Preparing Our Students for College and Career
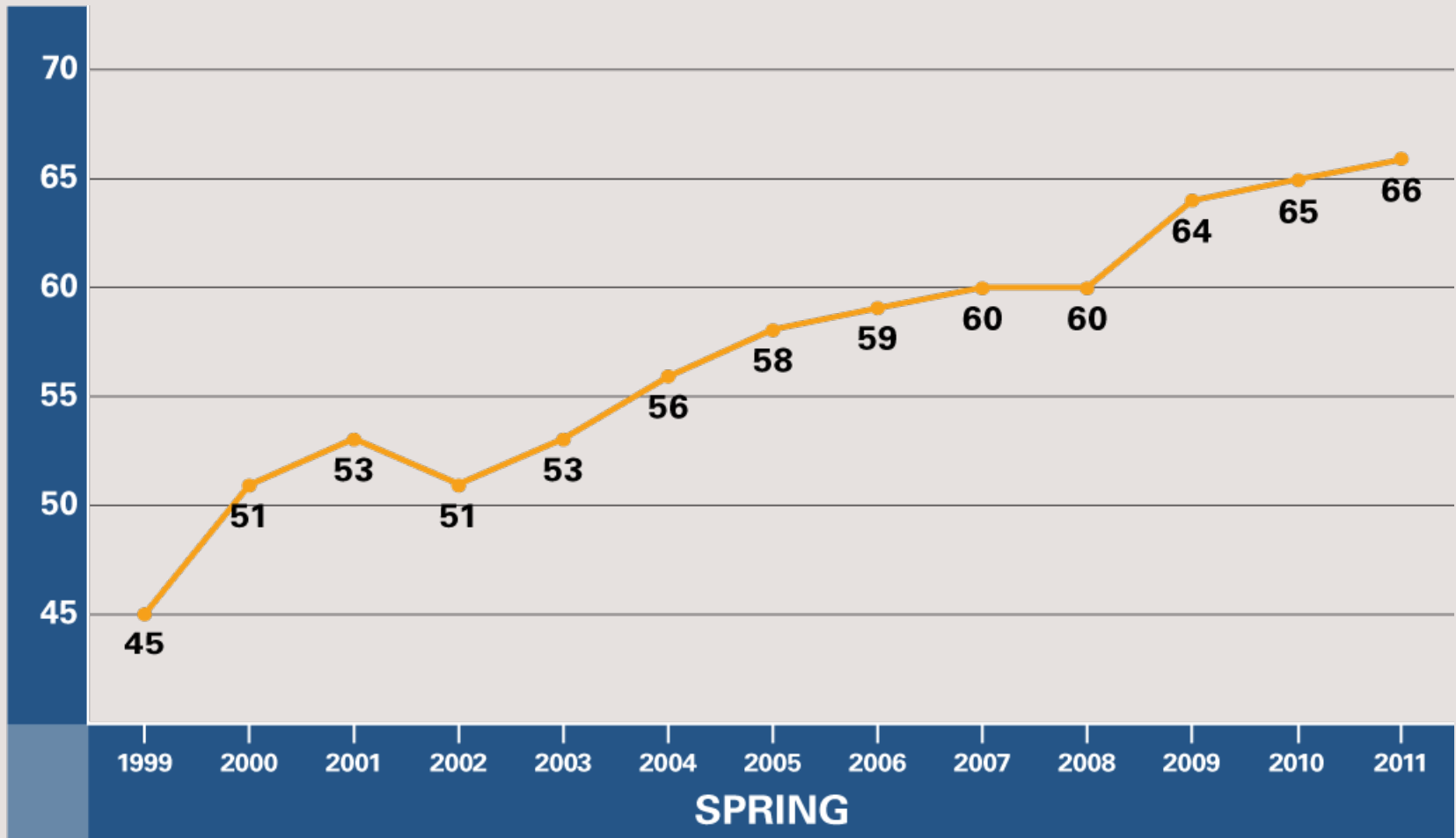
- **Common Core State Standards**
- **Educator Support & Evaluation (Compass)**
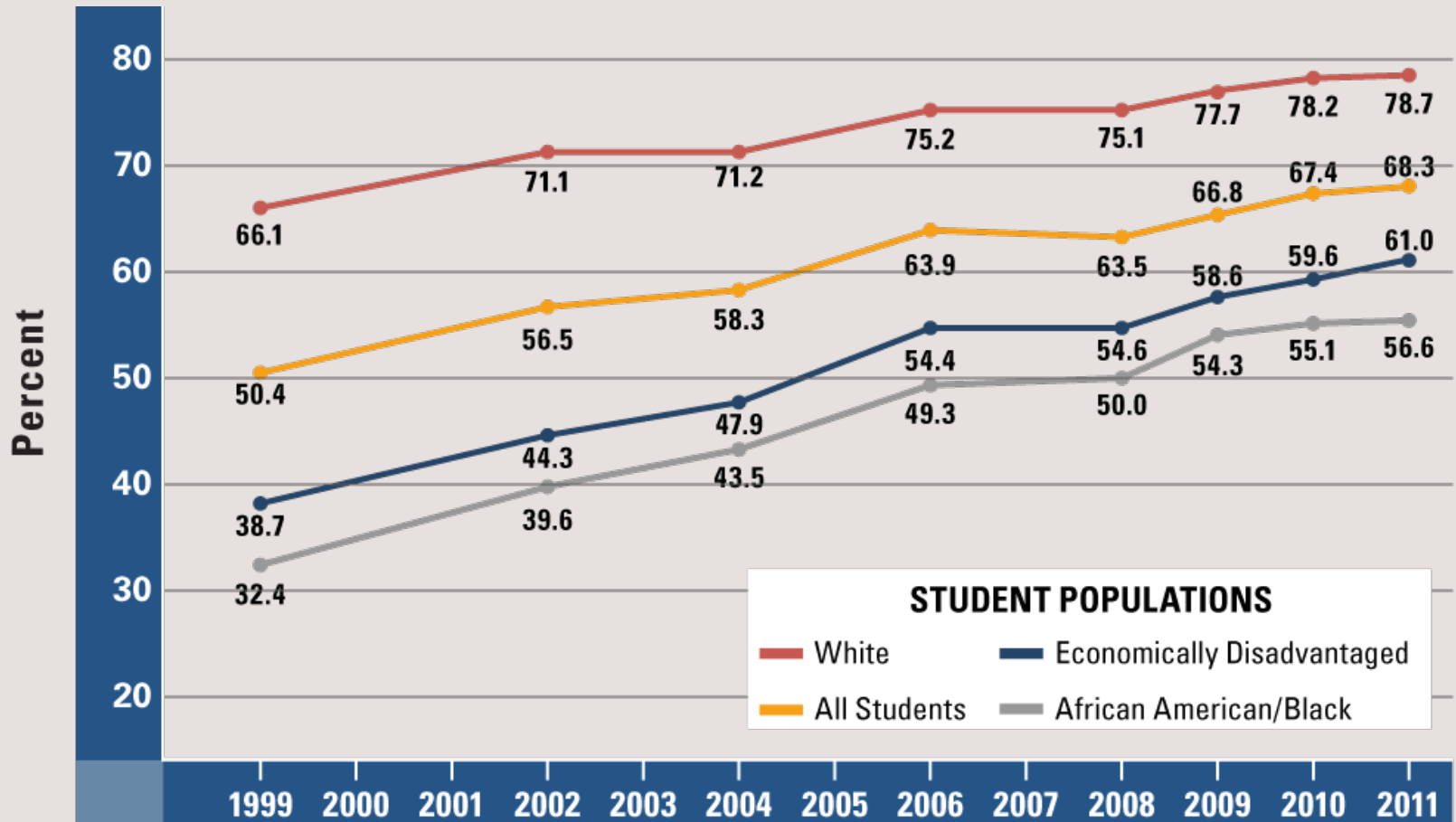
February/March 2012

Unprecedented Progress

46 Percent Increase in Percentage of Students at Grade Level.

Percentage of Students at *Basic* and Above (1999-2011)

Unprecedented Progress

Achievement Gaps Have Narrowed Significantly.

Subgroup Performance: ELA Percent *Basic* and Above*

First Time Testers and Full Academic Year: 1999–2001 Grades 4 and 8; 2002-2005 Grades 4, 8 and 10; 2006-2010 Grades 3-8 and 10

The Challenge

Of 100 entering Louisiana High School As Freshmen….

Only 70 will graduate from high school in four years.

49 will enter college within one year. (In or Out of State)

Fewer than 19 will finish their degree within six years.

Goal: *Provide all students with knowledge and skills to attain a college degree or succeed in a career.*

Challenge: *How do we get there?*

Two Core Needs:

Shift what we expect of students (CCSS)

Shift teacher practice to align with this change (COMPASS)

Objectives:

an overview of the tools and resources available to

- **Provide practical information about the Department's current work around these two initiatives**

- **Outline the Department's future support of LEAs in both of these areas**

Common Core State Standards

Changing Our Expectations for Student Work: Standards and Curriculum

ELA	Math
• Shift to informational text, not just literary text	• Focused, deeper investigation of core math concepts
• Deep investigation of fewer, more complex texts	• Logical progression of content to build conceptual understanding
• Focus on forming evidence-based arguments, both in writing and in speech	• Application of math concepts across disciplines
• Focus on locating and gathering evidence from texts	• Focus on 'why I got the answer,' not just 'how to do the problem'
• Focus on building an academic vocabulary across all disciplines	

Changing Our Expectations for Student Work: Assessments (Testing Standards)

Old Writing Prompt	Your teacher has asked you to **write a composition** about a time you discovered something special. Before you begin to write, think about a time you discovered something special. Perhaps it was a special book, a song, or a toy. Perhaps it was a person or an animal. How did you discover it? What happened?
New Writing Prompt	Write a **multi-paragraph composition** for your teacher that tells about someone or something that made a strong impression on you. **Compare your experience to Kia's experience**. Use details from the passage to help you explain your ideas.

Changing Our Expectations for Student Work: Assessments (Testing Standards)

LEAP-Like Item:

Donna buys 40 apples at 35 cents each. She eats 2 apples and sells the rest for 45 cents each. How much money does she make?

PARCC-Like Item:

Donna buys some apples at 35 cents each. She eats 2 apples and sells the rest for 45 cents each. She makes $4.40. How many apples did she buy?

Changing Our Expectations for Student Work: How Do We Get There?

By 2014-15, All existing ELA and Math GLEs Will Be Replaced by Common Core State Standards:

- All state standardized testing will align to the new standards.

- New standards and test items will be phased in over time.

No Changes - Current Curriculum, Current Assessments

Curriculum - Some GLEs Deleted, Some GLEs Remain, Some CCSS Added

Assessments – Based on GLEs That Remain in Curriculum

Curriculum and Assessments Based on CCSS Only

	2011-12	2012-13	2013-14	2014-15
PreK	Current	Current	New	New
K	Current	New	New	New
Grade 1	Current	New	New	New
Grade 2	Current	Transitional	New	New
Grades 3-8	Current	Transitional	Transitional	New
High School	Current	Transitional	Transitional	New

Changing Expectations for Our Students: What Does This Mean for Next Year?

- ## How are assessments changing?
  - Measure content that aligns with **both** CCSS and the GLEs for each grade/course
  - Writing prompt focuses on a key instructional shift in CCSS: writing in response to reading

- ## How are standards changing?
  - GLEs that do not align with CCSS at each grade are deleted
  - New CCSS are introduced each year during the transition

- ## How is the curriculum changing?
  - Transitional curriculum available for grades 2-12
  - New curriculum available for K-1
  - New curriculum for Social Studies available

Examining GLE Changes for 2012-13

Chart 3: *Content that Will <u>Remain the Same</u> through the Transitional Years in (Grade Level) Math*

Use this chart to identify:

- GLEs to continue to teach until 2014-2015

III. Content that Will <u>Remain the Same</u> through the Transitional Years in Grade 3 Mathematics

	GLE #	Grade-level Expectation Text	CCSS #
1	M.3.3	3. Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths	3.NF.1 3.G.2
2	M.3.4	4. Use the concepts of associative and commutative properties of multiplication to simplify computations	3.OA.5
3	M.3.5	5. Recognize and model multiplication as a rectangular array or as repeated addition	3.OA.3 3.MD.7

III. Content that Will <u>Remain the Same</u> through the Transitional Years in Grade 3 Mathematics (continued)

	GLE #	Grade-level Expectation Text	Reason
25	M.3.47	47. Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns)	3.OA.9
		The GLEs below do not match a Common Core State Standard at this grade level; however, they will continue to be taught <u>through the transitional years</u> (2012-13 and 2013-14) to decrease the possibility that the transition process will create curricular gaps.	
26	M.3.2	2. Read, write, compare, and order whole numbers through 9999 using symbols (i.e., <, =, >) and models	Moved to grades 1 & 2

How Can You Prepare Now?

Principal

- Connect with your district CCSS Specialist about the General Awareness Training for your staff;

- Connect with your district CCSS Specialist about new training on the instructional shifts in the English and math;

- Ensure teachers have identified the standards they are responsible for teaching in 2012-2013, using the Grade Level Content Comparison documents.

Teacher

- Identify the standards they are responsible for in 2012-2013;

- After attending training, consider incorporating the Standards for Mathematical Practice;

- Begin using grade-level complex text (both literary and informational) and increase students' opportunities to express their understanding of text through writing and speaking.

Upcoming Department Support

Calendar of Upcoming Events

- Regional Content Training for Grades K and 1
- Webinar on Transitional Curriculum and Assessments
- Summer Institutes for school teams of 3 on assessment and content progressions and instructional practices
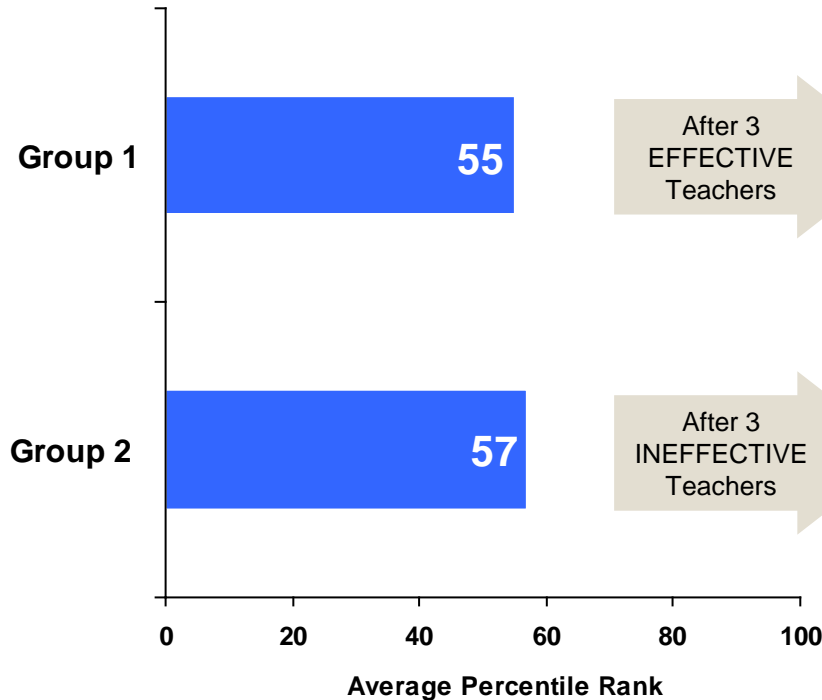
Resource Delivery Timeline

- Curriculum Available – Early June
- Assessment Guides – Late Summer
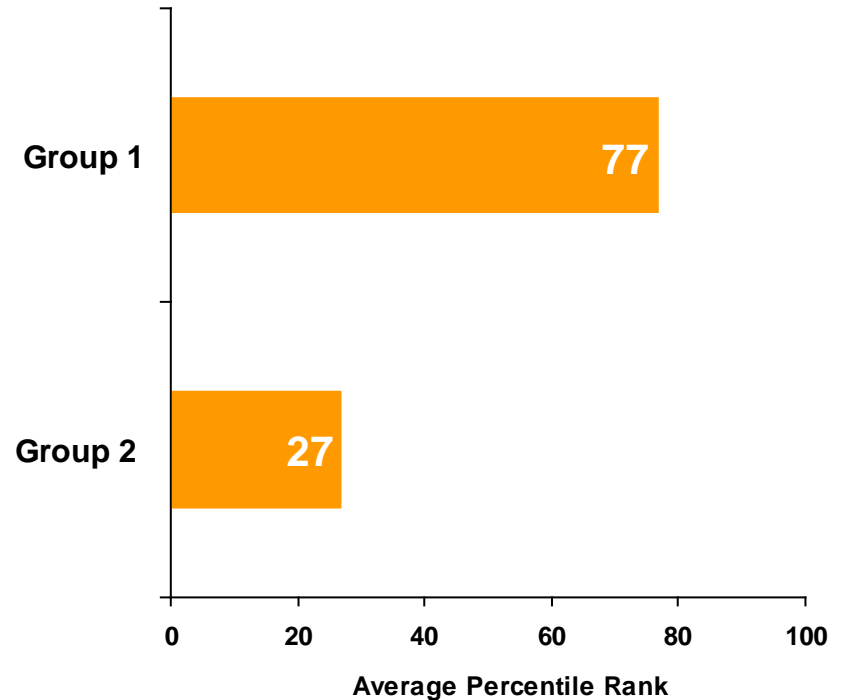- PASS and EAGLE revisions to align with transitional curriculum – fall 2012

Educator Support & Evaluation (Compass)

Why Focus on Educator Support & Evaluation?

One study found that Dallas students who start 3rd grade at about the same level of math achievement…

…may finish 5th grade math at dramatically different levels depending on the quality of their teachers.

	Beginning of 3rd Grade		After 3 Teachers	End of 5th Grade
Group 1	55	After 3 EFFECTIVE Teachers	Group 1	77
Group 2	57	After 3 INEFFECTIVE Teachers	Group 2	27

Average Percentile Rank — Average Percentile Rank

■ **Beginning of 3rd Grade**   ■ **End of 5th Grade**

Original analysis by the Education Trust.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997. Graphs provided courtesy of The New Teacher Project (TNTP).
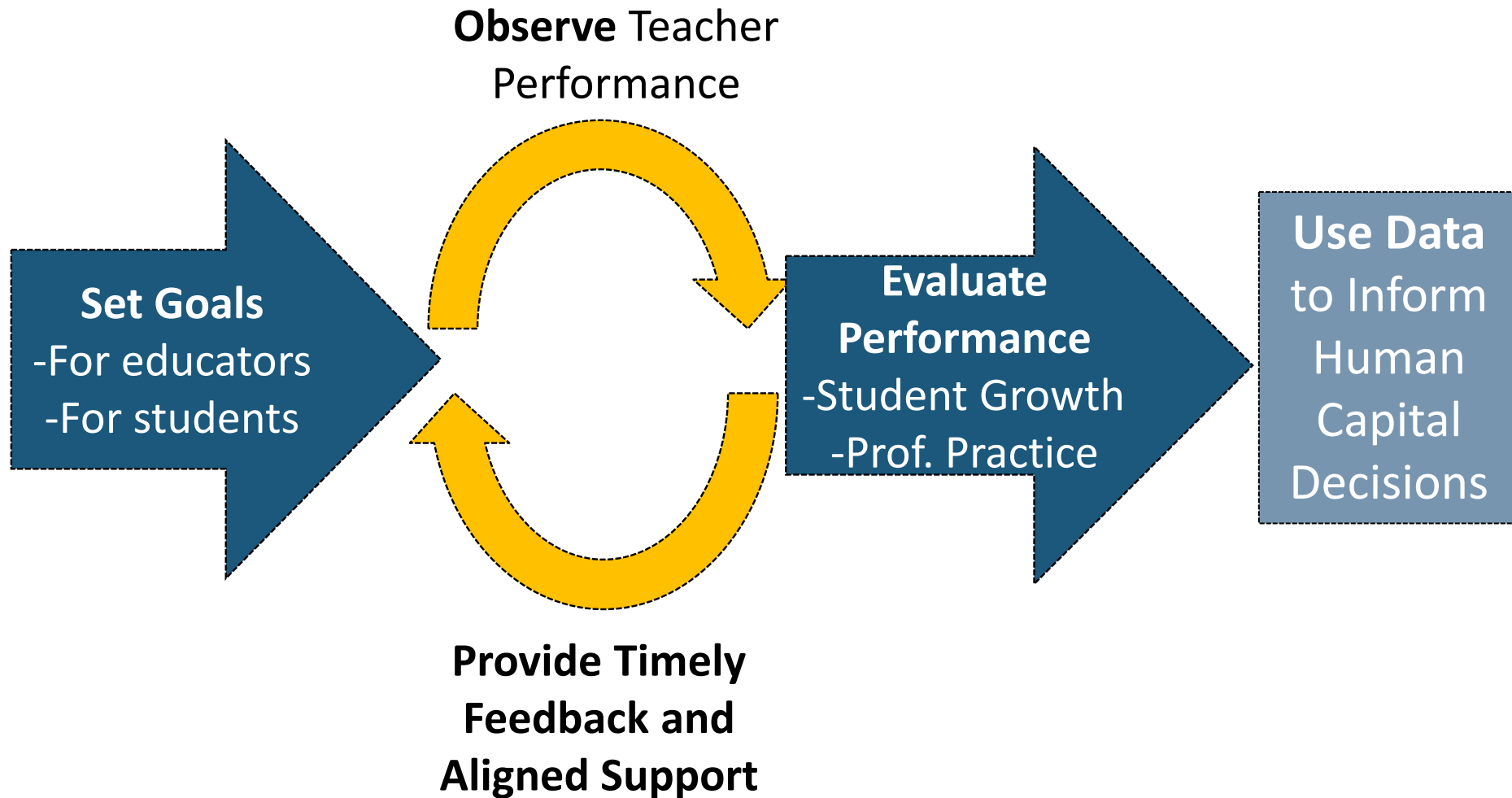
Policy Requirements at LEA Level: Act 54

- Evaluate teachers and administrators annually, with 50% of evaluations based on student growth;

- Provide professional development and intensive assistance to educators, based on individual areas of need; and

- Use effectiveness data to inform human capital decisions.

Policy Requirements at LEA Level: Bulletin 130

- Use value-added model (VAM) to measure student growth, where available;

- Use Student Learning Targets (SLTs), based on applicable common assessments, to measure student growth where value-added data are not available; and

- Use COMPASS or another state-approved rubric to measure teacher/leader professional practice.

What Does This Look Like For a School Leadership Team?

Observe Teacher Performance

Set Goals
-For educators
-For students

Provide Timely Feedback and Aligned Support

Evaluate Performance
-Student Growth
-Prof. Practice

Use Data to Inform Human Capital Decisions

Two Groups of Teachers

Teachers Using Value-Added Data:

Grades	Content Areas
4th- 8th	ELA, Reading, Math, Science, Social Studies
9th	Algebra I, Geometry

Teachers Using Student Learning Targets (SLTs):

Teachers who do not teach these grades or content areas are considered teachers of Non-Tested Grades and Subjects (NTGS) and will use SLTs to measure student growth.

Goal-Setting

During the goal-setting phase, school leadership teams will:

Set Goals
-For Educators
-For Students

With *NTGS* Teachers:
- **Ensure teachers set SLTs** for student growth.
- **Evaluate quality of SLTs**

With *ALL* Teachers:
- **Set Professional Growth Goals**
  Identify objectives and strategies to achieve them.

Resources to Support Annual Evaluation: NTGS Teachers Using SLT

A Student Learning Target (SLT) is a goal for student achievement that aligns to standards:

Example: *Band*

Strong SLT
All students in Introductory Band will demonstrate growth on a music department created performance task of at least one performance level. Performance will be assessed using a Department-created rubric that focuses on accuracy, dynamics, pitch, rhythm, and tone quality.

Weak SLT
Students' performance will improve.

Resources to Support Annual Evaluation: NTGS Teachers Using SLT

Example: *9th Grade English*

Strong SLT

9th grade students with a baseline mastery of $\leq$ 30% of standards on a pre-assessment will demonstrate mastery of 75% or more 9th grade ELA standards as measured by the district-developed performance task and standards-based rubric. 9th grade students with a baseline mastery of >30% will demonstrate mastery of 80% or more 9th grade ELA standards as measured by the district-developed performance task and standards-based rubric.
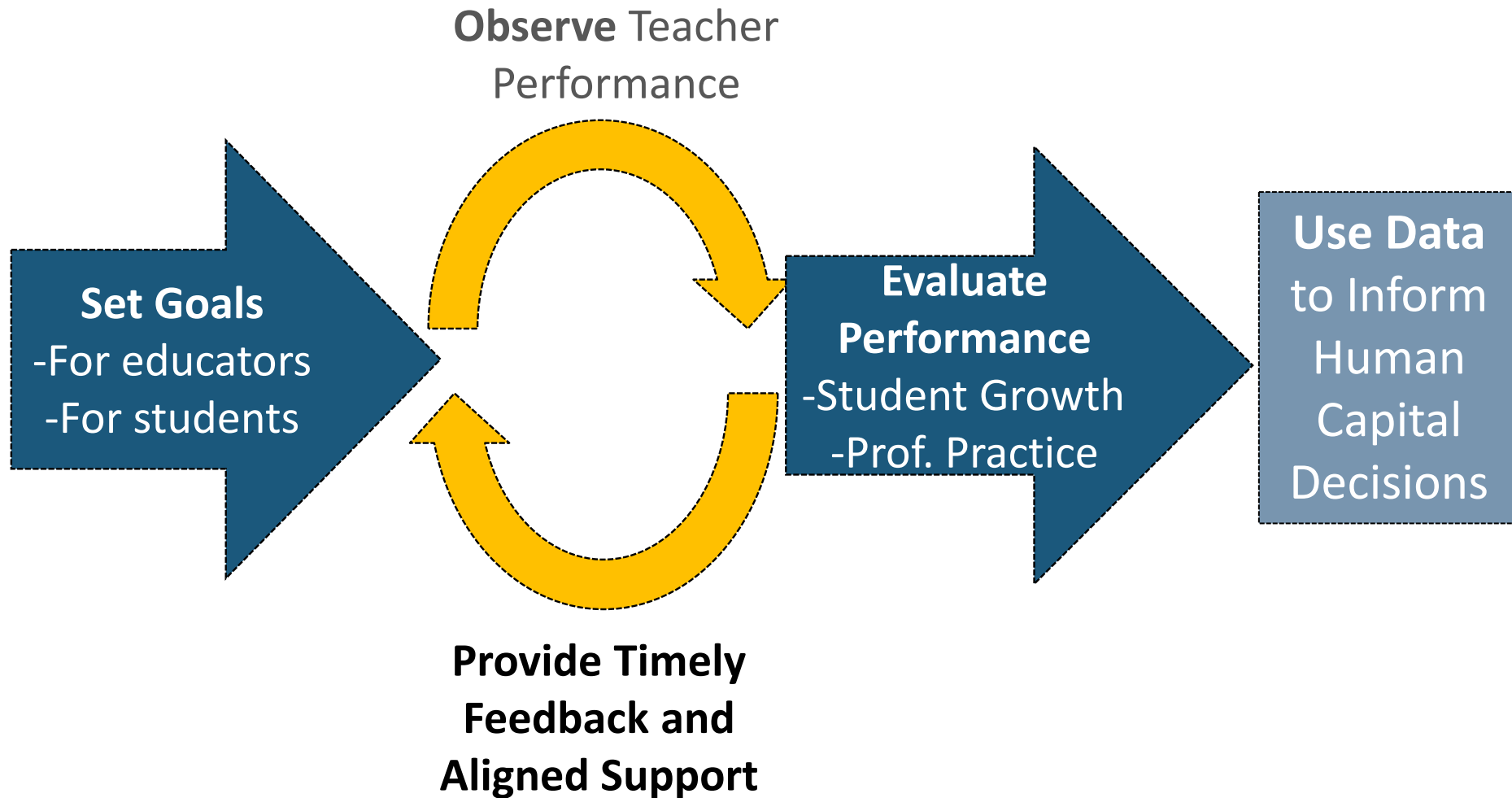
Weak SLT

All of my students' scores will increase.

Goal-Setting Decision Points

- Which common assessments should be selected to measure Student Learning Targets?

- To what extent should Student Learning Targets be standardized across the district? The school?

What Does This Look Like For a School Leadership Team?

Observe Teacher Performance

Set Goals
-For educators
-For students

Provide Timely Feedback and Aligned Support

Evaluate Performance
-Student Growth
-Prof. Practice

Use Data to Inform Human Capital Decisions

Observation/Feedback

During the observation/feedback phase, school leadership teams will:
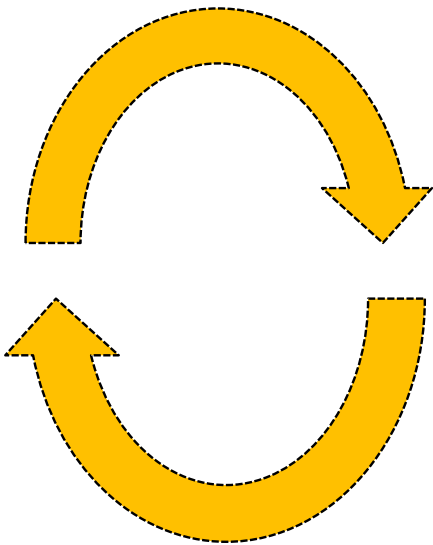
With _ALL_ Teachers:

•**Observe Instruction**
Document observed performance corresponding to performance standards.

•**Share Feedback**
Share observations with teachers, including areas of strength and recommendations for improvement.

•**Provide Targeted Support**
Aligned professional development and support to identified areas for improvement.

Resources to Support Observation/Feedback: Model Teacher/Leader Rubrics

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' critical thinking and problem–solving skills.*

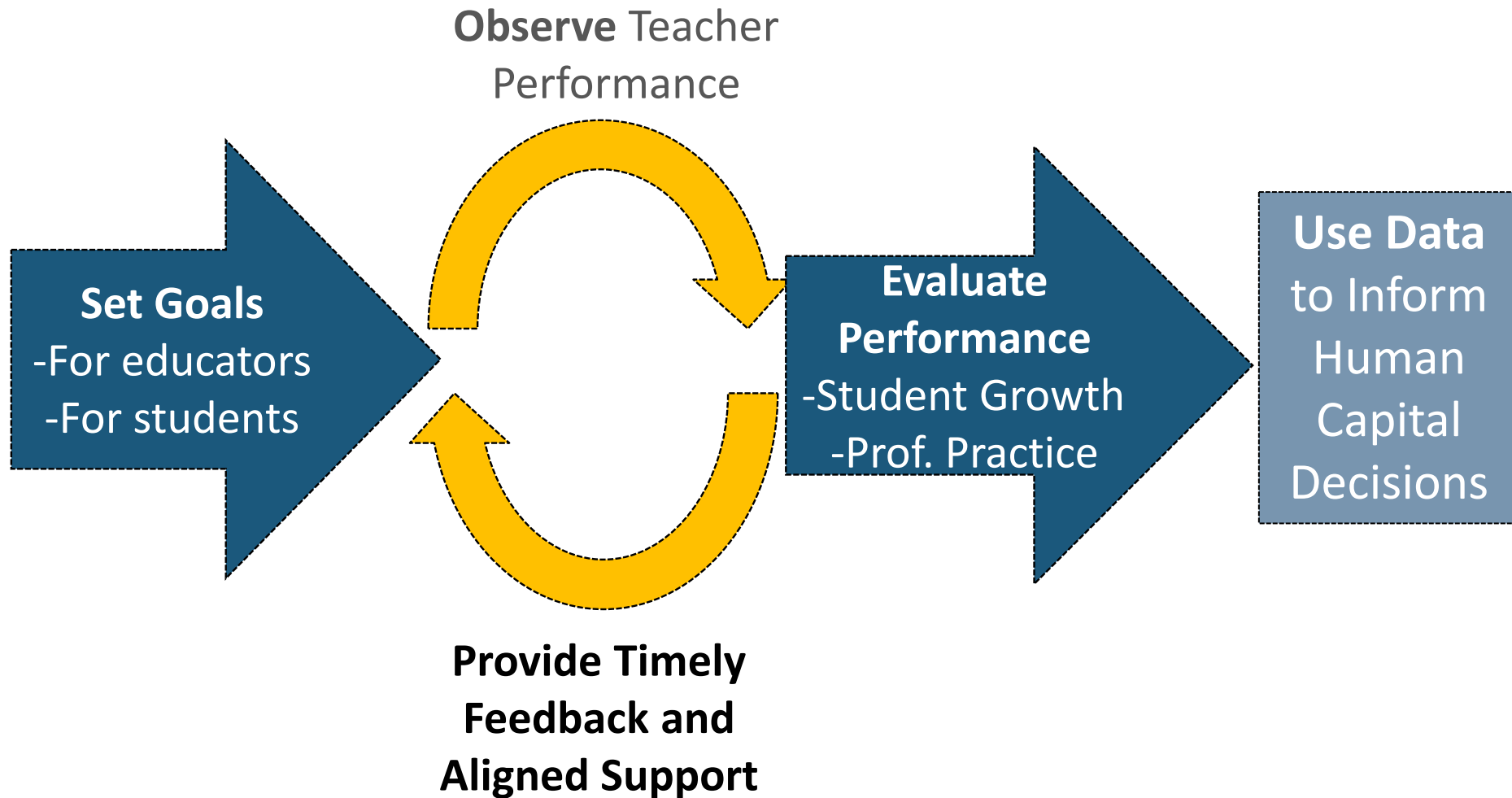| Highly Effective-Exemplary *In addition to demonstrating the Accomplished descriptors, the teacher...*	Effective: Accomplished *In addition to demonstrating the Proficient descriptors, the teacher...*	Effective: Proficient	Effective: Emerging	Ineffective
• Fosters critical and creative thinking at the appropriate level of challenge • Uses materials that are optimal for the achievement of lesson objectives • Questions lead students to further inquiry • Provides opportunities for students to give academic feedback to one another to increase learning • Allows students to formulate groups to reflect on and evaluate their learning • Teaches students how to self-assess and use metacognitive strategies	• Differentiates strategies to meet the needs of all students • Uses a wide variety of materials and multimedia resources • Questions are at various levels and are appropriately sequenced • Helps students to assess their own understanding during a lesson • Uses groups that are flexible in composition and strategically determined • Provides constructive and frequent feedback to student on their progress toward their learning goals	• Uses a variety of appropriate and engaging instructional strategies • Uses a variety of appropriate and engaging activities • Consistently uses a variety of questioning techniques that are purposeful, provide for sufficient wait time, and require responses from a variety of students • Assesses student responses and provides clear, timely, academic feedback • Uses grouping strategies that are varied and appropriate for the objective • Uses formal and informal assessments for diagnostic, formative, and summative purposes and shares results with students	• Uses a limited variety of instructional strategies • Uses limited activities and materials • Uses a limited variety of questioning techniques • Inconsistently assesses student responses • Uses limited grouping strategies • Results are not consistently analyzed or consistently shared with students	• Does not vary instructional strategies • Uses inappropriate activities and materials • Asks only lower-level questions • Fails to assess student responses • Fails to use grouping strategies • Results are not analyzed or shared with students

Additional Policy Guidance: Observations

- One formal observation: includes viewing a complete lesson and pre/post observation conferences

- One informal observation

- All school leadership team members can be certified to conduct observations
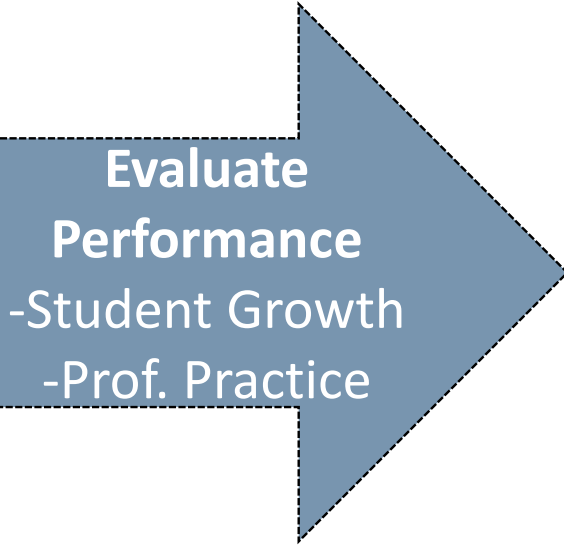
Observation/Feedback Decision Points

Which tool will our LEA use for observing and evaluating teacher and leader professional practice?

✓ **State-Developed COMPASS Rubric**

✓ **TAP Instructional Rubric** (current TAP districts only)

✓ **Alternate Rubric** (must be approved by the LDOE)

What Does This Look Like For a School Leadership Team?

Observe Teacher Performance

Set Goals
-For educators
-For students

Evaluate Performance
-Student Growth
-Prof. Practice

Use Data to Inform Human Capital Decisions

Provide Timely Feedback and Aligned Support

Annual Evaluation

During the annual evaluation phase, school leadership teams will:

Evaluate Performance
-Student Growth
-Prof. Practice

<u>**With VAM Teachers:**</u>
•**View results from state through online portal**
Use VAM data from state to evaluate student growth, where available.

<u>**With NTGS Teachers:**</u>
•**Assign final student growth rating**
Evaluate student progress towards SLTs

<u>**With *ALL* Teachers:**</u>
•**Assign final professional practice scores**
Use data from observations throughout year to provide summative rating for professional practice.

•**Calculate composite score**

Resources to Support Annual Evaluation: Composite Score Calculation

Averaging the student growth score and the professional practice score provides the final evaluation score.

(Each component generates a score between 1.0-5.0.)

Professional Practice | Student Growth

$$\frac{\text{Score} + \text{Score}}{2} = \text{Final Evaluation Score}$$
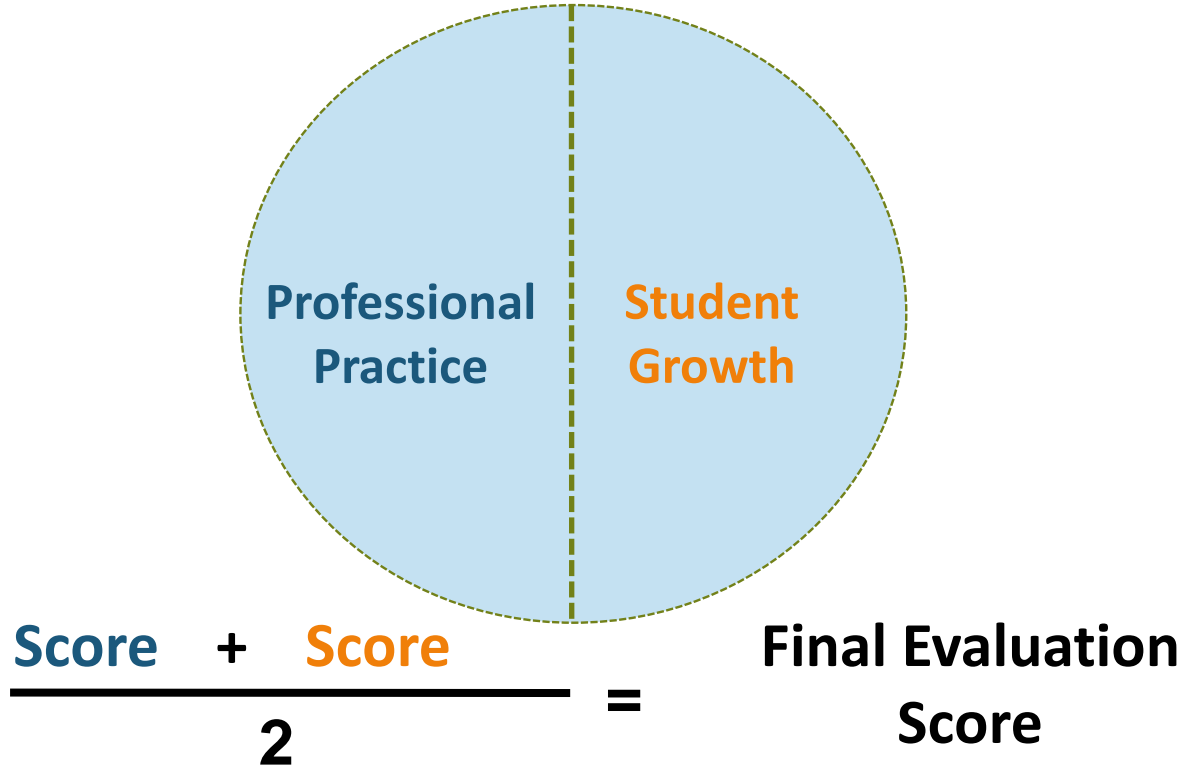
Resources to Support Annual Evaluation: Teachers Using Value-Added Data

VAM compares students' actual achievement to their expected achievement and provides teachers with a score reflecting their impact.

Examples:

Student	Expected Score	Actual Score	Outcome
Bob	235	230	**-5**
Sally	355	350	**-5**
Jan	440	435	**-5**

If these results were consistent, they would yield a -5.

Student	Expected Score	Actual Score	Outcome
Bob	235	240	**+5**
Sally	355	360	**+5**
Jan	440	445	**+5**

If these results were consistent, they would yield a +5.

Resources to Support Annual Evaluation: Teachers Using Value-Added Data

Teachers' VAM scores give them a percentile, which determines their effectiveness rating.

English Language Arts Teacher Effect Distribution for 2010-2011
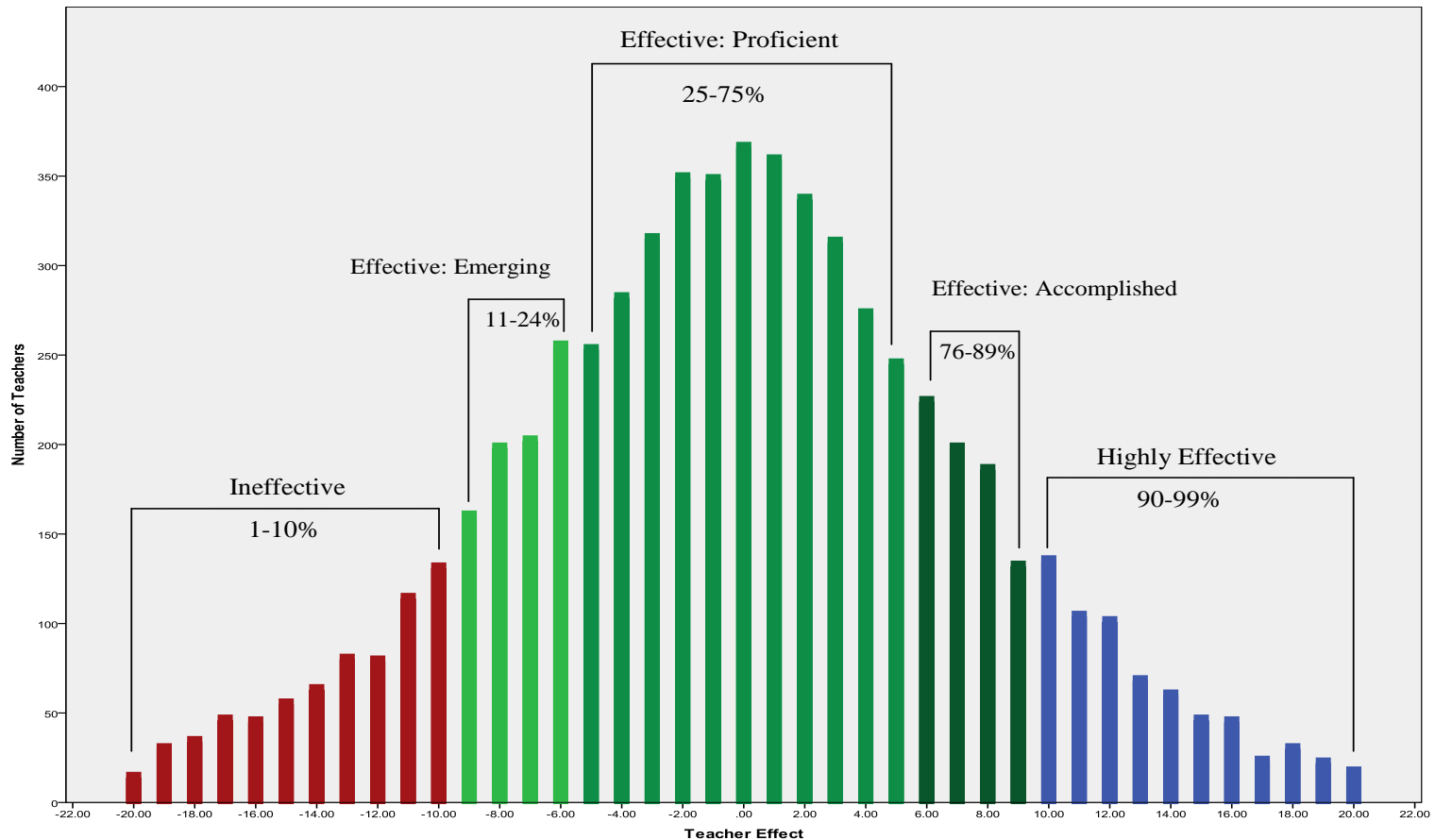
Student Learning Target:

9th grade students with a baseline mastery of $\leq$ 30% of standards will demonstrate mastery of 75% or more 9th grade ELA standards as measured by the district-developed performance task and standards-based rubric. 9th grade students with a baseline mastery of >30% will demonstrate mastery of 80% or more of 9th grade ELA standards as measured by the district-developed performance task and standards-based rubric.
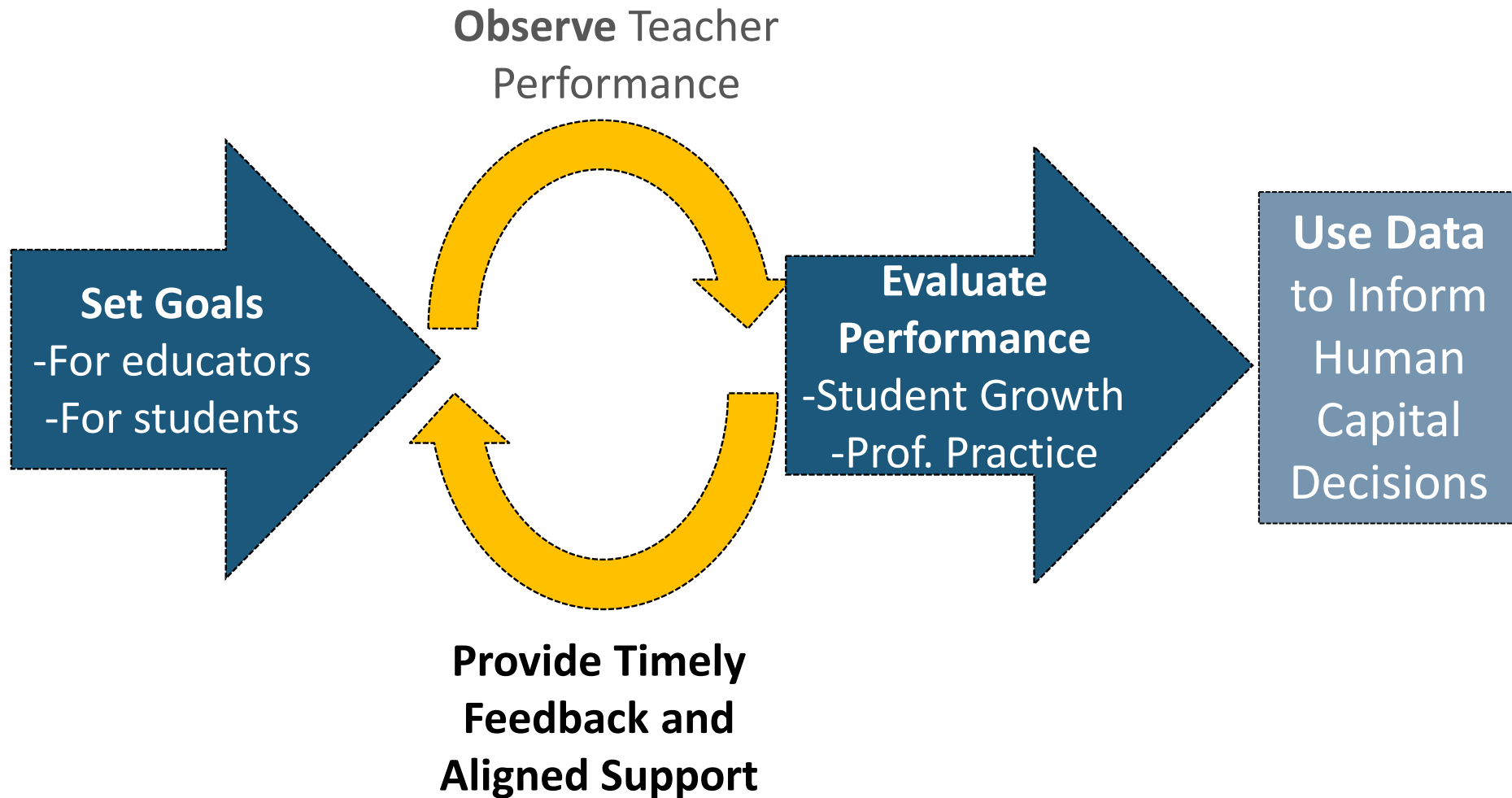
At the end of the year:

1. Determine how students performed against the target set
2. Assign teachers a score from 1-5 based on the extent to which students met the goal

Resources to Support Annual Evaluation: Composite Score Calculation

Effectiveness Rating	Total Score
Ineffective	**1.0 – 1.9** **If an Educator Earns a 1.0-1.9 in either 50%, Then the Educator is Rated *Ineffective.***
Effective: Emerging	**2.0 – 2.6**
Effective: Proficient	**2.7 – 3.3**
Effective: Accomplished	**3.4 – 4.0**
Highly Effective	**4.1 – 5.0**

What Does This Look Like For a School Leadership Team?

Observe Teacher Performance

Set Goals
-For educators
-For students

Provide Timely Feedback and Aligned Support

Evaluate Performance
-Student Growth
-Prof. Practice

**Use Data** to Inform Human Capital Decisions

Data-Driven Decision-Making

With effectiveness data, school and district leaders will have the capacity to make more informed decisions about:

Use Data to Inform Human Capital Decisions

- **Retention** strategies for high performers
- **Promotions** and career ladders for high performers
- Strategic **professional development** planning for all educators
- **Intensive assistance** plans for educators who are struggling
- **Dismissal** proceedings for educators who continue to receive Ineffective ratings, despite support to improve

Support and Evaluation for Leaders

Leaders will also participate in the evaluation process and, similar to teachers, their evaluation will include two components.

Professional Practice | **Student Growth**
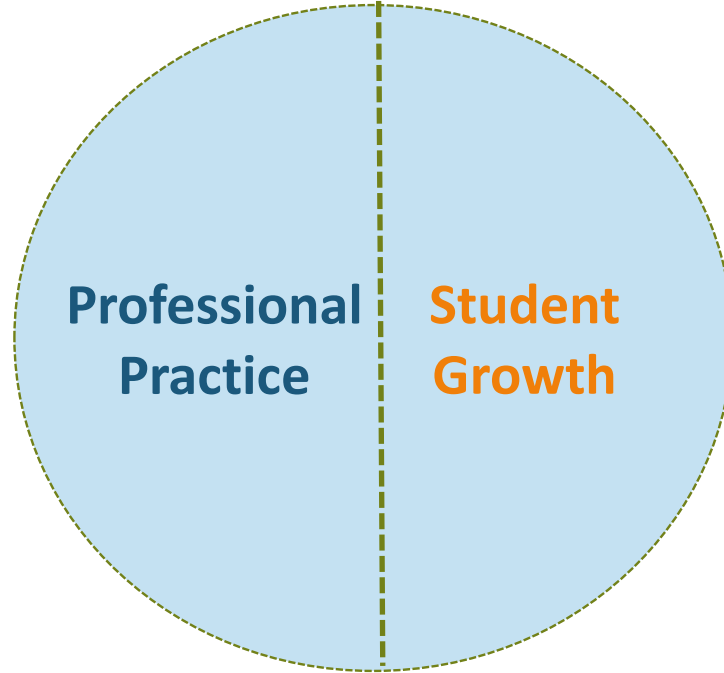
How Can You Prepare Now?

Principal

- Review new teacher and leader standards
- Identify leadership team members who will support the evaluation process
- Prepare to use value-added data in performance conversations this year
- Identify which teachers will not have value-added data and plan for how they will set student learning targets

Teacher

- Review new teacher standards
- Examine your value-added data from last year
- Examine new standards to anticipate how to set student learning targets

Upcoming Department Support

Calendar of Upcoming Events

- Compass Webinar for Teachers
- LDOE & LEA Support Team Meetings

Resource Delivery Timeline

- Compass Resources Online – Ongoing
- Ongoing and Multiple Training Opportunities beginning in April
  - NTGS Evaluator Certification Training
    - Student Learning Targets (SLTs) Academies for Teachers
  - Compass Observational Tool Certification Training
  - Human Capital Information System (HCIS)
- Individual and Customized LEA Support - Ongoing

Integrated Implementation Strategy

How Can Principals Prepare Now?

Common Core

- Connect with your district CCSS Specialist about the General Awareness Training for your staff;

- Connect with your district CCSS Specialist about new training on the instructional shifts in the English and math;

- Ensure teachers have identified the standards they are responsible for teaching in 2012-2013, using the Grade Level Content Comparison documents.

Teacher Support and Evaluation

- Review new teacher and leader standards

- Identify leadership team members who will support the evaluation process

- Prepare to use value-added data in performance conversations this year

- Identify which teachers will not have value-added data and plan for how they will set student learning targets

How Can Teachers Prepare Now?

Common Core

- Identify the standards they are responsible for in 2012-2013;

- After attending training, consider incorporating the Standards for Mathematical Practice;

- Begin using grade-level complex text (both literary and informational) and increase students' opportunities to express their understanding of text through writing and speaking.

Teacher Evaluation and Support

- Review new teacher standards

- Examine your value-added data from last year

- Examine new standards to anticipate how to set student learning targets

District Engagement Moving Forward

February 2012
- Integration Strategy Rollout
- Support Team Identified for Each LEA

February-March 2012
- Regional Awareness Sessions Conducted Across State

March 2012
- Begin work with LDOE network team to deepen understanding of strategy
- Engage in CCSS and Compass Training

April-July 2012
- Develop District Implementation plan
- Engage in CCSS and Compass Training

Beginning August 2012
- Compass & CCSS (K-1st) Go-Live
- Ongoing Support from LDOE Team

For questions, please contact:

Commoncore@la.gov
Compass@la.gov