.gov for further support.