LOUISIANA PRINCIPALS' TEACHING & LEARNING GUIDEBOOK:

A PATH TO HIGH-QUALITY INSTRUCTION IN EVERY CLASSROOM

2016-2017
Version 1

DEPARTMENT of EDUCATION
Louisiana Believes

CONTENTS

INTRODUCTION

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.

SET ACADEMIC IMPROVEMENT GOALS & THE DIRECTION OF THE SCHOOL

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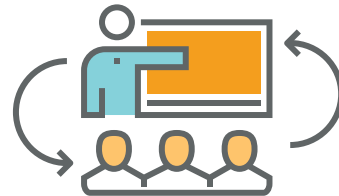
IMPROVE INSTRUCTION

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)

The Department helps principals develop their skills as instructional leaders by providing **distinct categories of support**:

1. **Tools and resources** support principals they lead their schools.

2. **Direct support** initiatives target school-wide structures and the skill development of current and future leaders. To support principals now and into the future, the Department provides districts with an opportunity to apply for **funding**.

   » **TAP and NIET Best Practices Expansion** helps principals build effective systems for goal-setting, observation, feedback, and collaboration.

   » **The Louisiana Principal Fellowship** program supports individual school leaders in building their instructional leadership skills.

The Louisiana Principal's Teaching and Learning Guidebook brings together, in one place, the key actions and resources to guide principals in the areas of:

I.   Workforce Planning and Decisions

II. Curriculum, Assessment, Professional Development, and Collaboration

III. Goals and Educator Support

To further support school and district leaders in their use of this guidebook, each focus area opens with an overview of key decisions and concludes with a scenario to illustrate how a principal can use the data and resources included in the section to make informed planning decisions. The scenarios reflect only a subset of the key actions for each focus area, and principals should review all content to consider how they too will use data and resources to set the direction of their schools and improve instruction.

PRINCIPAL REFLECTIONS AND PLANNING ACTIONS

FOCUS AREAS	REFLECTION QUESTIONS	ACTIONS	RESOURCES
Workforce Planning and Decisions	• Do I have the teaching and leadership staff needed for next year? If no, what will I do next? • Which teachers are most successful? What role will they play in supporting their peers?	• Make workforce decisions (recruitment, hiring, retention, and granting tenure) • Anticipate and meet staffing needs • Identify, prepare, and assign high-quality mentor teachers • Prepare teacher candidates	**Data and Reports:** • **Preparation Program Reports** • **Workforce Report** (NEW) • **Compass** **Tools:** • **Believe and Prepare** • **Teacher Preparation Programs** • **Talent Recruitment System**
Collaboration, Curriculum, Assessments, Professional Development, and Collaboration	• Is high-quality, aligned curriculum being used in each subject? • Do teachers have access to quality assessments? Are they being used to inform and improve instruction? • Do teachers have access to and participate in high-quality professional development? • How are Teacher Leaders identified? What role do they play in supporting teaching and learning throughout the school? • Is teacher collaboration time happening regularly and focused on student learning?	• Review and select high-quality curricula • Access and use quality assessments • Identify and provide quality professional development • Set up teacher-led collaboration structures and processes	**Data and Reports:** • **Principal Profile** **Tools:** • **Instructional Priorities** • **Instructional Reviews** • **Instructional Rubrics** • **Statewide Assessments** • **District Assessment Guidance** • **Professional Development Guidance** • **Teacher Toolbox** • **Teacher Leader Training Materials** • **Collaboration Models** • **Louisiana Principal Fellowship** • **TAP/NIET BPC Expansion Guide** **Grade/Content-Specific:** • **ELA Guidebooks 2.0** • **Guidebooks 2.0: ELA Feedback Report** • **Guidance for Early Childhood Education** • **K–3 Literacy Assessment Guidance** • **High School Student Planning Guidebook**
Goals and Educator Support	• How will my goals reflect the direction of the school and expectations for student learning? • How will I ensure each teacher's goals (SLTs) reflect the learning expectations for his/her students and support our school goals? • Is observation and feedback happening regularly to monitor and support student learning? • Which teachers are positively impacting student learning? How will they support others? • How will targeted support help all teachers to improve?	• Understand school results and reflect • Define student learning expectations (goals) • Monitor student learning and provide feedback (assessments and observations) • Support teachers to improve	**Data and Reports:** • **Principal Profile** • **School Report Cards** • **Compass** (TSGD, SLTs, Professional Practice) **Tools:** • Accountability Fact Sheet • Kindergarten—Grade 8 Accountability • High School Accountability • **SPS Calculator** • **Goal-Setting: Principals** • **Goal-Setting: Teachers** • **Observation and Feedback** • **Compass Information System (CIS)**

PART I: WORKFORCE PLANNING AND DECISIONS

Next to parents, teachers often are the adults who have the greatest impact on a student's long-term academic success. With a great teacher, students along the achievement spectrum—from high achieving to below grade level—make progress. This is why building a strong team of teachers is one of the principal's most important responsibilities, and building a strong team starts with preparing and hiring great teachers. This section focuses on steps principals can take to ensure incoming teachers are prepared for day one in the classroom.

KEY REFLECTION QUESTIONS, ACTIONS, AND RESOURCES

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

MAKE WORKFORCE DECISIONS

The Louisiana Legislature recognized the importance of the principal's role in building the school's team and, through legislation enacted over the past five years, empowered principals and their superintendents to make virtually all workforce decisions, including teacher placement decisions.

School-Level Decision Making

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

- What data are available to inform teacher placement decisions?

- Given this year's outcomes, should the principal make adjustments in teaching assignments so as to maximize teacher strengths in particular subjects or grade levels?

- Is there an opportunity to promote some teachers into leadership positions, including Teacher Leader and mentor teacher roles?

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

> *❝ Efforts to ensure I make the right workforce decisions include data but extend beyond enrollment projections and teacher vacancies. As a 7-12 combination school, our success is measured based on the SPS formula for combination schools (components of K-8 and high schools plus a weighting process based on enrollment in each configuration). With a clear picture of how our SPS is derived, I can easily determine how much, given their teaching assignment, each teacher contributes to the overall success of the school. This is how I prioritize teacher staffing and support decisions. Teachers enter the year knowing the value their role adds to our success and at the end of the year, we reflect on what went well and what didn't. When success is evident, we work to leverage their skills to support other teachers. If success isn't happening, a change in role or added support are considered.❞*
>
> ~Brandon Levatino, Principal – Northeast High School, East Baton Rouge Parish

District-Level Decision Making

La. Rev. Stat. 17:443, as amended by **Act 1** of 2012 and **Act 570** of 2014, empowered local superintendents to recruit, reward, and retain effective, in-demand teachers through updated workforce policies. Specifically, these laws give superintendents and, in some cases, principals the responsibility for making workforce decisions about educator hiring and placement, educator compensation and reductions in force. Additionally, these laws link decisions about tenure to educator performance.

ANTICIPATE AND MEET STAFFING NEEDS

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

- Annually reviewing teacher results and anticipating teachers' transitions so as to project staffing needs

- Reviewing **results from teacher preparation programs** to identify programs that produce a significant share of effective teachers and teachers in high-demand certification areas

- Using the **Talent Recruitment System** to post open positions and screen prospective applicants

- Involving Teacher Leaders, mentor teachers, and student teacher supervisors—those who are most familiar with classroom expectations—in the teacher hiring process

IDENTIFY MENTOR TEACHERS

Once principals establish classroom readiness criteria, they identify instructional experts to prepare and support student teachers and new teachers. When a principal selects mentor teachers who are instructional experts, who have achieved strong results with students, who are familiar with the school's expectations, and who have the ability to coach and lead adults, those mentors are able to ensure that prospective teachers are prepared for day one in their classrooms. Principals use multiple sources of information to select mentor teachers, including the following:

- Student growth data, including goals and value-added results

- Classroom observation ratings

- Rapport with other teachers on staff

- Service in other instructional leadership roles, such as Teacher Leader, Teacher Leader Advisor, and/or TAP Master or Mentor Teacher

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

Hiring strong teachers begins with an established vision of what day-one classroom success should look like. Principals reflect on candidates to determine teaching potential:

- What teachers should know and be able to do on day one in the classroom

- How and when to assess prospective teachers' readiness to teach

Once principals have established these readiness criteria and have identified mentors to support teacher candidates, they recruit prospective teachers who are likely to meet their criteria. Principals accomplish this by partnering with teacher preparation programs to host and train student teachers. This enables principals to select teacher candidates who are likely to succeed and helps principals play a significant role in developing and delivering candidates' learning experiences. These partnerships also enable principals to observe each prospective teacher's skills and development over time, thus resulting in better-informed hiring decisions. In places where partnerships with teacher preparation programs have not yet formed, schools may develop partnerships through their district's Believe and Prepare program or through a school-based Believe and Prepare program. Schools may also develop partnerships outside of the Believe and Prepare program.

Compass Leader Connection

Domain II: School Culture

Provides opportunities for professional growth and develops a pipeline of teacher leaders.

PRINCIPAL SCENARIO: WORKFORCE PLANNING AND DECISIONS

Anticipate Staffing Needs: In February, the principal and the school leadership team reviewed teacher workforce and effectiveness data and noted anticipated vacancies in grades 4 and 5 due to retirement projections and class size increases. The principal researched the district's Believe and Prepare partnership to determine whether it could be used to support the school's staffing needs.

Recruitment and Hiring: After learning more about the district's Believe and Prepare partnership with a teacher preparation program, she agreed to participate. A first step included the identification of current staff to serve as mentors to practitioner teachers. Accessing the **Mentor Teacher Handbook** supported these decisions.

Mentor Teacher Selection and Support: Using the handbook as a guide, she was able to identify effective teachers who had demonstrated their abilities to lead colleagues and achieve consistent academic growth for all students. Because of their success, these teachers were selected to serve as mentors to aspiring teachers pursuing certification in grade levels/certification areas of need.

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

Principals prepare for the year by building their teams and putting standards-aligned tools and support structures in place for their teachers. This includes developing a plan to implement curriculum, school-wide assessments, professional development, and collaboration.
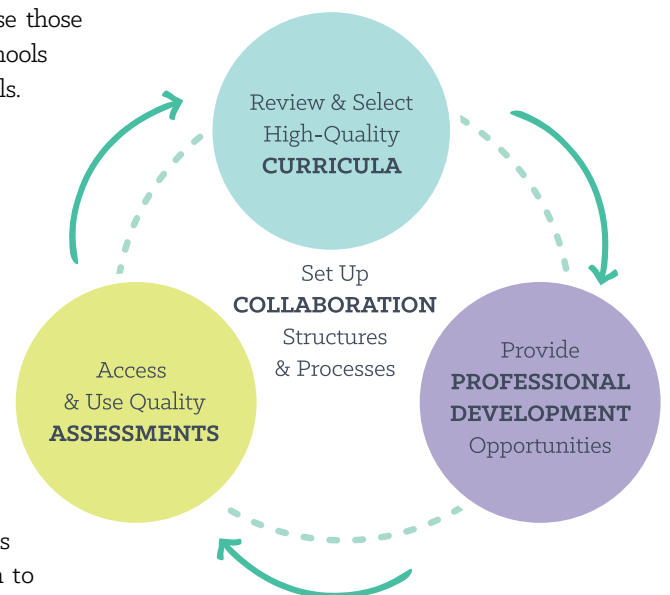
KEY REFLECTION QUESTIONS, ACTIONS, AND RESOURCES

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

REVIEW AND SELECT HIGH-QUALITY CURRICULA

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. Whether districts require a particular set of materials or schools make that decision, principals and teachers must be savvy consumers of materials. Principals determine the quality of use and implementation for materials to ensure teachers are improving their practice and students are improving their learning. The Department provides a set of resources to help schools review, plan, and implement programs. Additional guidance is provided to support specific programs and needs.

REVIEW AND SELECT

Instructional materials reviews: The Department helps schools choose high-quality, aligned curricula through the instructional materials review process. Hundreds of titles have been reviewed based on requests from schools and districts. These reviews, led by educators and experts from across the state, assess alignment to Louisiana's state standards. The Department then tiers programs so schools can easily see which programs are more and less aligned and so districts and schools can develop a plan to supplement any gaps that may exist in reviewed programs. The **rubrics** for these reviews are available for districts and schools to use for self-assessment as needed.

Review & Select High-Quality **CURRICULA**

Set Up **COLLABORATION** Structures & Processes

Access & Use Quality **ASSESSMENTS**

Provide **PROFESSIONAL DEVELOPMENT** Opportunities

English Language Arts Guidebooks: ELA Guidebooks 2.0 is a curriculum for whole-class instruction. Made by teachers for teachers, the guidebook units ensure students can read, understand, and express their understanding of complex, grade-level texts. Daily lessons include student-friendly slides, assessments, blank and completed handouts, and student writing examples in an online platform.

Early Childhood: To support the learning of Louisiana's youngest students, the Department has made a set of resources available that specifically align to the **Birth-to-Five Standards**.

High School Student Planning Guidebook: This guidebook is a series of short documents showing administrators, counselors, and teachers how to use key policies, programs, and resources to help both students and schools achieve their goals.

PLAN AND IMPLEMENT

English language arts planning resources: Resources support teachers as they plan to ensure students read, understand, and express understanding of complex, grade-level texts. This also includes the **English language arts framework** and the strategy one-pagers, which can be used with any curriculum.

Math planning resources: Resources have been developed to support teachers as they plan, target students' critical remediation needs, and assess student understanding of mathematics.

Social studies planning resources: Scope and sequence documents with coordinated instructional tasks provide teachers with a framework for building students' knowledge about content and ability to make claims about historical documents.

Science planning resources: A quality science curriculum requires students to think, read, and act like scientists. Materials should expose students to real and relevant science data, provide opportunities for them to plan and carry out investigations, and require them to communicate ideas around scientific content knowledge. Sample instructional tasks have been developed to help teachers provide this type of instruction to students.

ACCESS AND USE QUALITY ASSESSMENTS

"This year we chose to focus on using quality assessments to support instruction and student learning. At the beginning of the year, principals in our district worked collectively to understand and define a set of essential elements to guide teachers in the development and use of quality assessments throughout the year. With these markers of quality in place, we were able to use one voice and strategy to support teachers across the district."

~ Michael Beck, Principal – Jonesboro-Hodge High School, Jackson Parish Schools

Assessments are available to help principals and teachers as they seek to understand whether students are learning and will be ready for end-of-year assessments (district or **state summative assessments**). So often, assessments happen too frequently (taking away from key instructional time), are not aligned to the standards and end-of-year assessments (giving incorrect information about student performance), or are not analyzed such that instruction can adapt. To have the most impact on student learning, assessments should be well planned and executed effectively:

- **Meaningful**: Align fully to the standards and state summative assessments
- **Minimal**: Take as little time as possible away from learning
- **Connected**: Connect easily to curriculum and day-to-day learning
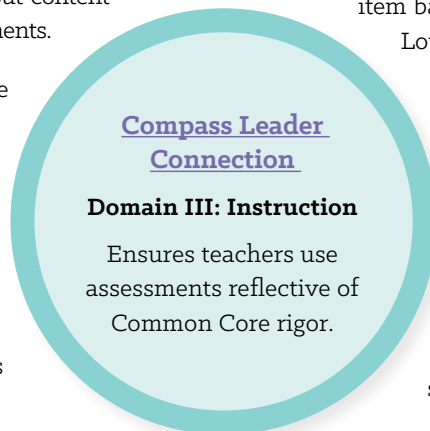- **Transparent**: Allow teachers to share a depth of understanding about the purpose and design

To support this work, the Department engaged in an assessment pilot to identify factors that influence assessment decisions and help districts and schools determine how to best use assessments to improve student learning. This pilot resulted in a District Assessment Guide. In addition to this guidance, the Department offers the following resources directly to schools:

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

Formative assessment item bank: A high quality assessment item bank that includes over 10,000 items aligned to Louisiana's ELA, math, science, and social studies standards. Districts and schools have access to this item bank through an online assessment delivery platform. Items can be used to build formative assessments that support classroom instruction in a variety of ways. Over the summer 2016, the content will be moved to a new comprehensive assessment delivery platform that is aligned with the platform currently used for statewide summative testing.

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.

K-3 Literacy Assessments: This guidance document outlines a set of criteria related to high-quality K-3 screening, diagnostic and benchmark assessments. These assessments primarily measure students' foundational skills and that these skills are not an end in and of themselves.

Compass Leader Connection

Domain III: Instruction

Ensures teachers use assessments reflective of Common Core rigor.

PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

"Through the Principal Fellowship program, I have received meaningful professional development that helps me better support my teachers. Recently, we collaborated to learn why students must have a concrete understanding of a math concept before they can be successful with the abstract. Beyond the PD itself, were resources and strategies to support teachers with their instruction. This includes identifying when and why students struggle by using quality formative assessments to measure learning. With math achievement as a priority, my next steps are to provide math teachers with the right professional development to help them deliver this type of student-focused intentional instruction.

~ Candy Kelly, Principal – Scott Middle School, Lafayette Parish Schools

Choosing curricula and assessments are important but insufficient steps. Teachers must be prepared to effectively use them. To achieve the greatest impact in the classroom, professional development for teachers should focus on key instructional priorities that reflect what students must be able to do in order to be truly ready for college and career. **High-quality professional development** includes the following:

- Aligns to standards
- Builds teachers' knowledge of the content (content-rich)
- Focuses on student learning connected to high-quality curricular content

The Department offers multiple opportunities for districts and schools to provide every teacher with direct access to high-quality professional development.

- **Vendor Professional Development Course Catalog**: The Department has worked with vendors to create professional development packages for districts. These packages focus on keys skills and incorporate key criteria, such as supporting the implementation of high-quality curriculum, providing ongoing support, and developing content knowledge for teachers.

- **Louisiana Teacher Leader Initiative**: Led by the Department, the Teacher Leader initiative provides ongoing professional development opportunities throughout the year to teachers in every school in Louisiana. The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state. This training provides every school with at least two trained experts on the standards and available resources. Teacher Leaders may also serve in mentor teacher roles, working closely with student teachers preparing for full-time teaching roles.

- **June Teacher Leader Summit**: Two days, over 200 session options to kick off the school year

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

- **Teacher Leader Newsletter**: Monthly newsletter highlighting successes from Louisiana's classrooms and shares new resources for educators

- **2016-2017 District Support Calendar**: Updated throughout the year, this document 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.

Compass Leader Connection

Domain II: School Culture

Provides opportunities for professional growth and develops a pipeline of teacher leaders.

SET UP COLLABORATION STRUCTURES AND PROCESSES

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

COLLABORATION MODELS

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

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

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

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

- Multiple implementation options are available, and Department staff members are positioned to guide leaders through a planning process to identify TAP™ Best Practices that are most supportive of school-wide goals. More about TAP™ and the Department's work is available **here**.

TAP™ is not required and not the only strong program for principals to learn from. Other collaboration models exist, and each principal should use the model that works best in his or her school.

TEACHER LEADERSHIP

Principals can leverage the expertise of their [**Teacher Leaders**](#) and others to support collaboration structures and other professional development throughout the school year. First, principals must choose the right teachers to attend. Teachers who join as each school's representatives should be content experts and able to share and lead other teachers in the building. Second, principals must provide teachers the platform to share their gained expertise. This often includes the following actions:

- Organizing opportunities to use collaboration time to redeliver training and share resources (All training materials from every Teacher Leader session are available on the Department's website.)

- Using school professional development days to redeliver content and resources (Many schools have embraced the Teacher Leader model as a way to bring more expertise and training directly to their schools, and school-based examples offer a more in-depth look at how this is structured.)

Compass Leader Connection

Domain II: School Culture

Facilitates collaboration between teams of teachers.

PRINCIPAL SCENARIO: CURRICULUM, ASSESSMENT, PROFESSIONAL DEVELOPMENT, AND COLLABORATION
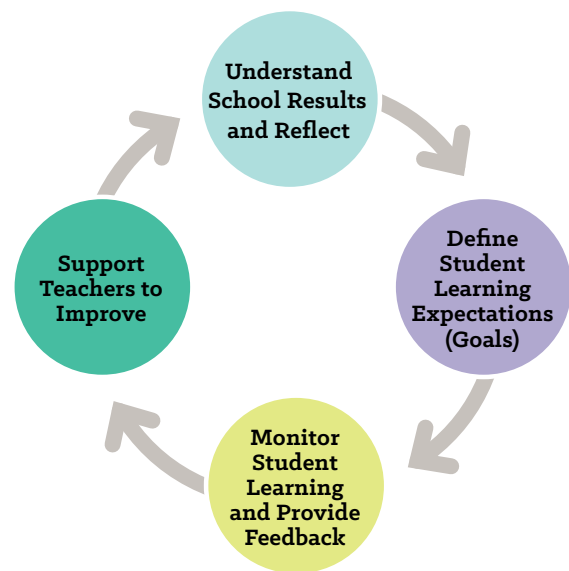
At the end of the year, the principal and leadership team (assistant principal, instructional coach and teacher leaders) reflected on the efforts and results of the past year. These conversations prompted them to review resources related to curriculum and professional development to inform next steps. The table below represents their efforts to communicate with district staff about next steps as they plan for the 2016-2017 school year.

2016-2017 CURRICULUM, ASSESSMENT, AND PROFESSIONAL DEVELOPMENT REVIEW		
What did we notice?	**What decisions have we made?**	**What resources supported our decisions?**
Student Achievement Results: • For the past 2 years, student performance in ELA, as measured by the statewide summative assessments, has declined (falling below the district and state average for grades 4 and 5). • Writing is consistently flagged as the lowest performing area. **Reviews and Reflections:** • During end-of-year conversations, teachers reported they have concerns about student performance on the 2016 spring assessment. • A review of the current curriculum, found it to be deficient in areas of quality (i.e., quality questions and support for writing).	**ELA Curriculum:** • In 2016-2017, the LDOE ELA Guidebooks will be the primary curriculum for grades 4 and 5. • At the end of the 2016-2017 school year, reflections and feedback from 4th and 5th-grade teachers will be used to inform decisions for grades K-3.	• [**Instructional Priorities**](#) • [**Instructional Reviews**](#) • [**ELA Guidebooks 2.0**](#) • [**Guidebooks 2.0: ELA Feedback Report**](#)
Student Achievement Results: • ELA Student Achievement Trends (see above) • In grades 4 and 5, student achievement in mathematics has traditionally been at or above the district and state average while 3rd-grade is below. • 3rd-grade math achievement is lowest in the areas of the subclaims of major content and conceptual understanding. **Reviews and Reflections:** • During teacher end of year conversations, ELA teachers often reported they lack confidence in their ability to determine whether students are meeting expectations.	**Provide Quality Professional Development that Aligns to Areas of Need:** **ELA Teachers (all Grades)** • assessing progress using quality formative assessments and exemplar student work **ELA Teachers (grades 4 and 5)** • using the [**ELA Guidebook**](#) for instruction **Math Teachers (priority grades - Kindergarten, 1st, 2nd, and 3rd):** • instruction of major content and conceptual understanding	• [**Teacher Leader Training Materials**](#) • [**State Professional Development Offerings**](#) • [**Professional Development Guidance**](#)

PART III: GOALS AND EDUCATOR SUPPORT

With a team hired and instructional tools and support in place, the school year begins. Student arrival marks the most challenging work of all, instructional support to ensure students achieve meaningful results. Principals lead efforts to ensure this work is effective by having a clear understanding of student achievement results, the process of setting goals, and the work necessary to support teaching and learning. Compass is a tool used to define expectations and monitor progress toward goals. These results are used to inform workforce decisions at the school, district, and state levels.

Understand School Results and Reflect

Define Student Learning Expectations (Goals)

Monitor Student Learning and Provide Feedback

Support Teachers to Improve

KEY REFLECTION QUESTIONS, ACTIONS, AND RESOURCES

REFLECTION QUESTIONS	ACTIONS	RESOURCES
• How will my goals reflect the direction of the school and expectations for student learning? • How will I ensure each teacher's goals (SLTs) reflect the learning expectations for his/her students? • Is observation and feedback happening regularly to monitor and support student learning? • Which teachers are positively impacting student learning? How will they support others? • How will targeted support help all teachers to improve?	• Understand school results and reflect • Define student learning expectations (goals) • Monitor student learning and provide feedback (assessments and observations) • Support teachers to improve	**Data and Reports:** • **Principal Profile** • **School Report Cards** • **Compass** (TSGD, SLTs, Professional Practice) **Tools:** • Accountability Fact Sheets: » Kindergarten—Grade 8 Accountability » High School Accountability » Progress Points • **SPS Calculator** • **Goal-Setting: Principals** • **Goal-Setting: Teachers** • **Observation and Feedback** • **Compass Information System (CIS)**

UNDERSTAND SCHOOL RESULTS AND REFLECT

❝ When setting goals, we use the Principal Profiles that provide a summary of how our school performed across multiple measures as well as student success across subgroups. We also access the LDOE Recommended Targets to determine the level of growth schools of our same configuration and letter grade are experiencing and what this means to the goals we should set.❞

~ Chandler Smith, Plaquemine High School, Iberville Parish

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

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

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

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

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

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

DEFINE STUDENT LEARNING EXPECTATIONS (GOALS)

SET SCHOOL-WIDE GOALS

The school leader is responsible for the growth of educators and students within the school—as reflected in principals' annual goals (student learning targets or SLTs) aligned to the school performance score. The Department provides superintendents and principals with annual data to support principal goal-setting, including recommended SLTs based on school type and prior year letter grade. Principals use this guidance and their performance data to set at least two SLTs to be used when determining final evaluation ratings:

1. One goal is based on overall SPS improvement.

2. One goal is aligned to a component of school performance improvement (e.g., ACT for a high school, math achievement for an elementary school). Examples of the principal goal-setting process are available here.

GUIDE OTHERS TO SET GOALS

❝ *My approach to teacher SLTs comes from a belief that they must communicate the expectations we have for the student learning that must take place. We begin the process with a review of meaningful data and continue with a discussion about what the data means to their instruction of each individual student. From there, we set meaningful and attainable goals for each student that transfer to teacher SLTs. During these conversations, I am focused on ensuring each teacher leaves knowing how their goals connect to school-wide goals and that they have a plan in place to monitor student learning at various checkpoints. This information becomes the basis of our PLC time so that SLTs are not just something done at the beginning of the year but a focal point to guide student achievement throughout.* ❞

~ Brandy Brunson, Principal – Fellowship Elementary, LaSalle Parish Schools

Each year, students should grow in their knowledge and understanding of grade-level content. Principals consider how each educator supports the broader school goals in order to guide the process of defining student achievement goals. The goals set by educators (SLTs) support the overall school goals and should have the following qualities:

- be ambitious and grounded in student achievement

- be determined using appropriate individualized student-level data

- be measured using quality aligned assessments

These goals are included in the multiple measures available to the principal during end-of-year conversations, where each teacher receives an effectiveness rating to reflect the impact he or she had on student learning.

MONITOR STUDENT LEARNING AND PROVIDE FEEDBACK

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

District Formative Assessments: Quality assessments provide a mechanism for teachers and school leaders to assess student learning in order to inform ongoing practice. To maximize use of assessments, teachers need the time and space to collaborate and analyze results. Even more, the quality of these assessments is critical. They must be aligned to the standards and end-of-year assessments, such that the data is reflective of the student learning that matters most and provides teachers the appropriate insight on how to best adjust instruction where needed. Guidance on choosing and using meaningful common assessments can be found in "**PART II**" above.

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**. These include content-specific observation tools in **math** and **ELA** to help principals target feedback aligned to the content focus of teacher goals. Because of their unique and complex educational needs, Students with significant disabilities require learning individualized goals and instructional strategies and their teachers benefit when support is individualized. A **guidance document** is available that outlines how to use the Compass process in an individualized for educators teaching these students.

➡ **Click here to explore SCHOOL CASE STUDIES.**

SUPPORT TEACHERS TO IMPROVE

DIFFERENTIATE TEACHER SUPPORT

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

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

➡ **Click here to explore SCHOOL CASE STUDIES.**

Compass Leader Connection

Domain I: School Vision

Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision.

REFLECT ON PROGRESS THROUGH END-OF-YEAR CONVERSATIONS

To close out the school year, principals reflect on student and teacher progress with their leadership teams and with individual teachers.
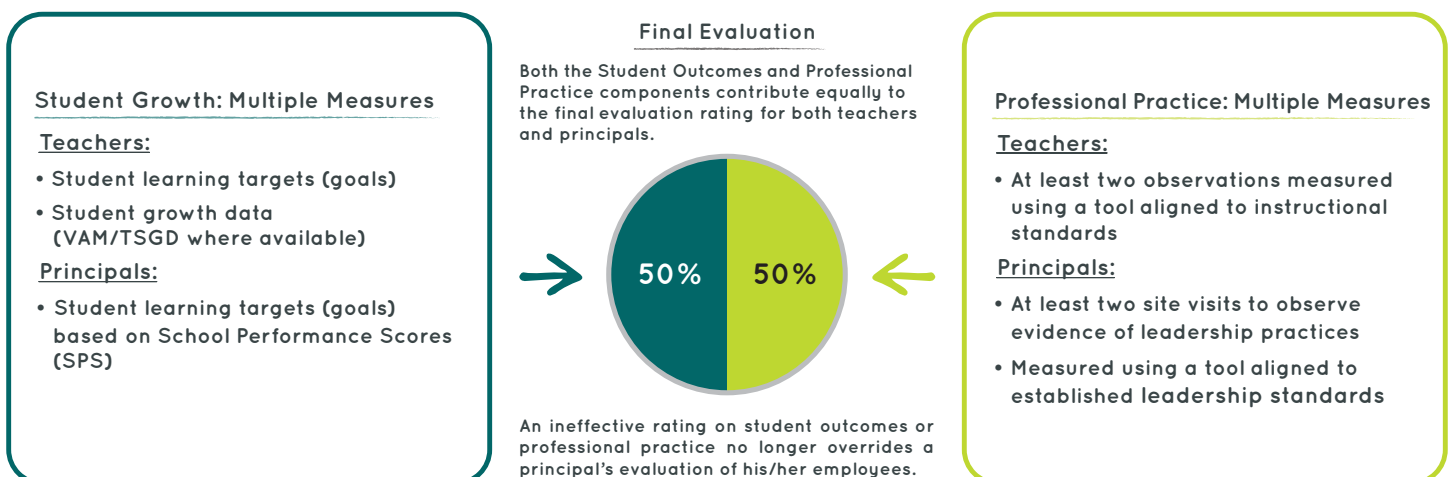
School and Principal Reflections: Principals can use end-of-year assessment results and the SPS calculator to reflect on school-wide progress, in advance of the annual SPS release.

Teacher Reflections: While the end-of-year conversation is intended to close out a year in terms of teacher rating, this time should be used to reflect and set goals for the next school year.

Given what is known about student progress this past year and the expectations for next year, end-of-year conversations (between the principal and teacher) should center on the following topics:

- 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?

DETERMINE FINAL EVALUATION RATINGS

Principals use multiple measures of student growth and observations to make adjustments to classroom instruction and to evaluate teachers at the end of the school year. Recent changes to the Compass tool ensure principals are empowered to make decisions that support quality teaching and learning.

The model below reflects these changes and outlines how end-of-year ratings are calculated, with student growth and professional practice contributing equally to assign a rating.

Student Growth: Multiple Measures

Teachers:
- Student learning targets (goals)
- Student growth data (VAM/TSGD where available)

Principals:
- Student learning targets (goals) based on School Performance Scores (SPS)

Final Evaluation

Both the Student Outcomes and Professional Practice components contribute equally to the final evaluation rating for both teachers and principals.

50% 50%

An ineffective rating on student outcomes or professional practice no longer overrides a principal's evaluation of his/her employees.

Professional Practice: Multiple Measures

Teachers:
- At least two observations measured using a tool aligned to instructional standards

Principals:
- At least two site visits to observe evidence of leadership practices
- Measured using a tool aligned to established leadership standards

PRINCIPAL SCENARIO: GOALS AND EDUCATOR SUPPORT

Understand and Reflect on Results: At the beginning of the year, the principal and her leadership team used the available data reports and the **SPS calculator** to estimate school performance overall and for each component. They noted the following:

- The most recent ELA assessment index for our school is 84.0, which is 1.5 points below the average B school in the K–8 configuration. In reviewing trend data, this has been the case for multiple years.
- The most recent math assessment index is below the district and state averages for B schools and grade 3 is significantly lower than grades 4 and 5. It was noted that over the past 3 years, the results for grade 3 mathematics has declined.
- A decline occurred in science as evidenced by the science assessment index.
- It is anticipated that the overall SPS will decline by approximately 3.6 points.

Set Goals: Using the most recent **Principal Profiles**, the principal and his evaluator reviewed available trend data and the LDOE Recommended Targets, to set the following goals:

1. increase overall SPS by 4.6 points
2. increase ELA assessment index by 3.5 points

> ➡ **Click here to explore SCHOOL CASE STUDIES.**

Monitor Student Learning — Assessments: Last year, teacher-developed assessments were administered weekly to measure progress toward goals. These assessments were in addition to the end-of-unit assessments provided by the district. After reviewing state assessment results, the principal and Teacher Leaders noted a misalignment between the how students performed throughout the year and their scores on the state summative assessments. Using the **District Assessment Guide** as a resource, they engaged in conversations to identify the right assessments to be used at various points throughout the year and to help them set goals that reflect the expectations they have for students while guiding instruction and supporting student learning throughout the year.

Differentiate Teacher Support: At the beginning of the year, the school leaders engaged in a series of focused observations (walkthroughs). With ELA and 3rd-grade math as an identified area of weakness, they used the content-focused observation tools for **ELA** and **math** to provide actionable feedback and develop a plan to support the individual needs of teachers. For example, during a midyear feedback conversation, an ELA teacher expressed concerns about her knowledge of whether students were or were not progressing in their writing skills. The evaluator, knowing he is not an expert in this area, contacted the ELA **Teacher Leader** for support. What followed was a series of meetings where the teachers worked side by side to analyze student work. The teacher reported an increase in confidence in her ability to identify student strengths and weaknesses, provide students with feedback and refine strategies.

APPENDIX: RESOURCE HYPERLINKS

- List of URLs