



Louisiana Believes

Principal Virtual Town Hall
May 23, 2016



Principal Town Hall: Outcomes and Participation

OUTCOMES

Provide an overview of the available structures, tools and resources that are most useful to principals as they:

- Reflect on 2015-2016 and set student learning priorities for 2016-2017
- Select and develop teachers through the summer months
- Set student achievement goals at the beginning of the year
- Plan to support teaching and learning throughout the year

Principal Virtual Town Hall

The live presentation today, will focus on:

1. Principal Support Overview: Vision, Tools and Resources
2. Preparing for 2016-2017: Reflection, Tools and Resources
 - Workforce Planning and Decisions
 - Curriculum, Assessment, Professional Development and Collaboration
 - Goals and Educator Support

As we conclude, take time to access the appendix which includes additional information about tools and resources previewed today and those scheduled for release.

1. New Louisiana Standards and LEAP 2025: Overview and Timeline
2. Parent Guidance
3. Curriculum and Assessment
 - Instructional Material Reviews
 - Social Studies Materials and Resources
 - EAGLE
4. Professional Development Vendor Guide
5. Additional Planning Resources
 - Early Childhood
 - High School
 - Special Education Support

Principal Town Hall: Outcomes and Participation

PARTICIPATION

- The [session presentation](#) is posted on the [Principal Support](#) page. To access:
 - Go to www.louisianabelieves.com
 - Click on **Academics**
 - Click on **Principal Support**
 - Under **Hot Topics**, click on **May 2016 Town Hall**
- If you have questions as you participate, we hope you will take time to submit them to compass@la.gov. Use **“Town Hall”** as the subject line to ensure questions are routed to the right team for a timely response.

During the live event, send questions to compass@la.gov with the subject line “TOWN HALL.”

The Role of Principals

- Those closest to students have the greatest impact on their success. Given this belief, Louisiana has focused its efforts to support and empower principals in their role as school leaders.
- Successful principals reflect and plan, using data throughout the year to set goals and improve instruction.
- Key supports have been developed in the form of tools and resources.



SET ACADEMIC IMPROVEMENT GOALS & THE DIRECTION OF THE SCHOOL

- Understand results
- Set school goals
- Guide the goal-setting of others



IMPROVE INSTRUCTION

Implement Processes and Structures

- Build a system for school-wide collaboration
- Draw on teacher leaders and mentor teachers to support

Evaluate and Provide Feedback to All Teachers

- Monitor progress toward goals (observations & assessments)
- Reflect on progress (feedback & end-of-year conversations)

Principal Support: 2016-2017

The 2016-2017 [District Support Calendar](#) provides the schedule of in-person trainings, virtual support, tools and resources, and communication streams designed to support educators as they establish high expectations for teaching and learning to ensure that every student succeeds.

[Principal Support](#) includes focused trainings and initiatives, virtual town halls and resources developed specifically for school leaders.

AUDIENCE	MEETINGS/EVENTS	COMMUNICATION STREAMS	KEY RESOURCES
District & Charter Leaders	<ul style="list-style-type: none"> Quarterly Supervisor Collaboration Events 	<ul style="list-style-type: none"> Weekly district newsletter Early Childhood newsletter Monthly District Planning webinar Monthly Superintendent webinar Monthly Assessment and Accountability webinar Monthly Data Manager call 	<ul style="list-style-type: none"> District + School Support Toolbox INSIGHT Coordinator's Portal
School Leaders	<ul style="list-style-type: none"> Compass Trainings Principal Fellowship TAP trainings Jump Start Convention Quarterly Counselor Collaboratives 	<ul style="list-style-type: none"> AP, CLEP, and High School Planning Guide webinars Monthly Counselor newsletter Ed Connect newsletter 	<ul style="list-style-type: none"> Principal Guidebook Compass Trainings High School Student Planning Guidebook Early Childhood Guidebook
Teacher Leaders	<ul style="list-style-type: none"> Annual Teacher Leader Summit Teacher Leader Collaboration Events (3) Summer Content Institutes Jump Start Super Summer Institute AP College Board PD 	<ul style="list-style-type: none"> Monthly Teacher Leader newsletter Ed Connect newsletter 	<ul style="list-style-type: none"> Teacher Support Toolbox Teacher Leader page Teacher Leader programs page 2016-2017 Professional Development Vendor Guide (March)

The Compass Tool

The [Compass](#) tool supports teachers and principals in defining expectations for student learning and monitoring progress against those goals throughout the year.

District Leaders:

- set and implement [policies](#)
- support principal and teacher improvement
- observe, support, and evaluate principals

Principals:

- set schoolwide student growth goals
- guide teachers to set student growth goals
- observe, support, and evaluate teachers

Teachers:

- set student growth goals
- teach and monitor student learning
- continue to improve

For more information related to Compass 2016-2017, access slide 42.

Compass: End of Year Conversations

Teachers and principals are supported to improve throughout the year. End-of-year conversations include time to review multiple measures of student growth and professional practice.

Sample guiding questions for reflection and planning:

- 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?
- What opportunities and resources are available as we prepare for next year?

Principal Guidebook

The [Louisiana Principal's Teaching and Learning Guidebook](#) brings together, in one place, the key actions and resources to guide principals as they reflect and plan.

2016-2017 Guidebook Improvements:

- Streamlined set of key actions with guiding questions and updated resources
- Emphasized use of data to inform decisions and support planning

Focus Areas:

- Workforce Planning and Decisions
- Curriculum, Assessment, Professional Development, and Collaboration
- Goals and Educator Support

During the live event, send questions to compass@la.gov with the subject line "TOWN HALL.."



Workforce Planning and Decisions

Workforce Expectations for Principals

Building a strong team of teachers is one of the principal's most important responsibilities, and building a strong team starts with preparing and hiring great teachers.

REFLECTION QUESTIONS	ACTIONS	RESOURCES
Do I have the teaching and leadership staff needed for next year? If no, what should I do next?	Make workforce decisions (placement, recruitment, hiring, retention, and granting tenure) Anticipate and meet staffing needs	Data and Reports: Preparation Program Reports Workforce Report (NEW) Compass
Which teachers are most successful? What role will they play in supporting their peers?	Identify, prepare, and assign high-quality mentor teachers Prepare teacher candidates	Tools: Believe and Prepare Louisiana Teacher Leader Program Teacher Preparation Programs Talent Recruitment System

Workforce Expectations for Principals

Think about your teaching staff. Specifically, those assigned to teach ELA and math.

- *Do you know which teachers consistently receive highly effective ratings?*
- *Which teachers demonstrate success by bringing students to a level of meeting or exceeding expectations?*
- *Have you placed these teachers in a position to support development of others?*

Teacher effectiveness tools, resources and data help principals identify which teachers should be positioned so their skills help develop others.

- Teacher level Compass results for current and prior years are available in [CIS](#). In addition to overall ratings, access to professional practice student growth ratings, and transitional student growth data (TSGD) is available.
- [CLASS System](#) is an online portal that provides principals with all CLASS observation results (local and third party) for their classrooms
- [Believe and Prepare Program](#) centers on the goal of preparing aspiring teachers who can support all students on their path to attaining a college degree or a professional career.

Workforce: Tools and Resources

Mentor Teacher Recruitment and Training Guidance: Mentor teachers must have **instructional expertise** and **strong leadership and communication skills** in order to lead their colleagues and develop aspiring teachers.

Mentor teachers should be able to:

- Demonstrate consistent, positive impacts on student achievement
- Lead, support, and invest in colleagues to help them grow
- Reflect on instructional practice and seek opportunities for improvement
- Interact professionally with colleagues, parents, and students
- Communicate effectively with adults and students (e.g., performance expectations)
- Manage time and plan effectively

Mentor teachers should also have clear roles and responsibilities. For example:

- Leading grade-level teams in planning instruction and analyzing student achievement results
- Modeling lessons to develop teaching practice
- Providing formative feedback to practicing teachers to strengthen instructional practice

Next Steps

WORKFORCE PLANNING & DECISIONS

- Analyze teacher level data (Compass, TSGD, CLASS) and make teacher placement decisions
- Finalize staffing plan for next year
- Identify successful teachers to support new and struggling teachers
- Research how the district currently accesses [Believe and Prepare](#) and if participation in Cohort 4 is planned

During the live event, send questions to compass@la.gov with the subject line "TOWN HALL.."



Curriculum, Assessment, Professional Development and Collaboration

Curriculum, Assessment, Professional Development and Collaboration

Principals prepare for the year by putting standards-aligned tools and support structures in place for their teachers.

REFLECTION QUESTIONS	ACTIONS	RESOURCES
Is high-quality, aligned curriculum being used in each subject?	Review and select high-quality curricula	Data and Reports: Principal Profile
Do teachers have access to quality assessments? Are they being used to inform and improve instruction?	Access and use quality assessments	Tools: Instructional Priorities Instructional Reviews and Rubrics District Assessment Guidance
Do teachers have access to and participate in high-quality professional development?	Identify and provide quality professional development	Professional Development Guidance Teacher Leader Collaboration Materials Louisiana Principal Fellowship TAP/NIET BPC Expansion Guide
How are Teacher Leaders identified? What role do they play in supporting the direction of the school and professional development needs of their peers?	Set up teacher-led collaboration structures and processes	Grade/Content-Specific: ELA Guidebooks 2.0 Guidance for Early Childhood Education K–3 Literacy Assessment Guidance High School Student Planning Guidebook
Do teachers collaborate frequently about student work and how to improve student learning?		

Curriculum, Assessment, Professional Development and Collaboration

Think about curriculum and assessments used by your teachers to support student learning.

- Are these materials aligned to [what is most important](#) in ELA and math?
- Have teachers participated in professional development opportunities?
- Did these opportunities help them understand how to access and use materials to support student learning?



Standards and Curriculum

Increasing student learning and improving teacher instruction requires access to high-quality resources and targeted, ongoing professional development to help teachers use those resources effectively. The following curricular tools exist to support educators as they plan for 2016-2017.

- **Standards material resources:** The Department has and will continue to release multiple tools and resources to support the transition to the new Louisiana Student Standards for ELA and math. *For additional information, access slide 44.*
- [English Language Arts Guidebooks](#): Made by teachers for teachers, the units that make up the ELA Guidebooks 2.0 ensure students can read, understand, and express their understanding of complex, grade-level texts.
- [Social studies guidance](#): Guidance is available to provide recommendations for next steps in selecting social studies curriculum, assessments, and professional development. *For additional information, access slide 48.*
- [Instructional materials reviews](#): These reviews, led by educators and experts from across the state, assess alignment to Louisiana's state standards. The [rubrics](#) for these reviews are available for districts and schools to use for self-assessment as needed.

Louisiana Student Standards Support Plan

The Department has and will continue to release multiple tools and resources to support the transition to the new Louisiana Student Standards for ELA and math.

Support Documents	<p>Available now</p> <ul style="list-style-type: none">• Updated Louisiana Student Standards documents for math and ELA• Enhanced crosswalk documents for ELA and math• Grade-level teacher companion documents for math• Updated math remediation guides• K–12 math standards by domain <p>Available by end of May</p> <ul style="list-style-type: none">• ELA vertical progressions• Louisiana Student Standards Parent Guide and presentation
Math Tier 1 Curriculum Alignment	<p>Available now</p> <ul style="list-style-type: none">• Bridges in Mathematics—posted here• Springboard—posted here

English Language Arts Guidebooks 2.0

Teachers across the state began work on the guidebooks in the spring of 2013 and have continued to improve them to provide Louisiana teachers with a high-quality, affordable curricular option.

ELA GUIDEBOOKS 2.0 PILOT

- **Participants:** 10 districts and 147 classrooms across the state
- **Purpose:** ensure ELA materials effectively support teachers in developing students who can read, understand, and express understanding of texts.
- **Feedback and Lessons Learned:**
 - Guidebooks are a useful guide for whole-class instruction.
 - Guidebooks help teachers teach kids, not programs.
 - As the guidebooks are revised, they need to continue to account for diverse learners.

“I would wholeheartedly endorse the use of guidebooks in schools where administrators want to ensure effective and efficient delivery of standards. Guidebooks have provided the foundation upon which we continue to build a strong curriculum that responds to students’ interests/needs. The guidebooks are especially valuable for new and struggling teachers.” - Louisiana principal


Using the ELA Guidebook Units & Lessons

The lessons include many resources:

Card 1 of 12

Begin lesson

Full screen



Teaching notes [Print all](#)

Click the "Begin lesson" button to view this lesson plan. Teaching notes for each slide will appear in this box.

Begin lesson


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Card 7 of 12

Let's Read!

Full screen



- Read stanzas 2-7 of "Paul Revere's Ride" with a partner.
- Highlight in one color any words which relate to sound.
- Then read stanzas 8-13 with a partner and do the same with a different color.
- Be prepared to share your examples with the class.

Teaching notes [Print all](#)

Suggested Pacing: ~6 minutes

Directions:

- Ask students to follow the directions on the slide.
- Stanzas 2-7 start with line 6 and end with line 72. Stanzas 8-13 start with line 73 and end with the end of the poem.
- Once students have finished their work, instruct students to share their examples with the class.
- Record their responses on a two-column class chart using chart paper or some other collection method.

Building Questions and Prompts

- As needed, provide an example to help students understand the task: "For example on line 15, you might circle or highlight muffled. Why?"

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LESSON PLAN

Lesson 18: Analyze a poem

Created by Louisiana Department of Education

Quick Assign

Lesson plan Additional materials About this lesson

- American Revolution Text Access**
Type: Page
- "Paul Revere's Ride" by Henry Wadsworth Longfellow**
Type: File
- Evidence chart (blank)**
Type: File
- Evidence chart (completed)**
Type: File

4

Card 8 of 9

Let's Express Our Understanding!

Full screen



- With a partner, create a timeline of events of Paul Revere's ride.
- Summarize the events of the poem on the summary of Paul Revere's ride handout.

Teaching notes [Print all](#)

Suggested Pacing: ~15 minutes

Directions:

- Direct students to use their same partner from the paired reading.
- Make sure each pair has markers or map pencils to mark the requested events.
- Then tell students to answer the provided questions by marking the events on the map.
- Finally, ask students "How did adding details on this map help you better understand the events of Paul Revere's ride?"

Student Look-fors:

- Access a completed map under the Additional Materials tab.
- Students should indicate that recording information on the map helps them to

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English Language Arts Guidebooks 2.0

In advance of the [release of additional units of ELA Guidebooks 2.0](#) in June, the Department has created a new [ELA Guidebooks 2.0 webpage](#).

The [ELA Guidebooks 2.0 webpage](#) will house the necessary resources in one location for ease of use.

Resources Released	Resources Coming Soon
ELA Guidebooks 2.0 pilot units	Additional ELA Guidebooks 2.0 units (June)
Release schedule for ELA Guidebooks 2.0	Units Materials page on LearnZillion (June)
Access Guide	Printable Student Materials (July)
ELA Guidebooks 2.0 Quick Guide	Unit Readers for purchase (July)

Assessment

Assessments that are aligned to student standards measure progress and ensure that students remain on track for college and careers. The Department has or will release the following assessment tools to support districts in planning for 2016-2017.

- [Statewide Assessments](#): Guidance is or will be available for the set of tests based on the Louisiana Student Standards. This includes EOC and LEAP 2025. ***For additional information, access slide 45-46.***
- [District Assessment Guidance](#): This tool helps district and school level educators understand the role of different assessments and how they support student learning.
- [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.
- **Formative assessment item bank (EAGLE)**: A high quality assessment item bank that includes over 10,000 items aligned to Louisiana's ELA, math, science, and social studies standards. ***For information related to the EAGLE Transition Plan, access slide 47.***

LEAP 2025 Assessments

Assessments, unique to Louisiana, will be

- aligned to the Louisiana Student Standards;
- designed to be accessible for use by the widest possible range of students (e.g., students with disabilities, ELL students);
- constructed to
 - yield valid and reliable test results,
 - report student performance using five achievement levels, and
 - be comparable with a significant number of other states;
- developed to limit the amount of testing time;
- developed and reviewed with Louisiana educator involvement; and
- administered online in grade 5 through high school and online or on paper in grades 3 and 4.

District Assessment Guidance

[District Assessment Guidance](#): helps district and school level educators understand the role of different assessments and how they contribute to increased student learning. This set of guidance includes key resources to support the formative assessment process in districts and schools.

Resource	Description
Audit tools	helps districts inventory what assessments they are giving and provides a process to strategically think through what needs to be administered
K–3 literacy assessment guidance	outlines a set of criteria related to high-quality K-3 screening, diagnostic and benchmark assessments which primarily measure students’ foundational skills and that these skills are not an end in and of themselves
Indicators of quality for benchmark assessments in ELA and Mathematics	consolidates indicators of quality from the Assessment Evaluation Tool (AET) into a concise checklist for districts to use to analyze their assessments

Professional Development & Collaboration

The opportunities, tools and resources support efforts to provide the right professional development.

- **Teacher Leader Summit**: brings together more than 4,000 educators and content experts from across the state to share their knowledge, learn new skills, and prepare for the upcoming 2016-17 school year
- **Super Summer Institute**: opportunity for teachers to be trained to offer credentials that lead the Jump Start Career pathways (*For additional program specific guidance, access slide 50*)
- **Quarterly Supervisor and Teacher Leader Collaborations**: scheduled throughout the fall and spring to bring educators together to share ideas and best practices
- **Principal Town Hall Meetings**: scheduled throughout the year to inform and support planning and next steps in school leadership
- **PD Vendor Guide**: packages focused on or incorporate key skills and criteria, which contribute to a quality professional development experience (*For additional information, access slide 49*)

2016 Teacher Leader Summit

The [2016 Teacher Leader Summit](#) will bring together **4,000 educators** and content experts from across the state to share their knowledge.

When: Wednesday, June 1, through Friday, June 3

Where: Morial Convention Center, New Orleans

Objectives

- **Improve the everyday practice of educators in Louisiana** by building their knowledge and skill in key areas related to their role
- **Provide opportunities for educators to collaborate and share best practices**
- **Allow educators to “test drive” high-quality resources and professional development** that can be adopted and scaled in schools and districts across Louisiana
- **Foster a culture that celebrates and engages** educators and **empowers** and **inspires** them to take on an even greater leadership role within their classrooms, schools, and districts



2016 Teacher Leader Summit: Registration Update

Registration for the 2016 Teacher Leader Summit has closed. We look forward seeing many of you there.

Location: Morial Convention Center, New Orleans

Agenda:

Wednesday, June 1

Teachers, early childhood

10:30-12:30	Sign-in
12:30-2:00	Session 1
2:20-3:50	Session 2

Thursday, June 2

Teachers, early childhood, supervisors

7:30-8:30	Sign-In
8:30-9:15	General Session
9:45-11:15	Session 3
11:30-1:00	Lunch (provided)
1:00-2:30	Session 4
2:50-4:20	Session 5

Friday, June 3

Supervisors

7:30-8:30	Sign-in
8:30-10:00	Session 6
10:20-11:50	Session 7

Registration will take place in Hall B-2 and is organized alphabetically by last name.

Summit Next Steps

1. **Download the app on both your phone/tablet and your computer.**
 - *Benefits of the app:*
 - Houses the most current information about sessions including the schedule, room number and materials.
 - Allows you to easily search for sessions that fit your needs and add them to a personalized schedule.
 - Provides the LDOE with information that will help us improve your experience at the event.
2. **Download session materials** for any sessions in which you are interested (available beginning May 20)
3. **Ensure Teacher Leaders and other registrants complete the steps above.**

For questions please reach out to Louisianateacherleaders@la.gov or DistrictSupport@la.gov.

Next Steps

CURRICULUM, ASSESSMENT, PROFESSIONAL DEVELOPMENT AND COLLABORATION

- Confirm curriculum and assessment choices and communicate with teachers
- [Review Teacher Leader Summit](#) session materials and encourage [Teacher Leaders](#) to attend those that align to the student learning priorities you have identified for 2016-2017
- Encourage teacher leaders to apply to be a Teacher Leader Advisor
 - [Early Childhood](#)
 - [ELA](#)
 - [Math](#)
 - [Social Studies](#)

During the live event, send questions to compass@la.gov with the subject line "TOWN HALL.."

For more information related to the new Louisiana Student Standards, LEAP 2025, curricular and assessment resources, and professional development, access slides 42-52.



Goals and Educator Support

Goals and Educator Support

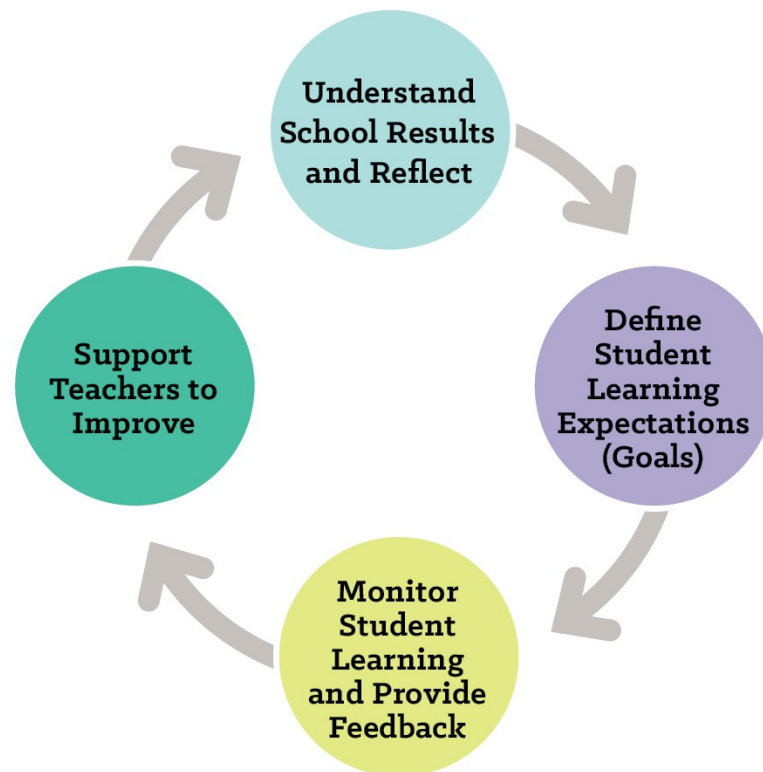
The Department has and will continue to release multiple tools and resources to support the transition to the new Louisiana Student Standards for ELA and math.

REFLECTION QUESTIONS	ACTIONS	RESOURCES
How will my goals reflect the direction of the school and expectations for student learning?	Understand school results and reflect	Data and Reports: Principal Profile School Report Cards
How will I ensure each teacher's goals (SLTs) reflect the learning expectations for his/her students?	Define student learning expectations (goals)	Compass (TSGD, SLTs, Professional Practice)
Is observation and feedback happening regularly to monitor and support student learning?	Monitor student learning and provide feedback (assessments and observations)	Tools: SPS Calculator Goal-Setting: Principals Goal-Setting: Teachers
Which teachers are positively impacting student learning? How will they support others?	Support teachers to improve	Observation and Feedback Compass Information System (CIS)
How will targeted support help all teachers to improve?		

Goals and Educator Support

Reflect on the goals you set in 2015-2016.

- Did they reflect the right set of student learning expectations?
- What targets did you set? What data and resources were most helpful to ensure goals were meaningful?
- Which assessment and observations tools were most effective in supporting teaching and learning?



Goals and Educator Support

Tools and resources have been developed to guide understanding of student achievement results, the process of setting goals, and the work necessary to support teaching and learning.

- 2014-2015 [Principal Profile](#) and 2015-2016 [SPS Calculator](#): offer a comprehensive view for educators as they collaborate to better understand results, set goals, and plan.
- [School Report Cards](#): available to the public and provide student achievement information.
- **Goal Setting Templates and Recommended Targets**: inform goal setting by guiding educators to reflect on performance, areas of growth/decline and how this compares to peers.
- [District Formative Assessments](#): Quality assessments provide a mechanism for teachers and school leaders to assess student learning in order to inform ongoing practice.
- [Observation and 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.
- [Teacher Goal Setting Guidance](#): Principals consider how each educator supports the broader school goals in order to guide the process of defining student achievement goals.

LDOE 2015 Principal Profiles

The [Principal Profiles](#) offer a comprehensive view for educators as they collaborate to:

- Review the school's performance over multiple 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)
- Reflect to identify trends, strengths and weaknesses in student achievement
- Set student achievement goals

What: School-level reports, released directly to district leadership, which detail performance score components, including subgroup data, for current and prior years. These reports, formerly known as Principal Report Cards, are for internal purposes only and will not be publicly reported.

Purpose/Use: Provide an in-depth look at student achievement to inform planning for 2016-2017.

Sample Metrics:

- Component-by-component breakdown of a school or district's performance score
- Comparison of performance across years, districts, and similar schools
- Subgroup data for state assessments and graduation rates

Goal Setting Support

Goal Setting Templates and Recommended Targets by configuration and letter grade are available to inform goal setting by reflecting on actual growth and considering how this compares to peers .

- 2015-2016 Recommended Targets
 - [K-8](#)
 - [High School](#)
 - [Combination](#)
- 2014-2015 Recommended Targets
 - [K-8](#)
 - [High School](#)
 - [Combination](#)
- Expanded Principal Goal Setting resources (*June 2016*)

[Teacher Leader Summit Sessions](#): *Principal Goal Setting: K-8 and Principal Goal Setting: High School*

Next Steps

GOALS AND EDUCATOR SUPPORT

Identify the information that supports the goal setting process at the beginning of the summer. Some examples include:

- School performance summary information (January)
- ELDA/LAA 1 (May)
- LEAP Science (early June)
- Highest ACT Score for Seniors (May)
- End of Year Compass Evaluations and Conversations

Use this information to reflect on results and prepare for goal setting and educator support.

- Identify student achievement priorities
- Develop a plan to use formative assessments and observations to monitor student learning and provide feedback

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Closing and Next Steps

Closing & Next Steps

MAY - JULY:

- complete a [survey](#) to inform Louisiana's principal support efforts (May 23-June 10)
- gather with your leadership team to determine 2016-2017 student achievement priorities
- access the [session presentation](#) to review the complete set of resources that align to these priorities
- finalize staffing decisions, communicate teaching assignments and assign mentors
- secure quality instructional materials and get them in the hands of teachers
- provide access to and participate in quality professional development opportunities (teachers, counselors, assistant principals)

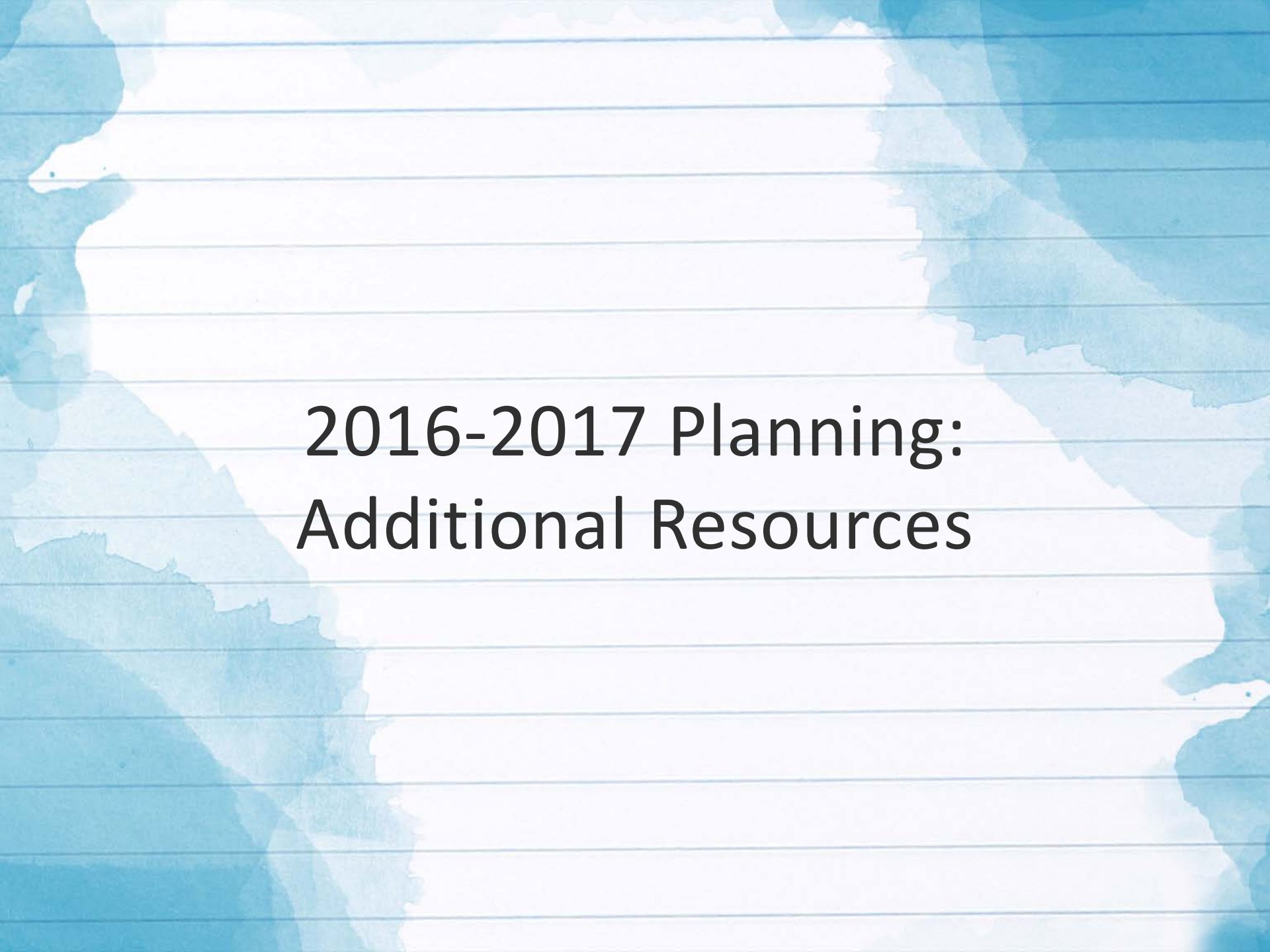
Send questions to compass@la.gov with the subject line "Principal Support."

Closing & Next Steps

AUGUST - SEPTEMBER:

- leverage the knowledge of Teacher Leaders to provide quality professional development at the beginning of the year
- review assessment results to identify areas of strength and weakness
- set school-wide goals
- communicate school-wide goals and guide the teacher goal setting process
- develop a formative assessment plan to monitor progress and support teaching and learning

*Send questions
to compass@la.gov
with the subject line
"Principal Support."*

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, painterly effect. The colors are more saturated on the left and right sides, fading towards the center. The overall aesthetic is clean and professional.

2016-2017 Planning: Additional Resources

Legislative Action Related to Standards Transition

The Legislature is currently considering a compromise regarding standards and accountability.

- The new Louisiana Student Standards will be implemented in 2016-2017.
- The accountability, student promotion, and Compass transition policies will continue through the 2016-2017 school year.
- After the transition policies conclude and the calculation of value-added data resumes, student growth will continue to count for 50 percent of a teacher's evaluation. However, value-added will make up only 35 percent of a teacher's evaluation.

For the 2016-2017 school year, as in the past three years, BESE's transition policies will remain in place, resulting in the following:

- Promotion decisions will continue to be made locally.
- Teacher value-added data will not be calculated.
- School and district letter grade distributions will not drop below the 2012-2013 distribution.

Email assessment@la.gov with questions.

Louisiana Student Standards and LEAP 2025 Projected Timeline

Timeline	Phase of Work
Spring 2016 (March–May)	Legislatively developed transition of accountability to new standards Adoption of new standards
Summer 2016 (June–August)	Implementation of new standards Release of all final standards materials Contract awarded to vendor for LEAP 2025 ELA and mathematics assessment system
Fall/Winter 2016 (Sept–Jan 2017)	Assessment guides released (fall) Practice tests released (winter)

Louisiana Student Standards Support Plan

The Department has and will continue to release multiple tools and resources to support the transition to the new Louisiana Student Standards for ELA and math.

Support Documents	<p>Available now</p> <ul style="list-style-type: none">• Updated Louisiana Student Standards documents for math and ELA (by EOW)• Enhanced crosswalk documents for ELA and math• Grade-level teacher companion documents for math• Updated math remediation guides• K–12 math standards by domain <p>Available by end of May</p> <ul style="list-style-type: none">• ELA vertical progressions• Louisiana Student Standards Parent Guide and presentation
Math Tier 1 Curriculum Alignment	<p>Available now</p> <ul style="list-style-type: none">• Bridges in Mathematics—posted here• Springboard—posted here <p>Available in June</p> <ul style="list-style-type: none">• Eureka Math
Instructional Materials Reviews	<ul style="list-style-type: none">• Updated guidance on alignment to Louisiana Student Standards (available fall 2016)

Assessments: LEAP 2025

The Department will seek a vendor through a competitive bid process to provide a uniquely Louisiana test called LEAP 2025 with questions based on Louisiana Student Standards. The procurement process determines a vendor; the Louisiana Student Standards determine the content of the test.

The RFP will seek the following:

- Summative assessments , unique to Louisiana, in grade 3 through high school (i.e., English I, Algebra I, English II, and Geometry)
- Optional non-summative assessments
 - Formative assessment tasks for K through 2, for use at the discretion of districts
 - Diagnostic assessments for grade 3 through high school, for use at the discretion of districts
 - Interim assessments for grade 3 through high school, for use at the discretion of districts
- Support resources (e.g., assessment guides, practice tests, released items)

Assessment: LEAP 2025

These assessments, unique to Louisiana, will be

- aligned to the Louisiana Student Standards;
- designed to be accessible for use by the widest possible range of students (e.g., students with disabilities, ELL students);
- constructed to
 - yield valid and reliable test results,
 - report student performance using five achievement levels, and
 - be comparable with a significant number of other states;
- developed to limit the amount of testing time;
- developed and reviewed with Louisiana educator involvement; and
- administered online in grade 3 through high school and online or on paper in grades 3 and 4.

Please email assessment@la.gov with questions.

Assessment: EAGLE Transition Plan

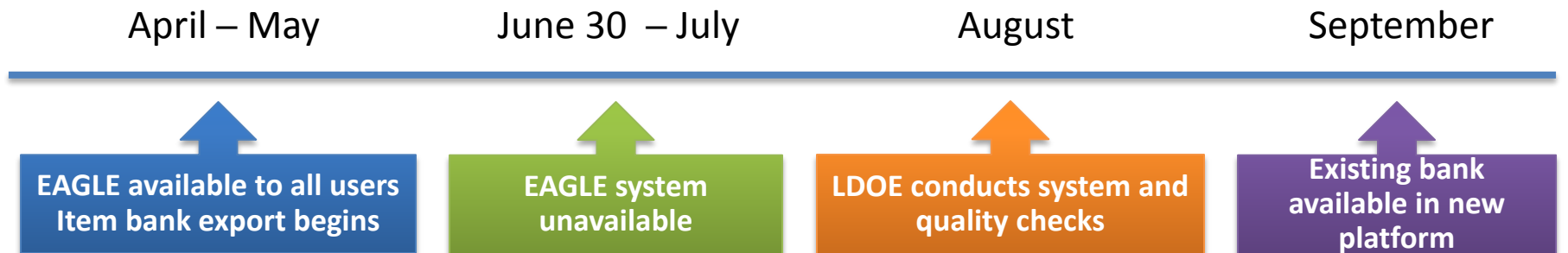
The Department will continue to provide districts and schools with access to high-quality assessment items.

In preparation for the 2016–2017 school year, EAGLE will begin transitioning to the DRC assessment-delivery platform over the summer. The transition will occur in phases as specific test administration, student testing, and reporting requirements are defined.

What should districts and schools do in preparation for the 2016–2017 school year?

- Due to exporting capabilities, **only EAGLE items will be moved.**
- Therefore, users should **print and retain hard copies of district- and school-level tests.**

Email assessment@la.gov with questions.



Social Studies Resources

What matters most in social studies instruction is that students build an understanding of **content** and then develop and express **claims** to demonstrate their understanding.

This means that students must

- examine authentic sources to build knowledge of social studies content;
- explore meaningful questions about sources and content to build understanding;
- make connections among ideas, people, and events across time and place; and
- express understanding of content using evidence from authentic sources and outside knowledge.

The Department has released resources to support districts in making these shifts:

- [2016-2017 Social Studies Guidance](#): provides recommendations for district next steps in selecting social studies curriculum, assessments, and professional development.
- [Instructional Materials Reviews](#)
- [Sample Item and Task Sets](#)
- [Scope and Sequence Documents and Instructional Tasks](#)

Professional Development Vendor Guide

The goal of the [PD vendor guide](#) is to support local school systems in making informed decisions regarding professional development that are aligned to top-tiered curriculums.

- This document provides a list of vendors who offer a range of high-quality PD packages that help teachers in the following ways:
 - Implementing a high-quality curriculum
 - Building content knowledge, especially around the [key instructional priorities](#)
 - Analyzing quality student work
 - Managing a classroom environment
 - Providing teacher practice and feedback
 - Offering ongoing support through mentoring, coaching, or PLCs
- May updates include the following:
 - Additional vendors
 - More specific information about the PD options each vendor provides

Contact DistrictSupport@la.gov if there are additional vendors that you think should be included in this guide.

Additional Support: Curriculum, Assessment, and Professional Development

- **Early Childhood Curriculum, Assessments, and Professional Development:** Teachers in all early childhood settings need strong and coordinated curriculum, assessments, and professional development that advance the quality and continuity of practice across early childhood and early elementary settings. A set of recommendations are available to support these decisions.
- **High School Planning Guide:** Principals and counselors use the High School Planning Guide to identify critical decision points and options for students. It is also useful in preparing to build master schedules that align to new diploma requirements.
- **Special Education Support:** Principals, counselors, and teachers should access this guidance to understand what opportunities are available for different groups of students.

2016-2017 Early Childhood Guidance

Next Steps

Curriculum

- Read the [early childhood education curricular reviews](#) and [K–2 curricular reviews](#) to understand the common characteristics of high-quality curriculum across the age spans.
- Select and implement a [Tier 1 or Tier 2 early childhood education curriculum](#).
- Provide high-quality [narrative](#) and [informational](#) read-aloud texts for [infants and toddlers](#) and [preschoolers](#).

Assessments

- Set up the GOLD system and support teachers in using this assessment system on an ongoing basis or in using assessment tools embedded in a [Tier 1 or Tier 2 curriculum](#).
- Schedule time for preschool teachers to meet with kindergarten to use assessment data to improve transitions to kindergarten.

Professional Development

- Attend different professional development sessions—which will cover curriculum, assessment, and improving interactions and instruction—at the June [Teacher Leader Summit](#).
- Network with early elementary colleagues at the [summit](#) and during the school year to exchange ideas and knowledge and reflect on how to adapt new practices.
- Review professional development options in the [Vendor PD Course Catalog](#) and select the resources that best meet the needs of your teachers.

2016-2017 Pupil Progression Plan

- The **Pupil Progression Plan (PPP)** is the comprehensive plan developed and adopted by each LEA that establishes policies and guidelines that local school districts use to determine whether students will be promoted to the next grade, retained in the current grade, or advanced (or skipped) to higher grades. PPPs also outline the criteria for high school graduation.
- The new 2016-2017 PPP template will be released in June following the legislative session, via the superintendent's weekly newsletter and will be posted to the Department's website. As such, **the deadline for submission will be extended into mid-October.**
- For more information on the 2016-2017 Pupil Progression Plan, please email your request to PPP@la.gov.