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Advisory Committee on Educator Evaluation (ACEE)

Summary Report

Office of Innovation
November 2011

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Summary Report on the Advisory Committee on Educator Evaluation (ACEE)

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WHAT IS ACEE?

In 2010, the Louisiana Legislature passed groundbreaking legislation on educator evaluation—Act 54. Under Act 54, data reflecting student learning becomes a significant component of educator support and evaluation. Beginning in the 2012-2013 school year, evidence of student growth will comprise fifty-percent of an educator's evaluation.

As required by the law, a statewide advisory panel composed of teachers, principals, parents, legislators and representatives of education organizations, the Advisory Committee on Educator Evaluation (ACEE), was formed.

WHO ARE THE ACEE MEMBERS?

Committee membership includes:

- Fifty percent practicing classroom educators
- One appointee from the Associated Professional Educators of Louisiana
- One appointee from the Louisiana Association of Educators
- One appointee from the Louisiana Federation of Teachers
- One appointee from the Louisiana Association of School Superintendents
- One appointee from the Louisiana Association of Principals
- One appointee from the Louisiana Association of Public Charter Schools
- Two members of the Senate Committee on Education, appointed by the chairman thereof
- Two members of the House Committee on Education, appointed by the chairman thereof
- One member appointed by each member of the State Board of Elementary and Secondary Education (BESE)
- Two parents of public school students

WHAT IS THE COMMITTEE'S CHARGE?

ACEE was assembled to engage key members of the education community in the development of Louisiana's new teacher and leader support and evaluation system. ACEE acts in an advisory capacity to provide the Louisiana Department of Education (LDOE) and BESE input on specific, key elements of the new educator support and evaluation system. The ACEE committee began meeting in the fall of 2010. Specifically, Act 54 charged ACEE with the three following responsibilities:

Charge 1: To make recommendations on the development of a value-added assessment model to be used in educator evaluations.

Charge 2: To make recommendations on the identification of student growth measures for grades and subjects for

which value-added data is not available, as well as for personnel for whom value-added data is not available.

Charge 3: To make recommendations on the adoption of standards of effectiveness.

WHAT RESOURCES WERE PROVIDED TO ACEE?

On the first charge, regarding the development of Louisiana's value-added model, committee members worked closely with value-added expert and developer of Louisiana's statistical value-added model, Dr. George Noell. Over the past seven years, Dr. Noell has researched methods for using value-added data in education and has examined and strengthened Louisiana's value-added statistical analysis model accordingly. In addition to support from Dr. Noell, ACEE members also had the opportunity to participate in a discussion with national experts on value-added. In December of 2010, Dr. Jane Hannaway, the founding Director of the Education Policy Center at the Urban Institute in Washington, D.C., presented her national perspective on the use of value-added data in educator evaluations. Finally, ACEE members learned from and engaged with a panel of Louisiana teachers representing school districts involved with the 2008-2009 value-added pilot.

On the second charge, regarding the identification of student growth measures for Non Tested Grades and Subjects (NTGS), committee members also involved national and local experts. Discussion began with presentations by national NTGS experts from: Denver, Colorado; Hillsborough County, Florida; the Tennessee Department of Education; and the Kentucky Department of Education. In response to these presentations, ACEE devised a process to construct specific NTGS recommendations. This process included: (1) breaking NTGS courses into manageable groups; (2) establishing NTGS Educator Workgroups to determine measures of student learning in NTGS; and (3) creating tools and guidance to focus the NTGS Educator Workgroups. Based on the recommendation of ACEE, the LDOE organized and facilitated nine NTGS Educator Workgroups— Elementary NTGS (PK-5), Secondary NTGS (6-12), World Languages, Career Technical (6-12), Instructional Coaches and Academic Interventionists, Creative Arts (K-12), Physical Education and Health (K-12), Special Populations (K-12), and Library Media Specialists (K-12). Collectively the NTGS Educator Workgroups consisted of approximately 115 Louisiana teachers and educators representing over 30 school districts across the state. The ACEE committee drew upon the expertise and analysis provided by the NTGS Educator Workgroups in making recommendations related to measures of student growth in NTGS.

On the third charge, regarding the adoption of standards of effectiveness, committee members participated in mini-workshops designed to explore the meaning of highly effective, effective, and ineffective educator performance. Collectively, the objective for the workshops was to:

- Discuss proposed definitions for highly effective, effective and ineffective performance ratings with respect to value added growth measures, NTGS growth measures and the qualitative observation rubric.
- Discuss methods to calculate the overall evaluation score. .

In addition to the resources outlined above, over the course of commission, the Hope Street Group, in coordination with the LDOE, offered a private online workspace for committee members to continuously communicate and discuss pertinent issues related to the charges of the committee.

WHAT DECISIONS WERE MADE BY ACEE?

Charge 1: Value-Added Model

Recommendation: ACEE recommends that the LDOE deploy a statistical value-added model for linking academic growth of students to teachers for which appropriate test data are available that includes the following variables: prior achievement data that are available (up to three years), gifted status, Section 504 status, student attendance, student disability status, limited English proficiency, and prior discipline history. ACEE did not reach consensus on whether to include or exclude free/reduced price lunch as an indicator for student poverty within the value-added model. For those variables on which ACEE did reach consensus, ACEE also recommends that BESE require the statistical model to account for the classroom composition of the variables.

ACEE recommends that BESE require teachers have at least five (5) student results before they receive a value-added report. ACEE recommends that BESE require that a composite score be created for each teacher who teaches in multiple content areas that give equal weight to each result for each student in each content area (i.e. ACEE recommends that BESE require that educator evaluations equitably combine value-added student growth data with NTGS student growth data for educators who teach value-added courses and non-tested course within one academic school year). ACEE recommends that BESE develop a policy and procedure for disqualifying an educator's value-added results under extraordinary circumstances.

Charge 2: Identification of Student Growth Measures in NTGS

Recommendation: Based directly on the recommendations made by the NTGS educator driven working groups, ACEE recommends that the LDOE employ the following strategies for measuring student growth in non tested grades and subjects: :

1. Expand value-added measures as valid state assessments are adopted for more grades and subjects.

2. Until valid state assessments are approved for the expansion of value-added measurement, current non-tested grades and subjects should use state-approved district or school level common assessments to measure student achievement and growth. This process would include establishing Student Learning Targets (SLTs) and measuring goal attainment utilizing the universal NTGS rubric and the state approved assessment of the districts' choosing

3. As an alternative to common assessments, rigorous Student Learning Targets (SLTs) supported

by a strong body of evidence, which may include student work products, portfolios, teacher-created assessments, and/or data analysis, should serve to measure student achievement and growth, until value-added measures or state-approved common assessments are adopted for a given grade level or subject area.[1]

Each NTGS Educator Workgroup recommended possible assessments or assessment strategies to show student growth in their particular grade-level or subject area. The following table illustrates sample measures provided by the Workgroups that have convened. For each assessment or assessment strategy, coinciding Student Learning Targets (SLTs) are presented to demonstrate how common assessments and student work would be used to measure student growth in various NTGS content areas.

WORKGROUP	**EXAMPLE ASSESSMENT OR ASSESSMENT STRATEGY***	**MODEL STRONG STUDENT LEARNING TARGET**	**MODEL WEAK STUDENT LEARNING TARGET**
Elementary	Developmental Skills Checklist	In the fall, *32%* of kids in my class scored satisfactory in mathematical concepts and operations. At the end of the year, *75%* of students with attendance rates greater than *85%* s will score satisfactory in mathematical concepts and operations.	Students will improve performance on the Developmental Skills Checklist.
Secondary	AP Exams	Student performance on the pretest indicated *25%* of students in my class to be on target to score a 3 or above on the Physics AP Exam; at the end of the year 50% of students taking the AP exam will score a *3* or above.	25% of students in my class will take the Physics AP exam and earn a 3 or above.
Creative Arts	Student Portfolios	Average student performance in my Vocal Music class is unsatisfactory based on my initial assessment of individual performance; by the end of the year *90%* of students attending at least *85%* of class will demonstrate satisfactory achievement in Vocal Music as identified through 4-week site reading assessments, recorded individual student performances, school-level competition results and the Vocal Music Final Assessment.	Students will show improvement in Vocal Music.
Career and Technical Education	Student Portfolios	*95%* of students in my Welding class demonstrated an inability to safely construct a usable product at the beginning of the year based on my pre-test measure; by mid-course *50%* of students will be able to demonstrate the ability to construct a usable product and by the end of the year *95%* of students in my class will score *90%* or above on a CTE rubric used to assess the ability of students to create usable products.	Students will be able to build a BBQ grill.

[1] The Louisiana Department of Education (LDOE) will annually review when the use of the three strategies delineated above are appropriate. Through annual review, the state maintains the flexibility necessary to expand value-added measures yearly, and in the process steadily reduces the scope of non-tested grades and subjects as valid, reliable assessments are identified.

Physical Education and Health	Fitnessgram	At the beginning of the year, *20%* of students in my PE and Health class showed acceptable performance on the Fitnessgram. By the end of the year, *85%* of students attending at least *75%* of class will show improved performance of at least *15*% based on individual indicators of progress.	Students will improve performance on the Fitnessgram.
World Languages	LinguaFolio	At the beginning of the year, all students scored at the novice-low level of language proficiency in my French I class; *75%* of students attending at least *75%* of class will score at the novice-mid level of language proficiency by the end of the course.	My students will be able to speak French better at the end of the year.
Special Populations	Student Portfolios	Based on pretest measures, less than *10%* of students in my class are on target to meet the classroom goal of 'Satisfactory' performance on the final assessment. Students will demonstrate significant improvement in performance through formative assessments of progress, checklists, and classroom assessments. Individual student portfolios will score an average of *75%* or higher using a pre-approved rubric designed to measure student progress and at least *20%* or more of students will score 'Satisfactory' on the final assessment.	Ten percent of the class will pass the final exam.
Instructional Coaches/Academic Interventionist	STAR (math)	Baseline scores indicate *40.6%* of students scored below the 25th percentile on the STAR math assessment; *37.4%* scored between the 25th and the 49th percentile; *21.8%* scored at the 50th percentile or above. This year average scores of individual students will improve by *15%* for students who scored below the 25th percentile, a minimum of *10%* for students that scored between the 25th and 49th percentile and at least *5%* for students that scored at the 50th percentile and above.	The majority of students at my school will show improvements in Math on the STAR assessment.
Library Media Specialist	iLEAP	The school's average percent correct on "Using Information Resources (UIR)" last year was *78%*. This year, the school's average percent correct will increase by *10%* for students of teachers that visit the library a minimum of 60 minutes per week.	More students will use the library in 7th grade.

*Note: The following list includes examples from specific workgroups and does not illustrate every assessment or assessment type identified by each Workgroup

Other: In an effort to continue to involve educators in the process, ACEE encouraged the LDOE to continue working with the NTGS Workgroups. The LDOE has plans to continue engaging Louisiana's teachers and leaders to assist with the following:

- Designing a standardized NTGS rubric to be used to measure the quality of Student Learning Targets across the state and to develop a systematic method of using common assessments and student work to measure goal attainment in all NTGS areas.
- Convening additional NTGS Educator Workgroup sessions to identify implementation challenges and offer solutions to mitigate those challenges in specific grade levels and subject areas.

Charge 3: Adoption of Standards of Effectiveness

Recommendation: ACEE overwhelmingly agreed that a five point rating scale will meaningfully differentiate levels of teacher effectiveness for the purposes of educator evaluation; this differentiation will allow for increased and targeted educator support with the long-term goal of improving the educational outcomes of students in Louisiana. ACEE also agreed that averaging the student growth score and the qualitative performance score is a fair method of combining these two components of educators' evaluation. ACEE also expressed a high degree of comfort with the definitions of highly effective, effective and ineffective as described for the 50% student growth measures (value-added and NTGS) and the 50% observation measure. These definitions are described below.

Student Growth Score (50%)

For student growth measures, ACEE recommended that educators' level of effectiveness be determined by their value-added percentile and/or their score on the NTGS rubric. Specifically, the committee recommended that highly effective teaching will be considered as performance in the top ten percent of teachers across the state, using value-added measures particular to subject area and/or a NTGS rubric score of five (5) indicating extraordinarily rigorous Student Learning Targets accompanied by student performance significantly beyond the established expectation. In contrast, ineffective teaching will be considered as performance in the bottom ten percent of teachers across the state using value-added measures particular to subject area and/or a NTGS rubric score of one (1) indicating use of Student Learning Targets which lack baseline data, lack evidence to support student learning, lack alignment to state standards and grade level expectations, and show student performance significantly lower than the established target.

Effective educator performance is considered to include teachers with student performance between the bottom ten percent and the top ten percent using value-added measures and/or NTGS rubric scores are between 2.0 and 4.0 will be considered 'effective' ratings on the student growth component of their evaluation.

Qualitative Performance Score (50%)

For measuring educators' qualitative performance, ACEE recommended that teacher and leader performance be rated using rigorous and comprehensive observational tools that assess key competencies. The committee reviewed developed model rubrics in developing this recommendation. The LDOE's engagement of stakeholders was critical in creating these strong rubrics to measure effectiveness in educators' practice. Hundreds of educators across the state, as well as national experts, participated in the development of the state's model teacher and leader rubrics.

Within the model rubric for teachers, there are four competencies measured on a scale of 1.0-5.0 (where 1.0 indicates ineffective performance and 5.0 indicates highly effective performance). The competencies include:

- Planning
- Instruction
- Environment
- Professionalism

Within the model rubric for leaders there are five competencies measured in a like manner. The leader competencies include:

- Ethics/Integrity
- Instructional Leadership
- Strategic Thinking
- Resource Management
- Educational Advocacy

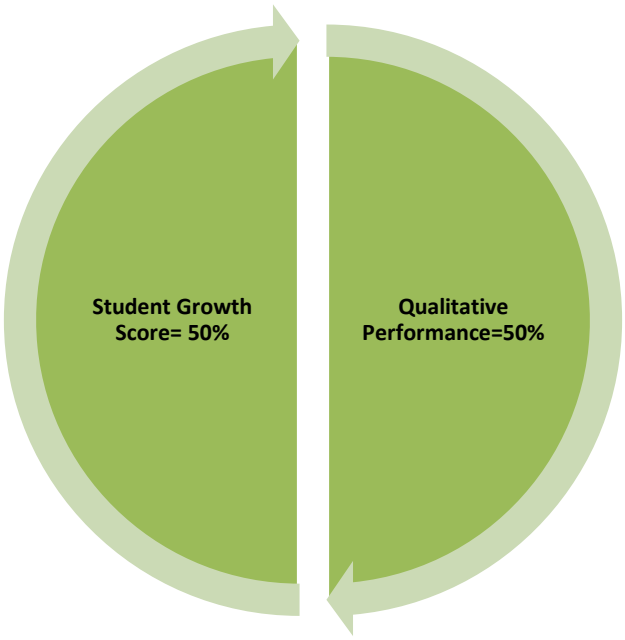
Appendix C includes the 11 standards that accompany the teacher competencies and the 17 standards that accompany the leader competencies.

The following ratings and descriptors guide evaluator assessment of performance using qualitative observational tools:

- Highly Effective- the educator consistently and considerably surpasses the established performance standard.
- Effective- the educator consistently meets the established performance standard.
- Ineffective- the educator consistently performs below the established performance standard.

Combining Student Growth Scores and Qualitative Performance (100%)

The following figure shows the final teacher evaluation score as an average of the student growth score and the qualitative performance score.



$$\frac{\text{(Student Growth Score + Qualitative Performance Score)}}{2} = \text{Final Evaluation Score}$$

While most agree that averaging the student growth score and qualitative score is fair, some raised concerns about the rule requiring a teacher rated below a 2 in either score being rated ineffective overall.

Detailed descriptions of performance levels for student growth measures and qualitative performance can be found in Appendix B and Appendix C, respectively.

ACEE members expressed their positions related to the three charges of the committee through a consensus-building process. For each ACEE charge, committee members ultimately recorded their

position on each issue in the form of written reflections, which provided them an opportunity to state their agreement or disagreement with the proposed policy set forth by the LDOE as well as an opportunity to share any additional questions, concerns, or comments. The reflections were collected by the LDOE, and results were reported back to ACEE members. The recommendations summarized here are derived from an analysis of the reflections sheets.

WHAT ARE AREAS OF CONCERN IDENTIFIED BY THE COMMITTEE?

ACEE members responded electronically to an invitation by LDOE staff to submit comments regarding this summary. Responses are available in Appendix A; comments are not edited and appear as provided by individual respondents.

Appendix A:
NTGS Educator Workgroup Summaries

Summary of NTGS Workgroup Recommendations (by Workgroup)

{Inclusion in the following summaries does not represent state-endorsement of any specific assessment or assessment strategy.}

Recognizing the essential contribution which teachers would make in building a valid, rigorous Comprehensive Performance Management System (CPMS), the Office of Non-Tested Grades and Subjects (NTGS) recruited educators from across the state and invited them to a series of workgroup sessions in September-October 2011. Held over four days in total, these three sessions provided Louisiana educators the context and support they needed to make recommendations for creating student achievement measures to assess the performance of NTGS teachers, instructional specialists, and librarians. At these sessions, educators received guidance from nationally recognized experts on teacher evaluations on the options for structuring the measures, how to build rigor into these measures and how to ensure consistency in collecting the bodies of evidence which supported the assessments of student learning. NTGS leadership also provided these educators with frameworks for generating ideas, which, in turn, led to the formal recommendations made by each NTGS workgroup.

By the end of the three sessions, each workgroup provided formal recommendations of the type(s) of assessments which they felt best measured their students' academic learning, drafted rigorous bodies of evidence to support students' learning, and identified and proposed solutions to mitigate the challenges to measuring learning that they anticipated during the workgroup sessions.

This Appendix presents the efforts of each of the workgroups to identify specific measures of student growth for each of the represented content areas, grade levels, or student populations; to develop the process for measuring the bodies of evidence for each measure, and to ensure rigor of targets by identifying what strong and weak targets look like. Workgroup recommendations and discussions are presented for the following groups:

- Elementary Non-Tested Grades and Subjects
- Secondary Non-Tested Grades and Subjects
- Creative Arts
- Career and Technical Education (CTE)
- Physical Education and Health
- World Languages

• Special Populations

• Instructional Coaches/Academic Interventionists

• Library Media Specialists

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Elementary Non-Tested Grades and Subjects

The Elementary Non-Tested Grades and Subjects Workgroup made recommendations for early childhood classrooms, from Pre-Kindergarten through Second Grade, and for elementary technology coursework.

Summary of Recommendations

The Elementary Non-Tested Grades and Subjects (NTGS) Workgroup recommends common assessments already available to educators in Louisiana to assess early childhood academic growth. For elementary technology courses, the Elementary NTGS Workgroup supports the use of Student Learning Targets (SLT) presented to teachers as a developmental checklist.

Rationale for Assessment of Student Growth

Common assessments provide the baseline data needed to collaboratively establish goals for student achievement. Baseline data also strengthen the ability of the teacher and administrator to set rigorous goals. Common assessments allow for ease of implementation in early grades; most educators are familiar with the identified assessments and receive on-going training regarding proper use and administration. In addition, the selected assessments are currently funded by the state. The identified assessments provide multiple data points which increase the teacher's ability to recognize students' academic strengths and weaknesses.

For technology, the Student Learning Targets are based on Louisiana Technology Standards. The developmental checklist would include examples of strong targets for each standard which is applicable to elementary learning standards.

Identified Common Assessments and Associated Benefits as CPMS Measures

Pre-Kindergarten and Kindergarten: *The Developmental Skills Checklist (DSC)*

Benefits to using the DSC include: (1) The DSC takes into account different ability levels. (2) The DSC includes Math, English/Language Arts, and cognitive abilities. (3) The DSC is a reliable measure of student ability.

First and Second Grade: ***Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and EasyCBM***

Benefits to using these assessments include: (1) Assessments are already funded in Louisiana. (2) DIBELS serves as a foundation for assessing progress from the prior year. (3) Assessments have an efficient method for administration.

Anticipated Challenges and Mitigating Solutions

The Elementary NTGS Workgroup anticipated two challenges to implementing their recommendations, as shown below:

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(1) ELEMENTARY TEACHERS WILL NEED TRAINING TO LEARN HOW TO CREATE RIGOROUS TARGETS AND MEASURE THE SUCCESS OF THOSE TARGETS.

The Elementary NTGS Workgroup recommends the following solutions:

I. All elementary teachers must be trained in goal setting, data analyses, and Act 54. The training should be uniform across districts.

II. All elementary teachers must be trained in DSC, DIBELS Next, Easy CBM, or selected assessments (i.e., EAGLE).

(2) Elementary teachers and administrators have limited capacity, at the school and district level, to conduct multiple evaluations and meetings for each teacher.

The Elementary NTGS Workgroup recommends the following solution:

I. Assign outside assessors to assist with evaluations and meetings three times per year. For each meeting and evaluation, the workgroup recommends the use of the same assessor.

Examples of Student Learning Targets

The Elementary NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

Pre-Kindergarten Student Learning Target: *On beginning-of-year test, ____ students scored in the low percentile (1st-25th), ____ students scored in the mid percentile (26th-50th), and ____ students scored in the high percentile (51st-99th). On the end-of-year test, 70% of students will move into the mid-to-high quartile.*

First and Second Grade Students Learning Target: *85% of my students who attend my literary class 85% of the time will maintain benchmark level or improve one proficiency level or more by the end of the school year, as measured by DIBELS Next, ongoing Progress Monitoring throughout the year, and District-Level Common Assessment.*

Evidence to Support Student Learning Target: *Evidence is based upon identified common assessment in conjunction with grade-level expectations (GLE) assessments, end-of-unit tests, and student portfolios*

Weak Examples

Pre-Kindergarten – Second Grade Student Learning Target: All student scores will increase.

Evidence: Evidence is based upon the identified common assessment in isolation.

Secondary Non-Tested Grades and Subjects

The Secondary Non-Tested Grades and Subjects (NTGS) Workgroup consisted of two subgroups; the first made recommendations regarding math and science instruction, and the second subgroup set forth recommendations related to English/language arts and social studies instruction at the secondary level.

Summary of Recommendations

The Secondary NTGS Workgroup as a whole approved the use of common assessments in cases where the expansion of value-added measures is not a feasible approach to measure the impact of secondary instruction in the four core subjects.

Rationale for Assessment of Student Growth

Math/science and ELA/social studies teams recommended common assessments in the absence of valueadded to ensure that valid and reliable data would be utilized to measure student learning. In addition, common assessments can be aligned to standards for the particular course being evaluated. The identified assessments provide reports that are useful and appropriate for analyses, and produce baseline data needed to set rigorous, achievable goals.

Identified Common Assessments and Associated Benefits as CPMS Measures

EAGLE, an existing test bank used for formative assessments across the state, was identified by both subgroups as an acceptable common measure. EAGLE is aligned to Louisiana's grade level expectations (GLEs), and is available to all teachers across the state at no cost.

In addition, the Secondary NTGS Workgroup advocated the use of ***Advanced Placement (AP) examinations, State-approved recovery exams, ACT (PLAN or EXPLORE), STAR (reading),*** or ***district-/vendor-created benchmark assessments***. AP exams, while recommended as an assessment option, do incur substantial financial costs to administer.

It is further worth noting that intensive training and development is needed to prepare teachers and administrators to use formative assessments for additional purposes. The Secondary NTGS Workgroup supports the use of common assessment and, in unique cases, Student Learning Targets (SLT) when proper training and district support are a part of the evaluation process.

Anticipated Challenges and Mitigating Solutions

The Secondary NTGS Workgroup anticipated two challenges to implementing their recommendations, as shown below:

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(1) SECONDARY TEACHERS DO NOT HAVE THE NECESSARY TIME TO DEVOTE TO THIS PROCESS AND THEY HAVE LIMITED EXPERIENCE WITH DATA ANALYSIS AND GOAL SETTING.

The Secondary NTGS Workgroup recommends the following solution:

I. The NTGS Office of LDOE can encourage districts to provide paid teacher workdays to create and evaluate SLTs, which involves compiling and analyzing data, developing goals for student performance, and completing and revising SLT worksheets in the course of meeting with the principal to approve the SLTs.

(2) The NTGS Office must ensure that the process maintains its integrity throughout the school year.

The Secondary NTGS Workgroup recommends the following solution:

I. To ensure integrity in the process, build into the process regular visits from district and/or administrators from the NTGS Office to provide ongoing support for the process.

Examples of Student Learning Targets

The Secondary NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

English/Language Arts Student Learning Target: *90% of students who attend 85% of class will*

improve one level in six out of twelve rubric components (Senior Project Rubric).

Evidence to Support Student Learning Target: *Evidence is based upon a pre-mini research project (use rubric or the Senior Project/ use Senior Project rubric).*

Weak Examples

English/Language Arts Student Learning Target: Students will improve writing.

Evidence: Evidence is based upon essay writing.

Social Studies Student Learning Target: By the end of the year, the passing rate will be 70%.

Evidence: Tests and quizzes serve as evidence of student learning.

Earth, Space, and Science Student Learning Target: The class will be able to pass the final with 90% making a "C" or better.

Evidence: Teacher-generated assessments serve as evidence of student learning.

Creative Arts Non-Tested Grades and Subjects

The Creative Arts Non-Tested Grades and Subjects (NTGS) Workgroup consisted of two subgroups; the first made recommendations regarding project-based assessments, and the second subgroup set forth recommendations related to performance-based assessments.

Summary of Recommendations

The Creative Arts NTGS Workgroup identified *Performing/Exhibiting*, *Creating*, *Responding/Reflecting,* and *Knowing* as integral components to any common assessment developed for creative arts. While the group did not identify any known common assessments which meet the above criteria, they did identify features which would be present in a strong body of evidence to support student learning. This body of evidence, tied to a rigorous student learning target (SLT), specific to content and relevant to school level, is the initial recommended approach.

As new assessments are created and developed in the Creative Arts, integral components would gauge student skills in *Responding/Reflecting* (using constructed response items) and *Knowing* (using pre- /posttesting). For example, musical analysis- software may currently exist to develop uniformed assessment instruments to measure *Knowledge* in the creative arts.

Rationale for Assessment of Student Growth

The Creative Arts NTGS Workgroup supports the use of common assessments when those assessments reflect critical areas of student learning as identified in the NTGS Workgroup sessions. Until additional common assessment measures are developed in the creative arts, the workgroup supports the use of SLTs to show student achievement.

Identified Common Assessments and Associated Benefits as CPMS Measures

To date, no assessment exists that includes all needed components described above. To that end, the Creative Arts NTGS Workgroup identified additional sources of tangible evidence of student performance in the creative arts, such as ***portfolios***, ***performance rubrics***, ***off-the-shelf assessments***, ***teachergenerated assessments***, and ***performance skills.*** The identified sources serve as examples of items present in a strong body of evidence, and as such, do not represent all potential sources.

Anticipated Challenges and Mitigating Solutions

The Creative Arts NTGS Workgroup anticipated one challenge to implementing its recommendations, as shown below:

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(1) COMPARABILITY OF TEACHER EVALUATIONS ACROSS CONTENT, DISTRICT, SCHOOL, AND CLASSROOM LEVELS MAY PRESENT A CHALLENGE.

The Creative Arts NTGS Workgroup recommends the following solution:

I. Using the SLT model allows creative arts teachers the ability to show student growth, rather than student achievement.

II. Comparability of the amount of student growth provides useful data.

III. Student growth goals should be developmentally appropriate for students taught.

IV. The workgroup advocates a three-year floating average for teachers as a viable measure.

Examples of Student Learning Targets

The Creative Arts NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

Performance-Based Student Learning Target: *Students will perform three contrasting pieces of music in various venues, demonstrating the musical skills and technical ability necessary to play the music, as*

well as the professionalism involved in performance. The ensemble will move from the Approaching Intermediate level to the Approaching Advanced level, as shown on the approved performance rubric.

Evidence to Support Student Learning Target: *Evidence is based upon performance, recordings, performance rubrics, playing test data, peer evaluations, and adjudicated events outside of school.*

Project-Based Student Learning Target: *Student will show measurable growth over the length of the course in the areas demonstrated on the portfolio rubric.*

Evidence to Support Student Learning Target: *Evidence is based upon submission of portfolios with written rubric, peer evaluations, and periodic assessment data.*

Weak Examples

Performance-Based Student Learning Target: Students will play a piece of music in a concert.

Project-Based Student Learning Target: Students will paint five pictures this semester.

Evidence: Concert programs or ungraded works of art serve as evidence of student learning.

Career and Technical Education Non-Tested Grades and Subjects

The Career and Technical Education Non-Tested Grades and Subjects (NTGS) Workgroup consisted of eight subgroups: Agriculture Education, Business Education, Marketing Education, Family and Consumer Science, Health Science, Technology Education, Trade and Industrial Education, and General Career and Technical Education.

Summary of Recommendations

The Career and Technical Education NTGS Workgroup recommended the use of multiple measures of student achievement. Industry-based certifications were determined to be ideal common assessments, when available. Other strategies included senior projects, portfolios, end-of-course testing, evidence of internships, evidence of work-based learning, and photos of student performance.

Rationale for Assessment of Student Growth

The Career and Technical Education NTGS Workgroup support of common assessments as a primary measure was conditioned on the understanding that funding and availability of testing may present unique challenges to districts.

Student Learning Targets (SLTs) are critical to the evaluation of CTE teachers; this model provides

flexibility in measuring teaching impact in more unique courses. SLTs also provide an avenue to illustrate student growth in courses in which standardized testing is not currently feasible.

Due to the very comprehensive nature of CTE, additional measures are required besides industry-based certifications to collectively present student achievement. The Career and Technical Education NTGS Workgroup supports the creation of statewide standards for portfolios, a general rubric applicable across a variety of goals, and strong suggestions towards evidence to support the attainment of established goals. SLTs should present baseline data, interim data, and post-test measures to be considered rigorous in CTE.

Identified Common Assessments and Associated Benefits as CPMS Measures

With proper funding, training, and resource allocation, ***industry-based certifications*** and ***end-of-course assessments*** present viable, objective measures of student achievement in Career and Technical Education (CTE).

In lieu of these assessments, the workgroup recommends the ***creation of a central metric for portfolio design and evaluation***, in order to increase comparability across CTE courses in the state.

Anticipated Challenges and Mitigating Solutions

The Career and Technical Education NTGS Workgroup anticipated four challenges to implementing its recommendations, as shown below:

(1) CTE INSTRUCTORS WILL STRUGGLE WHEN CREATING RUBRICS.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Curriculum specialists will work with teachers to create general rubric.

(2) END-OF-COURSE TESTS MUST BE DEVELOPED FOR ALL MARKETING COURSES.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Collaboration with MERA will aid in creating end-of-course exams for marketing courses.

(3) PRE- AND POST-TESTS FOR JAG COURSES IN GRADES 9-11 MUST BE DEVELOPED.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. Administrators from LDOE assign specific objectives to JAG teachers, who then create test items for use in the statewide JAG test bank.

(4) WITHIN THE UMBRELLA OF THE AGRICULTURE PROGRAM, THERE EXISTS A BROAD VARIETY OF COURSES.

The Career and Technical Education NTGS Workgroup recommends the following solution:

I. The Agriculture Education Subgroup advocates a simple, general document which covers all agriculture classes.

Examples of Student Learning Targets

The Career and Technical Education NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to their recommended assessments, as presented below:

Strong Examples

Agriscience Student Learning Target: *Students will obtain an IBC in Welding I.*

Evidence to Support Student Learning Target: *Evidence is based upon students' completion of NCCR Wielding I Modules, performance, and written assessments.*

JAG Student Learning Target: *Pre-/Post-test results will show gains of 10%; 85% of students will be expected to have 10% of the required artifacts in their portfolios.*

Evidence to Support Student Learning Target: *Evidence is based upon pre- and post-tests and portfolios, which include career inventories, resumes, projects, progress reports, and employment applications.*

Weak Examples

Agriscience Student Learning Target: Students will build small projects and weld in flat position only.

Evidence to Support Student Learning Target: *Students will build small projects such as BBQ pits and deer stands.*

Physical Education and Health Non-Tested Grades and Subjects

The Physical Education and Health Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for physical education and health education courses in grades K-12.

Summary of Recommendations

The Physical Education and Health NTGS Workgroup discussed possible assessments and found that none were readily available as having all of the needed components to support the group's recommendations. The workgroup produced drafts of the assessments which workgroup members proposed as easy to implement across all grade levels statewide.

While new measures are field-tested, the workgroup recommends using Student Learning Targets (SLTs) as a stop-gap measure.

Rationale for Assessment of Student Growth

To better align with Louisiana's current standards and grade level expectations, the Physical Education and Health NTGS Workgroup created common assessments for physical education across all grade levels. Despite the fact that off-the-shelf assessments are available, the workgroup chose to develop measures specific to Louisiana. While pilot testing of these newly created tests is essential, the Physical Education and Health NTGS Workgroup supports a unified, standardized measure of student achievement for Physical Education and Health instructors statewide.

Identified Common Assessments and Associated Benefits as CPMS Measures

The Physical Education and Health NTGS Workgroup recommends the ***development of a unique measure*** to identify student achievement for K-12 students. The assessment would be available for all grade levels and would align with Louisiana standards and grade level expectations (GLEs). The creation of the assessment involved a collaborative effort of educators from across the state. The common assessment also brings the appeal of ease of implementation.

Anticipated Challenges and Mitigating Solutions

The Physical Education and Health NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) THE RECOMMENDED TIME FOR PHYSICAL EDUCATION INSTRUCTION (150 MINUTES PER WEEK), IS OFTEN COMPROMISED DUE TO PULL-OUTS FOR STUDENT REMEDIATION IN OTHER COURSES.

The Physical Education and Health NTGS Workgroup recommends the following solution:

I. LDOE must enforce the physical education requirements within Bulletin 741.

II. Alternate pull-outs from other disciplines or subjects to minimize interruption of instruction across subjects.

(2) ADMINISTRATORS AND EVALUATORS LACK KNOWLEDGE OF PHYSICAL EDUCATION STANDARDS AND EXPECTATIONS. THEY NEED TRAINING ON HOW TO EVALUATE AND ASSESS THESE STANDARDS.

The Physical Education and Health NTGS Workgroup recommends the following solution:

I. LDOE should provide appropriate training for administrators of what appropriate physical education programs look like.

Examples of Student Learning Targets

The Physical Education and Health NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Physical Education and Health (Fitness) Student Learning Target: *A health-related fitness assessment is a complete battery of assessment items that are scored using the criterion-referenced standards. These standards are age- and gender-specific and are established based on how fit children need to be for good health. SLT will be measured for the entire class, and measured at year-long intervals.*

Evidence to Support Student Learning Target: *Using formative assessments, the students will improve health-related fitness levels by achieving Healthy Fitness Zones as established by Fitnessgram. Pre- and post-assessments will include PACER, trunk extensions, curl-ups, 90° push-ups, and body mass index (BMI) measurements.*

Weak Examples

Physical Education and Health Student Learning Target: Students will participate in competitive play and create a health video.

Evidence: Win/loss record, participation, and dressing-out grades will serve as evidence of learning.

World Languages Non-Tested Grades and Subjects

The World Languages Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for World Language education courses in grades K-12.

Summary of Recommendations

The World Languages NTGS Workgroup recommends a common assessment to measure student achievement.

Rationale for Assessment of Student Growth

Based upon the research of the World Languages NTGS Workgroup, available assessments will increase

compatibility across the state, resulting in student achievement based on like measures. The workgroup recommends intensive training and district support for optimal implementation of common assessments in World Languages.

Language teachers can modify the common assessments as needed, so that they are specific to the textbook for a given school level. The common assessments lend to collaborative goal-setting; high school teachers may need to form committees to address additional assessment needs.

Identified Common Assessments and Associated Benefits as CPMS Measures

LinguaFolio, a portfolio assessment instrument designed to support individuals in setting and achieving individual goals in learning languages, is the preferred assessment selected by the World Languages NTGS Workgroup. LinguaFolio is available at no cost in paper format, and online for a small fee. Baseline data are available for goal-setting. Teachers and administrators are easily able to discern students' beginning points and direction needed for progress. The assessment is aligned with the LDOE and American Council of Teachers of Foreign Languages (ACTFL) content standards and guidelines.

Other identified assessments include ***Standards-based Measurement of Proficiency (STAMP)*** and the ***National Spanish Exam***.

Anticipated Challenges and Mitigating Solutions

The World Languages NTGS Workgroup anticipated one challenge to implementing its recommendations, as shown below:

(1) VARIOUS CLASSROOM CONDITIONS CREATE CHALLENGES FOR IMPLEMENTING COMMON ASSESSMENTS.

The World Language NTGS Workgroup recommends the following solutions:

I. Class size should be limited to 25 students.

II. Classes must have regular access to computers and technology.

III. Classes must have access to materials for proficiency teaching.

IV. Teachers need support for maintaining an optimum record system (including language proficiency information in the cumulative folders).

Examples of Student Learning Targets

The World Languages NTGS Workgroup collaborated to build examples of both strong and weak Student

Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

World Languages Student Learning Target: *75% of students will accomplish 50% of the can-do statements of the novice-mid level of language proficiency using LinguaFolio as the instrument of proficiency measurement.*

Evidence to Support Student Learning Target: *Pre- and post- (and formative) assessment through LinguaFolio.*

Weak Examples

World Languages Student Learning Target: 45% of students are approaching novice-mid level on the continuum of Language Learning.

Evidence: No baseline and/or chapter tests (teacher or book-based) are utilized as evidence of learning.

Special Populations Non-Tested Grades and Subjects

The Special Populations Non-Tested Grades and Subjects (NTGS) Workgroup was comprised of four subgroups: Inclusion, English Language Learners (ELL), Gifted and Talented (GT), and Profound Disabilities.

Summary of Recommendations

The Special Populations NTGS Workgroup recommends several common assessments to measure student achievement. In addition, the workgroup recognized alternative strategies, some of which were applicable to specific subgroups. While special education teachers may use multiple, varied assessments, the Special Populations NTGS Workgroup strongly recommends that every parish be required to use at least one common assessment across the state.

Rationale for Assessment of Student Growth

The strong recommendation for one or more common assessments is based upon the rationale that not all assessments yield the same results, use the same scoring methods, or are valid instruments of assessment. It is also important to recognize the challenge which student individuality brings to creating common assessment methods. Each student has very specific, yet individual, needs, and is entitled to have those needs met.

The main focus of special educators should be to create specific, measurable, standards-based, rigorous, and time-bound goals for each of their students, and then focus their instruction on helping these students reach their individual goals.

Identified Common Assessments and Associated Benefits as CPMS Measures

When applicable to the special student population, the Special Populations NTGS Workgroup supports the use of ***English Language Development Assessment (ELDA), ILEAP, LEAP, GEE*** or **end-of-course exams.**

Special education teachers should be assessed using the students' ***Individualized Education Plans (IEP) goals*** and ***the new version of the Brigance for Special Education assessment***. Student growth for special population students is usually in small increments which do not show on standard tests alone. Therefore, portfolios (work samples), Brigance (standard assessment), and IEP goals and objectives together are a better measure of student growth, as well as teacher accountability.

Recognized alternative strategies include ***Individualized Assistance Program (IAP), portfolio assessments, checklists, rubrics***, and ***anecdotal notes***.

Anticipated Challenges and Mitigating Solutions

The Special Populations NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) GIFTED PROGRAMS VARY FROM PARISH TO PARISH, AS DO THEIR LEARNING EXPECTATIONS.

The Special Populations NTGS Workgroup recommends the following solution:

I. Give teachers the liberty to create their own assessments.

(2) IN AN INCLUSIVE SETTING, ARE SCORES OF BOTH REGULAR EDUCATION AND SPECIAL EDUCATION STUDENTS USED IN EVALUATING GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS?

The Special Populations NTGS Workgroup recommends the following solution:

I. Special education teachers should receive a percentage of the evaluation from the entire inclusive class scores and another percentage from IEP goal achievements.

Examples of Student Learning Targets

The Special Populations NTGS Workgroup collaborated to build examples of both strong and weak

Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Inclusion Student Learning Target: *By the end of the school year, students will show measurable progress on the reading comprehension section of Brigance. Measurable progress will be a minimum of a half-year to a full year of growth for each student (refer to IEP goals).*

Evidence to Support Student Learning Target: *Brigance scores, progress monitoring of core curriculum standards on EDUSOFT, Read 18% (monitor reports/graphs). Teacher utilizes checklist to observe students during small-group instruction. ELA assessments, in conjunction with assessments in other core curriculum areas related to reading comprehension, will also be monitored. Use of rubrics to analyze student problem-solving will be included. In addition, evidence will include constructed response on EDUSOFT, progress reports, progress monitoring charts, and work samples.*

Weak Examples

Inclusion Student Learning Target: Students will show indication of reaching grade level expectations by the end of the year. Students will achieve basic proficiency on LEAP/iLEAP.

Evidence: Brigance and/or LEAP/iLEAP performance will serve as evidence of student learning.

Instructional Coaches and Academic Interventionists

The Instructional Coaches and Academic Interventionists Workgroup made recommendations for assessing their work with non-tested grades and subjects at all school levels.

Summary of Recommendations

The Instructional Coaches and Academic Interventionists Workgroup recommended the use of common assessments to measure student achievement. For clarity, the workgroup developed Student Learning Targets (SLTs) using the selected common assessments.

Rationale for Assessment of Student Growth

The Instructional Coaches and Academic Interventionists Workgroup supported common assessments for goal-setting and progress monitoring. The assessments are acceptable determinants of individual student growth. The identified common assessments are generally respected in education as valid and reliable instruments. Finally, the recommended assessments are objective and exhibit high levels of

comparability at the state level.

However, the workgroup noted concerns to be addressed prior to implementation: the financial costs to districts to purchase and administer the selected assessments and the necessity of proper training and development of staff.

Identified Common Assessments and Associated Benefits as CPMS Measures

The Instructional Coaches and Academic Interventionists Workgroup recommends the use of the following assessments:

EAGLE is aligned to current grade level expectations (GLEs) and standards established by the state. It has the potential for statewide implementation. The assessment represents essential instructional objectives. The workgroup expects that pre- and post-assessment components are possible with system enhancements.

STAR Reading and Math tests are recommended for their ease of administration, the application across multiple grade levels, the comprehensive data management system, and the predictability (reliability) of the instruments.

Anticipated Challenges and Mitigating Solutions

The Instructional Coaches and Academic Interventionists Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) TEACHERS WILL NEED TRAINING FOR FIDELITY OF IMPLEMENTATION.

The Instructional Coaches and Academic Interventionists Workgroup recommends the following solution:

I. Job-embedded professional development provided to teachers will be specific to SLTs and areas of needs.

II. Training and support on data analysis, formative assessment, and best instructional strategies will assist in building teachers' understanding.

(2) COMMUNICATION OF THE INITIATIVE, AND ITS SUPPORTING COMPONENTS MUST BE IMPROVED.

The Instructional Coaches and Academic Interventionists Workgroup recommends the following solutions:

I. The appointment of a district liaison that can support the schools through communication with the state.

II. The appointment of a district liaison that can support compliance, management, and professional development activities through communication with the state.

Examples of Student Learning Targets

The Instructional Coaches and Academic Interventionists Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Instructional Coaches and Interventionists Student Learning Target: *By May 2012, students are expected to score at the following scoring intervals: (1) Below the 25th percentile- 25% or less of students; (2) 25th-49th percentile- 25% or less of students; (3) 50th percentile and above- 50% or more of students.*

Evidence to Support Student Learning Target: *STAR Math (common assessment), in conjunction with other assessments, will serve as evidence of student learning. Multiple data points are critical to assist students in attaining mastery.*

Weak Examples

Instructional Coaches and Interventionists Student Learning Target: Students will improve in math.

Evidence: STAR Math, teacher-made tests, or ancillary materials from the mathematics textbook will serve as evidence of student learning.

Library Media Specialists

The Library Media Specialists Non-Tested Grades and Subjects (NTGS) Workgroup made recommendations for librarians at all school levels.

Summary of Recommendations

The Library Media Specialists NTGS Workgroup recommends the use of Student Learning Targets (SLTs) tied to a body of evidence with multiple measures. The workgroup did not identify any known common assessments. The group identified examples of items that may be present in a strong body of

evidence to support student learning. Therefore, a strong body of evidence, tied to a rigorous SLT, specific to content-type and relevant to school level, is the recommended approach from this workgroup.

Rationale for Assessment of Student Growth

Identifying a common assessment for a Library Media Specialist teacher's evaluation presents particular challenges, due to the limited nature of the teacher's roles- to house a collection of resources for teacher and student use, and to teach students how to use the library and become "information literate." Additionally, the Library Media Specialist's impact on student achievement occurs in collaboration with classroom teachers. In an ideal setting, this is a true collaboration between the teacher and the Library Media Specialist using the standards where both develop a unit and rubric, and the teacher assigns a grade based on the created rubric.

The workgroup also noted that assessment of Library Media Specialists is only equitable if schools realize equal funding levels and resources.

Identified Common Assessments and Associated Benefits as CPMS Measures

The Library Media Specialists NTGS Workgroup identified examples of bodies of evidence to support SLTs: collection ***statistics on library administration to demonstrate the impact on student achievement***, ***school performance scores on the "Use of Information Resources" (UIR) portion of LEAP and iLEAP***, and a ***variety of literacy initiatives***.

Anticipated Challenges and Mitigating Solutions

The Library Media Specialists NTGS Workgroup anticipated two challenges to implementing its recommendations, as shown below:

(1) LIBRARY MEDIA SPECIALISTS MAY EXPERIENCE FEAR AND INTIMIDATION RESULTING FROM THE NEW PROCESS.

The Library Media Specialists NTGS Workgroup recommends the following solutions:

I. Teachers should receive training to improve understanding of SLTs.

II. Training should be provided through multiple venues, including webinars, training manuals, and/or regional workshop centers.

(2) SCHOOL ADMINISTRATORS HAVE LIMITED CAPACITY TO IMPLEMENT THE EVALUATION PROCESS.

The Library Media Specialists NTGS Workgroup recommends the following solutions:

I. Increasing manpower during the evaluation process will assist administrators with its completion.

II. Principals' workloads should be lessened to accommodate the additional responsibilities associated with this process.

Examples of Student Learning Targets

The Library Media Specialist NTGS Workgroup collaborated to build examples of both strong and weak Student Learning Targets which were tied to its recommended assessment, as presented below:

Strong Examples

Librarian Student Learning Target: *In prior years, my school showed as growth pattern of 2% gains per year on the UIR portion of iLEAP. Since the highest gain has been at 80% from two years ago, I plan for a growth of 4%, allowing for a recapture of 2% from last year and an overall growth of 2% projection for this year, totaling an 82% average correct.*

Evidence to Support Student Learning Target: *Although iLEAP will be used as one assessment to measure whether or not the goals have been met, other measures, including collection age, circulation statistics, collection development, and collection analyses will all be used to measure student access and use of the library.*

Weak Examples

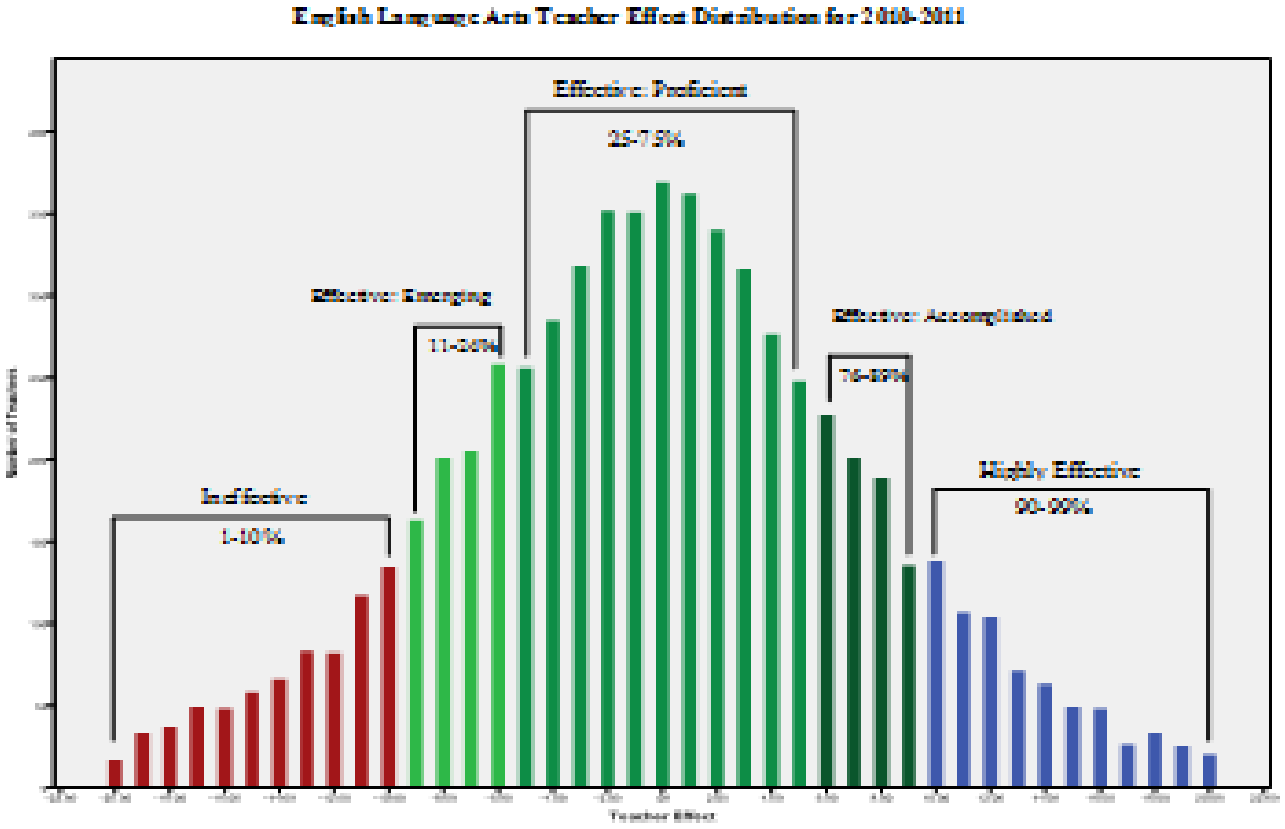
Librarian Student Learning Target: All students will pick books with which they are comfortable and will enjoy reading.

Evidence: Observations on student behavior and checkouts.

Appendix B
Defining Highly Effective, Effective, and Ineffective in Student Growth Measures

Value-Added Measures (example)

Defining Effectiveness with Value-Added



Defining Effectiveness with Value-Added

Highly Effective

- Students' performance is, on average, **average, 10+ points *ABOVE* where it was expected to be, based on their prior record of achievement**
- Teachers in this category dramatically shift students' achievement trajectory in a positive direction
- Teachers in this category are closing the achievement gap

Effective

- Students' performance is, on average, where it was expected to be, based on their prior records of achievement
- Some may have scored a few points below or above where they were expected to
- After leaving this teacher's class, students are more or less on the same achievement trajectory as they were when they arrived

Ineffective

- Students' performance is, on **average, 10+ points *BELOW* where it was expected to be, based on their prior record of achievement**
- After having a teacher like this for three years, a student who started at Mastery would likely have dropped to Approaching Basic

Non-Tested Grades and Subjects

Defining Effectiveness with NTGS

Highly Effective

- Uses valid baseline data to set student learning targets that go beyond the established standards within the GLEs
- Compiles an exemplary body of evidence to assess student progress, using multiple measures of achievement, including state-approved common assessments, where available
- Students' performance exceeds the expected outcome by 20% or more

Effective: Proficient

- Uses sufficient baseline data to set student learning targets aligned to GLEs
- Compiles a strong body of evidence to assess student progress, using multiple measures of achievement
- Students' performance meets the expected outcome

Ineffective

- Uses no baseline data to set student learning targets and/or targets are below standards set by GLEs
- Compiles little to no evidence to assess student progress
- Students' performance is below the expected outcome by 20% or more

Appendix C
Defining Highly Effective, Effective, and Ineffective in Qualitative Measures

TEACHER

Planning Competency - The teacher plans instruction that meets the needs of all students and demonstrates knowledge of content, instructional strategies, and resources.

- **PLANNING STANDARD 1:** *The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.*
- **PLANNING STANDARD 2:** *The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.*
- **PLANNING STANDARD 3:** *The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.*

Instruction Competency - The teacher provides instruction to maximize student achievement and meet individual learning needs of all students

- **INSTRUCTION STANDARD 1:** *The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.*
- **INSTRUCTION STANDARD 2:** *The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.*
- **INSTRUCTION STANDARD 3:** *The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.*

Environment Competency - The teacher provides a well-managed, student-centered classroom environment that promotes and reinforces student achievement, academic engagement and mutual respect.

- **ENVIRONMENT STANDARD 1:** *The teacher implements routines, procedures, and structures that promote learning and individual responsibility.*
- **ENVIRONMENT STANDARD 2:** *The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.*
- **ENVIRONMENT STANDARD 3:** *The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.*

Professionalism Competency- The teacher contributes to achieving the school's mission, engages in self-reflection and growth opportunities, and creates and sustains partnerships with families, colleagues and communities.

- **PROFESSIONALISM STANDARD 1:** *The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.*
- **PROFESSIONALISM STANDARD 2:** *The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.*

LEADER

Ethics and Integrity Competency – Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.

- **ETHICS AND INTEGRITY STANDARD 1:** *Demonstrates compliance with all legal and ethical requirements.*
- **ETHICS AND INTEGRITY STANDARD 2:** *Publicly articulates a personal philosophy.*
- **ETHICS AND INTEGRITY STANDARD 3:** *Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.*
- **ETHICS AND INTEGRITY STANDARD 4:** *Models respect for diversity.*

Instructional Leadership Competency – Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.

- **INSTRUCTIONAL LEADERSHIP STANDARD 1:** *Establishes goals and expectations.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 2:** *Plans, coordinates, and evaluates teaching and the curriculum.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 3:** *Promotes and participates in teacher learning and development.*
- **INSTRUCTIONAL LEADERSHIP STANDARD 4:** *Creates a school environment that develops and nurtures teacher collaboration.*

Strategic Thinking Competency – Education leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.

- **STRATEGIC THINKING STANDARD 1:** *Engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning and are specific, measurable, achievable, relevant, and timely (SMART).*
- **STRATEGIC THINKING STANDARD 2:** *Formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.*
- **STRATEGIC THINKING STANDARD 3:** *Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.*

Resource Management Competency – The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.

- **RESOURCE MANAGEMENT STANDARD 1:** *Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.*
- **RESOURCE MANAGEMENT STANDARD 2:** *Allocates financial resources, to ensure successful teaching and learning.*
- **RESOURCE MANAGEMENT STANDARD 3:** *Creates a safe, healthy environment to ensure effective teaching and learning.*

Educational Advocacy Competency – Educational leaders ensure the success of all students by staying informed about research in education and by influencing interrelated systems and policies that support students' and teachers' needs.

- **EDUCATIONAL ADVOCACY STANDARD 1:** *Provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.*
- **EDUCATIONAL ADVOCACY STANDARD 2:** *Stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.*
- **EDUCATIONAL ADVOCACY STANDARD 3:** *Acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.*

Qualitative Performance

Defining Effectiveness with Observational Rubrics

Highly Effective

- Plans units, lessons, and assessments that extend beyond state standards and are differentiated to meet individual student needs
- Delivers instruction that makes content relevant, engaging, and rigorous for all students, challenging them to heighten their critical thinking and master identified objectives
- Creates an environment that fosters mutual respect, encourages students to take risks, and invests students and their families in a culture of high expectations

Effective: Proficient

- Plans units, lessons, and assessments that are aligned to state standards
- Delivers instruction that is clear, accurate, and relevant to students, leading them to master identified objectives
- Creates an environment in which students are respectful and instructional time is rarely lost due to disruptions

Ineffective

- Fails to plan units, lessons, and/or assessments that are aligned to state standards; plans lack coherence
- Delivers instruction that is inaccurate, incoherent, and/or misaligned with objectives
- Allows for disrespectful behavior to persist; loses instructional time; fails to foster a culture of high expectations

Appendix D
ACEE Member Comments

ACEE Member Response to Summary Report

1. I am concerned about using the IEP goals for teacher evaluation for special populations as most students work with paraprofessionals and are only supervised by the special ed teacher. Paraprofessionals spend most of the day "teaching" these children, however, they are not included in this plan at all. I foresee situations where you will have a great para, but an underperforming teacher, or an underperforming para with a great teacher. Either way, the results will be skewed and true evaluations will not be obtained. Until paraprofessionals are recognized as "teachers" of this population in addition to the special education teachers, evaluations will not be accurate. 2. I do not understand why librarians are part of this model as they do not create lesson plans or curriculum to educate the students, other than guidance for properly using the library for research. If teachers are not sending their students to the library on a regular basis (especially in the jr high/high school level), I do not feel you can accurately evaluate this group. It seemed when we met through small group rotations at our previous meetings, those librarians present who were on this committee felt the same way. Some stated they would force the students to submit social studies/science fair projects as part of their curriculum. I don't see how this can be done if they are not attending library regularly, and if the librarian is not working in conjuction with the social studies/science teachers. I would prefer to see this group taken out of the model at this time, and paraprofessionals be included instead since they do "direct" teaching with students. 3. The ACEE committee summary report mentions several times that additional training, professional development, and/or program licensing will need to be obtained in order for the evaluations for non-tested grade subjects to be implemented. I agree that these items are needed PRIOR to implementation of this model. I do not see how this can be done value added model's implementation date. I am very concerned that if the model is implemented prior to these steps being taken, evaluations of teachers in this category will not be accurate. Although it is not the charge of the ACEE committee to determine how funding and coordination of these needs will be obtained, I do wish to make my concerns known to the BESE board. 4. I am not 100% sure that the current model we have been discussing will work. However, I am concerned that if this program is thrown out completely, it will be at least 10 years before this topic will be brought back to the table. I believe there should be some type of value-added model in place so that we can reward those teachers who are performing well in their positions, and identify those teachers who are not performing well, so that immediate steps can be taken to assist the teacher in improving their job performance. I am a firm believer in accountability, and although schools are not normally viewed as businesses - "if it has a budget, then it's a business". Reward the good teachers, remove the bad teachers, and ALWAYS help every teacher. 5. It has been a privilege to serve on this committee and to represent my parish. Thank you for the opportunity.

Note: Captured 11/25/11 at 4:54pm