

Louisiana Believes

Teacher Evaluator Training

Objectives

Participants will be able to:

- Explain the key shifts expected of students given Louisiana's new standards
- Describe how the competencies in the teacher rubric connect to these student shifts
- Explain how to use three key interactions to support teacher improvement and student mastery of standards: goal setting, observation/feedback, and final evaluation.

Agenda

▶ **The Transition to Higher Standards**

Setting Goals for Students – Student Learning Targets

Observing Instruction and Providing Effective Feedback

Assessing and Communicating Final Results

Holding Educators to High Expectations

Louisiana's Need to Transition to Higher Standards and New Assessments

- Most jobs in Louisiana require some education after high school, primarily at a four-year college or at a two-year technical and community college. This is a change from jobs of generations past.
- In 2011, 28 percent of the Louisiana workforce had a two- or four-year degree. To meet Louisiana's future job needs, that number must double.
- In part this gap is because our own academic expectations do not correspond with the job need.
- The transition to higher expectations is, at its essence, a transition from “basic” to “mastery” as the bedrock academic expectation.

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
LEAP	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
NAEP	Below Basic		Basic	Proficient	Advanced
PARCC	Minimal Command	Partial Command	Moderate Command	Strong Command	Distinguished Command

Student Focus in 2014-15

Literacy:

1. Comprehend (access) meaningful, on grade level texts
2. Speak and write in response to meaningful texts

Mathematics:

1. Master priority concepts and practice standards (not just procedures)
2. Target remedial content that allows faster on grade level practice

Supporting Teachers in the Classroom

Teachers are shifting how they plan and instruct to ensure students are making these shifts. There are three key activities around which evaluators and teachers can partner to support teachers.

Teachers and evaluators can partner to:

- Set ambitious yet reasonable goals for student achievement that focus students and teachers on the key shifts;
- Set up observations and reflect on how teacher practice is leading to the student shifts;
- Conduct a final evaluation that allows teachers to reflect on student results and strengths and areas of improvement for the teacher

Agenda

The Transition to Higher Standards

▶ **Setting Goals for Students – Student Learning Targets**

Observing Instruction and Providing Effective Feedback

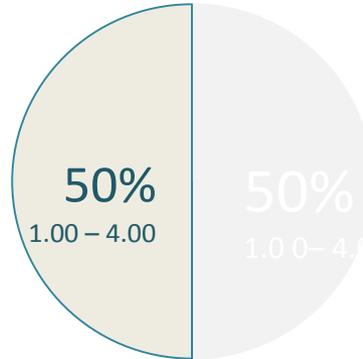
Assessing and Communicating Final Results

Holding Educators to Higher Expectations

Setting Goals Aligned to End-of-Year Outcomes

Student Outcomes

- Student Learning Targets (1.00 -4.00)



Professional Practice

- At least two site visits , plus additional walkthroughs
- Measured against established performance standards

- Teachers and leaders set goals – called student learning targets (SLT) – that are aligned to priority content that will lead students to college or career readiness.
- An SLT is a measureable goal for student achievement over a given period of time that reflects an ambitious, but reasonable, expectation for growth.
- Strong teachers SLTs:
 - Prioritize content that is aligned to CCSS;
 - Articulate ambitious yet feasible expectations for student outcomes;
 - Identify a high-quality assessment to measure student progress;
 - Are aligned to leader goals.

Student Focus in 2014-15

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1. Comprehend (access) meaningful, on grade level texts
2. Speak and write in response to meaningful texts

Mathematics:

1. Master priority concepts and practice standards (not just procedures)
2. Target remedial content that allows faster on grade level practice

Activity: Goal-Setting to Support Student Focus

Pair Activity

Please take the next 10 minutes to reflect on how educators can use the goal-setting process to support the student actions listed below.

If we want students to do this:	Then educators should be doing this:
Comprehend meaningful, on level texts	Goal Setting:
Speak and write in response to meaningful texts	Observation/Feedback:
Master priority concepts and practice standards (not just procedures)	End-of-Year Process:
Target remedial content that allows faster on grade level practice	Holding Educators to Higher Expectations:

The SLT Template

1. What should students know and be able to do?
How will I measure success?
2. What do students know and what are they able to do now?
3. On which students will I focus the target?
4. How will I monitor progress?



- [SLT Guide](#)
- [SLT Samples](#)

Section One: Determining Priority Content and Assessment Method

1. WHAT SHOULD STUDENTS KNOW AND BE ABLE TO DO? HOW WILL I MEASURE SUCCESS?

- What content will I prioritize?
 - What standards are most tied to success?
 - What prior knowledge will they need to be successful?
- What assessment will provide the best evidence of my students' mastery of the priority content at the end of the year?
 - Will this assessment method enable me to determine how students are progressing throughout the year?

Priority Content:

In reviewing the 6-8th Grade Curriculum Guidebook and the 8th Grade PARCC Model Content Framework, I found that 8th grade ELA students must be able to:

- 1) read complex and varied text [, and] students must also communicate effectively about that text
- 2) write to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information

Further, the 8th grade ELA PARCC assessment requires students to write analytical and informative essays in response to a variety of texts.

Based on this information, I can conclude that my students must achieve a minimum level of mastery of the following standards: W.8.1, W.8.2, RI.8.1, RI.8.10, RL.8.1, RL.8.10.

End-of-Year Assessment Method and Name:

Based on my 75 students' baseline data from the 7th grade iLEAP, I am using a sample cold-read assessment task from the LDOE's 8th Grade ELA Curriculum Guidebook. It assesses students' mastery of W.8.1, W.8.2, RI.8.1, RI.8.10, RL.8.1, RL.8.10 standards. These tasks are aligned to PARCC's text complexity standards and assess students' mastery of the



- [Curriculum Guidebooks](#)
- [Unit Assessments and Planning Resources](#)

How will content support student focus in literacy and math?

Section Two: Establishing the Baseline

2. WHAT DO STUDENTS KNOW AND WHAT ARE THEY ABLE TO DO NOW?

- What [knowledge/skills are related to success](#) with this year's [priority content](#)?
- What [data sources](#) and [background information](#) are available?
- What diagnostic assessment resources are available?
- What can I conclude about students' mastery of prior knowledge and skills?
- Based on the data, what can I conclude about students' readiness?

I reviewed 2013-2014 7th grade [iLEAP](#) results, focusing on the Research to Build Knowledge and Reading and Responding sections. My students performed as follows:

- 1) 24/75 students correctly answered 0-45% across both sections
- 2) 32/75 students correctly answered 50% -65% across both sections
- 3) 19/75 students correctly answered 65% or higher across both sections

The 7th Grade [iLEAP](#) Assessment Guide indicates that students who performed below Basic on the ELA [iLEAP](#) will need



- [2013-2014 SLT results](#)
- [2013-2014 transitional student growth data](#) (if available)
- Assessment data (District benchmark data/[State test results](#))

Section Three: Setting the Target

3. IS THERE A GROUP OF STUDENTS ON WHICH I SHOULD FOCUS THIS LEARNING TARGET?

- Have I set learning targets for all of my students?
- Which subgroups in my school population need additional support to achieve success?
- Which students will need additional support to achieve success?

I will need to focus additional support on the 44 students who:

- 1) Scored 45% or lower correct on the Reading sections of the iLEAP and
- 2) Scored in the 0-1 range on the reading and writing sections of the diagnostic assessment

The focus of this target are the 44 students who:

- 1) scored a 0 or 1 on the Reading component of the rubric and
- 2) scored between 0 and 2 on the Written Expression component of the rubric as well. 23 of these students are part of one of the school's identified subgroups and will need additional support to achieve success with the 8th grade ELA CCSS and to be prepared for 9th grade ELA.

My other SLT will address the remaining 31 students with a different growth target.

STUDENT LEARNING TARGET:

- What level of performance on the end-of-year assessment from Step 1 do I expect the identified student population to achieve?

All 44 students will achieve at least a 2 in Reading: Comprehension of Key Ideas and Details AND a 2 in Written Expression on the identified 8th grade cold-read assessment from the *Conservation as a Natural Duty* unit in the 8th grade ELA Guidebook.

SCORING PLAN:

- How will you measure your students' success?
- Based on students' baseline data, what is the minimum level of performance I expect from the identified students?
- Based on students' baseline data, how many students can reasonably be expected to meet or exceed the expected level of performance?

How will targets support student focus in literacy and math?



- [2013-2014 SLT results](#)
- [2013-2014 transitional student growth data](#) (if available)
- Assessment data (District benchmark data/[State test results](#))

Section Four: Monitoring Progress

4. HOW WILL I MONITOR PROGRESS?

- When will I monitor students' developing mastery of the priority content?
- What [curricular resources](#) and [assessment methods](#) will I use to determine students' mastery of the priority content on an on-going basis?
 - Are these assessment methods aligned with the end-of-year assessment identified in Step 1?

Ongoing

My students will write weekly in response to the texts in each unit of study. I plan to use the instructional tasks from the 8th grade ELA curriculum guide and maintain a record of student performance on these tasks in order to monitor progress.

Checkpoint 2

I will assess students in October using a cold-read assessment from EAGLE.

Checkpoint 3

I will assess students in December using a cold-read assessment from EAGLE.

Checkpoint 3

I will assess students in February using a cold-read assessment from EAGLE.



- [Assessment Guidance](#)
- [Unit Assessments and Planning Resources](#)

Activity: Developing Strong SLTs

Individual and small group activity

Individually, take 10 minutes to review the two SLT examples at your table and consider:

- Will these SLTs help students master the focus areas for literacy and math?
- With the non-exemplar, how could it be improved so that it can guide this teacher toward supporting students with the focus areas for ELA?
- What will it take to get your teachers to set goals such as the examples provided?

Reference the *Classroom Support Toolbox*. Are there resources you could use to help you illustrate areas for improvement or next steps with the teacher that are aligned to the CCSS shifts?

Agenda

The Transition to Higher Standards

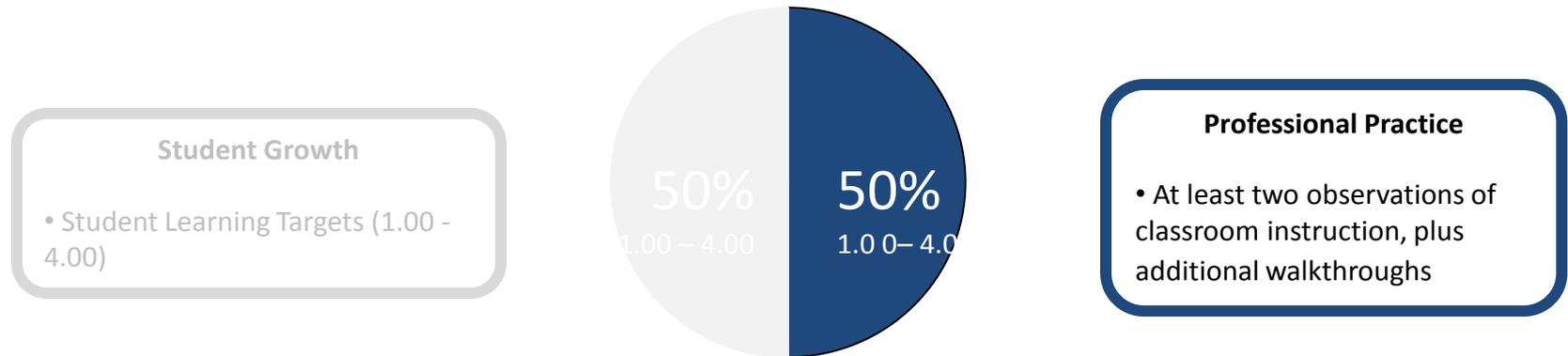
Setting Goals for Students – Student Learning Targets

▶ **Observing Instruction and Providing Effective Feedback**

Assessing and Communicating Final Results

Holding Educators to High Expectations

Observing Instruction



- BESE policy in Bulletin 130 states that teachers should receive a minimum of two observations, at least one of which is an observation lasting the entire length of the lesson, and includes a pre- and post-observation conference.
- Beyond these minimum requirements, evaluators decide how to structure the observation/feedback process to best support teachers. These decisions include:
 - Determining the duration and frequency of observations beyond the one, full-lesson observation.
 - Choosing to how to rate observations and assign a professional practice rating.

Student Focus in 2014-15

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2. Target remedial content that allows faster on grade level practice

Activity: Using Observations to Support Student Focus

Pair Activity

Please take the next 10 minutes to reflect on how educators can use the observation process to support the student actions listed below.

If we want students to do this:	Then educators should be doing this:
Comprehend meaningful, on level texts	Goal Setting:
Speak and write in response to meaningful texts	<u>Observation/Feedback:</u>
Master priority concepts and practice standards (not just procedures)	End-of-Year Process:
Target remedial content that allows faster on grade level practice	Holding Educators to Higher Expectations:

Observation Tools: The Rubric

1c. SETTING INSTRUCTIONAL OUTCOMES

2c. MANAGING CLASSROOM PROCEDURES

3b. USING QUESTIONING AND DISCUSSION TECHNIQUES

3c. ENGAGING STUDENTS IN LEARNING

3d. USING ASSESSMENT IN INSTRUCTION

[Download the Compass teacher rubric](#)

Understanding the Rubric (1/2)

The domain is the general category, and the component names the specific teacher action.



Domain I	Planning and Preparation
1c: Setting Instructional Outcomes	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment: <i>Students must be able to build their understanding of important ideas from concept to concept</i> • Clarity: <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i> • Balance: <i>Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills</i> • Suitability for diverse students: <i>Outcomes must be appropriate for all students in the class</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied ability



Description of the domain: why it is important and what evaluators should look for in their observation.

Understanding the Rubric (2/2)

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
1c: Setting Instructional Outcomes	<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some stu-</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p>
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.

Performance descriptors describe performance at each level of the rubric for each component.

The critical attributes describe specific teacher and student actions at each performance level.

What does it mean to be Highly Effective?

Individual and small group activity

Individually, take 5 min. to read through all five components of the rubric.

1. In small groups, divide the components. Make sure that at least one person is looking at each of the five components in depth.
 - Pay attention to the differences between Effective: Proficient and Highly Effective. These indicators describe the attributes lead to the student focus areas.
 - In your own words, summarize the teacher and student actions you would expect to see from a Highly Effective teacher and how you would distinguish it from Effective: Proficient performance for this component.
 - How do the teacher and student actions described in Highly Effective, and even Effective: Proficient, connect to the student focus in literacy and math?
2. In your group, go through each component and share key teachers actions associated with Highly Effective performance. What distinguishes this from Effective: Proficient?

Rubric Alignment: Setting Instructional Outcomes

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of individual students.
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks.

Teacher Focus

Teacher Focus

Rubric Alignment: Engagement

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
3c: Engaging students in learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement for most students with important and challenging content, with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through contributions to the discussion of important content. The pacing of the lesson provides students the time needed to
Critical Attributes	<ul style="list-style-type: none"> Few students are intellectually engaged in the lesson. Learning tasks require rote recall or have a simple response or method. The materials used are suitable for students only to perform tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags, or is rushed. 	<ul style="list-style-type: none"> The content is passive, learning is procedural, facts or procedures are emphasized. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> In addition to the characteristics of "proficient," Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Student Focus

Teacher Focus

Watch Video and Collect Evidence



[Video Link: 12th Grade ELA Lesson](#)

- **Watch the video** on the left from the LDOE Video Library.
- **Capture teacher and student actions** by taking notes while watching the video. Focus on actions related to the student focus in literacy and math.
- Use teacher and student actions to choose the rating that best matches what you saw in the video.

Reflecting on Teacher Actions

Review the [video notes](#) for the 12th grade ELA lesson you just watched and then answer the questions below.

What teacher actions led to the student actions in this video?

- Is the content aligned to the identified ELA standards?
- Are teacher and student actions aligned with the student focus for literacy and math?
- What teacher and student actions led your to the ratings?
- What teacher and student actions would you need to see for this teacher to be rated *Highly Effective* in 1c, 3b and 3c? How might these actions differ in a math lesson at your school? A performing arts lesson?

Rubric Alignment: Assessment

3d. Using assessment in instruction

	Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
Critical Attributes	<ul style="list-style-type: none"> The teacher gives no indication of what high quality work looks like. The teacher makes no attempt to determine whether students understand. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> There is little evidence that the teacher is using a variety of methods, or that there is evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented towards future improvement of work. The teacher makes only minimal attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> Students indicate that they clearly understand the characteristics of high quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance for at least groups of students. The teacher attempts to engage students in self- or peer-assessment. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 	<ul style="list-style-type: none"> There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. The teacher's adjustments to the lesson are designed to assist individual students.

Teacher & Student Focus

Teacher Focus

Teacher Focus

Teacher Focus

Watch Video and Collect Evidence



[Video Link: 6th grade ELA lesson](#)

- **Watch the video** on the left from the LDOE Video Library.
- **Capture teacher and student actions** by taking notes while watching the video. Focus on actions related to the student focus in literacy and math.
- **Use teacher and student actions to choose the rating** that best matches what you saw in the video.

Reflecting on Teacher Actions

Review the [video notes](#) for the 6th grade ELA lesson you just watched and then answer the questions below.

What actions led to the student outcomes in this video?

- What teacher and student actions support the rating of *Effective: Emerging* in 3d: Assessment?
- Are teacher and student actions aligned with the student focus in literacy and math?
- What teacher and student actions would you need to see for this teacher to be rated *Effective: Proficient* in 3d: Assessment? How might these actions differ in a math lesson at your school? A performing arts lesson?

Strengthening Rubric Practice

What can you do to strengthen your observation of teacher and student actions and understanding of the Compass rubric?

- **Conduct co-observations** in collaboration with another evaluator. Discuss teacher and student actions and assign ratings together.
- **Periodically norm on the observation process** by rating and discussing video lessons from the [LDOE video library](#).
- **Attending collaboration meetings** for grade-levels or content areas to gain insight into specific areas of focus for teachers on which to provide feedback.

Agenda

Compass and the Transition to Higher Standards

Setting Goals for Students – Student Learning Targets

▶ **Observing Instruction and Providing Effective Feedback**

Assessing and Communicating Final Results

Holding Educators to High Expectations

Providing Effective Feedback

Quality feedback conversations enable the educator and their evaluator to:

- 1. Assess Student Outcomes:** Are students making the shift toward the literacy and math focus areas?
- 2. Reflect on Teacher Actions:** What could the teacher change in their practice so that students are working toward these focus areas?

Activity: Using Feedback to Support Student Focus

Pair Activity

Please take the next 10 minutes to reflect on how educators can use the feedback process to support the student actions listed below.

If we want students to do this:	Then educators should be doing this:
Comprehend meaningful, on level texts	Goal Setting:
Speak and write in response to meaningful texts	Observation/<u>Feedback</u>:
Master priority concepts and practice standards (not just procedures)	End-of-Year Process:
Target remedial content that allows faster on grade level practice	Holding Educators to Higher Expectations:

Assess Student Outcomes

Are students making the shift toward the literacy and math focus areas?

Review:

- Relevant standards
- Student focus in literacy and math
- Observation notes
- Progress against SLTs
- District benchmark assessments
- Data used in collaboration sessions to assess student performance

Reflect on Teacher Actions

What could the teacher change in their practice so that students are working toward these focus areas?

Review:

- Observation notes on teacher and student actions, student progress/work, and how all relate to the student focus in literacy in math
- [Curriculum Guidebooks](#)
- [Assessment Guidance](#)
- [Instructional videos](#) aligned to Compass and Common Core

Consider

- What did the teacher do that led to student success? Consider student focus in literacy and math.
- What actions could they improve upon in order to increase student achievement?
- What curriculum and instructional decisions has the teacher made this year that are currently impacting student progress toward goals?

Activity: Providing Quality Feedback

Individual and small group activity

- 1) Watch the [5th Grade Science Video](#)
 - Take five minutes individually to determine what feedback you would provide this teacher on components 3b and 3c, and the student focus in literacy and math.
- 2) Watch the corresponding [Feedback Conversation](#) video based on this lesson.

As a group reflect on the extent to which the conversation focused on these key questions:

- To what extent are students actions aligned to the student focus areas?
- What actions is the educator taking to ensure that students are making progress toward goals and focused on the student shifts in literacy and/or math?
- What actions would most improve student learning? What resources are available to support that action?

Agenda

Compass and the Transition to Higher Standards

Setting Goals for Students – Student Learning Targets

Observing Instruction and Providing Effective Feedback

 **Assessing and Communicating Final Results**

Holding Educators to High Expectations

The Compass End-of-Year Process

There are two steps to assessing final evaluation results with educators:

Step 1: The final evaluation communicates the extent to which educators made progress with students.

Step 2: The end-of-year conversation is an opportunity to reflect on the educator's and students' progress toward expectations, and plan for the next school year.

Student Focus in 2014-15

Literacy:

1. Comprehend (access) meaningful, on grade level texts
2. Speak and write in response to meaningful texts

Mathematics:

1. Master priority concepts and practice standards (not just procedures)
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Activity: Using the End-of-Year Process to Support Student Shifts

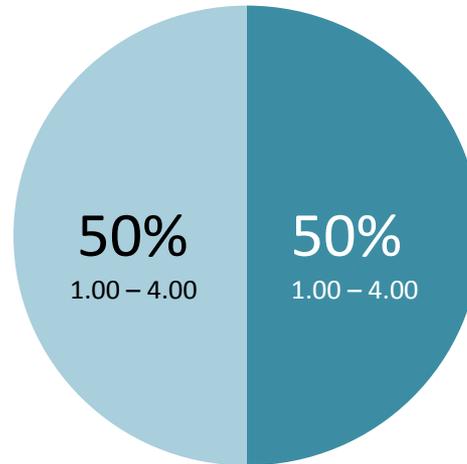
Pair Activity

Please take the next 10 minutes to reflect on how educators can use the end-of-year process to support the student actions listed below.

If we want students to do this:	Then educators should be doing this:
Comprehend meaningful, on level texts	Goal Setting:
Speak and write in response to meaningful texts	Observation/Feedback:
Master priority concepts and practice standards (not just procedures)	End-of-Year Process:
Target remedial content that allows faster on grade level practice	Holding Educators to Higher Expectations:

Step 1: Calculating Final Scores

Student Outcomes Score
(SLTs and transitional student growth data)



Professional Practice Score
(observations)

OVERALL EVALUATION RATING

(average of Student Outcomes and Professional Practice scores)

1.00 – 1.49	1.50 – 2.49	2.50 – 3.49	3.50 – 4.00
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective

A score of ineffective in either student outcomes or professional practice will result in an overall rating of ineffective.

Final Evaluation: Calculating Professional Practice

PROFESSIONAL PRACTICE

SELECT OBSERVATIONS:

#	Observation Title	Observer	Observation Begin Date	1c	2c	3b	3c	3d	Score	Include in final evaluation?
1	Observation 1*		9/1/2013	2.00	4.00	2.00	3.00	1.00	2.40	<input checked="" type="checkbox"/>
2	Observation 2*		10/1/2013						3.00	<input checked="" type="checkbox"/>
3	Observation 3*		11/1/2013							<input checked="" type="checkbox"/>
4	Observation 4		12/1/2013	2.00	3.00	4.00	2.00	2.00	2.60	<input type="checkbox"/>

Only submitted observations appear here.

To submit additional observations or review observations in detail, go to Observation Tab.

Observations marked as full-period are coded with an *.

All teachers are required to receive at least one full-period observation.

REVIEW OBSERVATIONS:

Component	Average Component
1c: Setting Instructional Outcomes	2.00
2c: Managing Classroom Procedures	4.00
3b: Using Questioning and Discussion Techniques	2.00
3c: Engaging Students in Learning	3.00
3d: Using Assessment in Instruction	1.00

Average Observation Score
2.70

Only selected observations are included in this review.

Only observations using Compass Rubric are included in component-level.

SELECT PROFESSIONAL PRACTICE SCORING METHOD & ENTER RATING:

- Average selected scores: 2.70
 Enter overall professional practice score:

Evaluators can average observation ratings or enter an overall professional practice score.

ENTER COMMENTS AND FEEDBACK:

Final Evaluation: Calculating Student Growth

STUDENT GROWTH

REVIEW STUDENT LEARNING TARGETS:

#	SLT Title	Grade	Subject	Score
1	asdf	FOURTH	Algebra	2.00
2	asdf	SIXTH	Biology	4.00
3	asdf	EIGHTH	Business	4.00

Only student learning targets that have been rated appear here.
To rate additional student learning targets, or review student learning targets in detail, go to SLT tab.

REVIEW TRANSITIONAL STUDENT GROWTH DATA (if available):

Transitional Student Growth Data Composite Percentile
80

Transitional Student Growth Data (by subject):

Subject Area	Composite Percentile
Mathematics	26

Evaluators may take transitional student growth data into account when assigning the Student Growth score, but there is no requirement to do so.
To review transitional student growth data in detail, go to Transitional Student Growth Data tab.

ENTER STUDENT GROWTH RATING:

Enter overall student growth score: *

ENTER COMMENTS AND FEEDBACK:

Evaluators can assign holistic student growth ratings based on all available data or average the student learning targets.

Evaluators can view transitional student growth data. Only percentile rank will be available. Performance levels will not be provided in 2014-15. There is no requirement to use these data in the evaluation.

Final Evaluation: Transitional Student Growth Data

School Session: 2013 - 2014
 LEA: 000 - Sample LEA
 School: 000000 - Sample School
 Employee: TEST TEACHER
 Invalidation Request: Does not meet criteria

LOUISIANA DEPARTMENT OF EDUCATION
 Compass Information System
 As of 09/16/2013 4:13 PM

Transitional Student Growth Data Results Report MATHEMATICS

Student First Name	Student Last Name	Prior Year Score 2012-13	Prior Year Performance 2012-13	Expected Score SY2013-14	Actual Score 2013-14	Performance Level 2013-14	Difference	Grade	Special Education Status	Gifted Status	Limited English Proficiency
STUDENT	ONE	329	Approaching Basic	330	340	Basic	+10	06	No	No	No
STUDENT	TWO	335	Approaching Basic	321	333	Basic	+12	06	No	No	No
STUDENT	THREE	335	Mastery	348	360	Mastery	+12	06	No	No	No
STUDENT	FOUR	335	Basic	325	323	Basic	-2	06	No	No	No
STUDENT	SIX	329	Basic	330	320	Basic	-10	06	No	No	No
STUDENT	NINE	335	Approaching Basic	216	241	Approaching Basic	+25	06	No	No	No
STUDENT	TEN	335	Approaching Basic	348	343	Approaching Basic	-5	06	No	No	No
STUDENT	TWELVE	329	Basic	330	320	Mastery	-10	06	No	No	No
STUDENT	THIRTEEN	335	Unsatisfactory	321	354	Basic	+33	06	No	No	No
STUDENT	FIFTEEN	335	Basic	310	322	Approaching Basic	+12	06	No	No	No
STUDENT	SIXTEEN	335	Basic	325	323	Approaching Basic	-2	06	No	No	No
STUDENT	SEVENTEEN	335	Basic	348	343	Basic	-5	06	No	No	No
STUDENT	EIGHTEEN	335	Approaching Basic	325	323	Basic	-2	06	No	No	No
STUDENT	NINETEEN	329	Basic	330	320	Unsatisfactory	-10	06	No	No	No
STUDENT	TWENTY	335	Approaching Basic	254	301	Basic	+50	06	No	No	No
STUDENT	TWENTYONE	335	Basic	348	343	Basic	-5	06	No	No	No
STUDENT	TWENTYTWO	335	Basic	325	323	Basic	-2	06	No	No	No
							Mathematics Score	+6			
							Mathematics Percentile	30			
							Composite Percentile	65			

The following students' scores were not reflected in teacher's student growth data:

Student First Name	Student Last Name	Exclusion Reason
STUDENT	FIVE	Missing or voided test score for current year
STUDENT	SEVEN	Missing or voided test score for prior year
STUDENT	EIGHT	Invalid test score for current year
STUDENT	ELEVEN	Invalid test score for prior year
STUDENT	FOURTEEN	Student enrollment not applicable for current year

Data Key:

Prior Year Score: The actual score the student received in this subject on the previous year's test.

Evaluators can view performance data for all students attributed to the teacher, including those not included in calculations.

Only a percentile will be given for the teacher, not a performance rating.

Final Evaluation: Completing the Evaluation

SUMMARY

PROFESSIONAL PRACTICE RATING (50%)

RATING: Effective: Proficient
SCORE: 2.70

STUDENT GROWTH RATING (50%)

RATING: Effective: Proficient
SCORE: 3.00

COMPASS EVALUATION RATING 2013-2014

RATING: Effective: Proficient
SCORE: 2.85

Calculate

Intensive Assistance Required?

COMMENTS AND FEEDBACK

Evaluators can review ratings before submitting the final evaluation. In all cases, the professional practice and student growth ratings are averaged to calculate the final evaluation rating.

Step 2: Compass End-of-Year Conversation

The end of the year is an opportunity to reflect on the prior year's progress with students and plan for the subsequent year. During this time, teachers and their evaluators should reflect on and answer these questions:

- 1 Assess Student Outcomes.** To what extent are students learning the priority content and progressing toward goals?
- 2 Reflect on Educator Actions.** What actions is the educator taking to ensure that students are making progress toward goals?
- 3 Define next steps.** What actions would most improve student learning? What resources are available to support that action?

Agenda

Compass and the Transition to Higher Standards

Setting Goals for Students – Student Learning Targets

Observing Instruction and Providing Effective Feedback

Assessing and Communicating Final Results



Holding Educators to High Expectations

Using Data to Guide Teacher Support

Evaluators use the Compass process to communicate their expectations for student and educator performance.

Expectations are communicated through observation ratings, SLT ratings, and final evaluation ratings, and the extent to which these ratings align with student outcomes.

Several reports are available to help district and school leaders reflect on expectations for educators.

- Compass final report
- Compass Dashboard (available in the Compass Information System (CIS))
- Observation and SLT reports available in CIS

Educator Expectations

Below, the Compass final report dashboard is used to understand the extent to which educators are held to high expectations.

School Site	Student Outcomes (Assessment Data)				Professional Practice Scores	
	13-14 % Basic & Above	13-14 Basic & Above Percentile Rank	Growth in Proficiency	Growth Percentile Rank	Total Proficient	Percentile Rank
School 1	25.47	3.10	-13.85	0.80	97%	71
School 2	62.47	40.50	-6.96	6.60	86%	32
School 3	42.57	12.20	8.86	91.70	59%	6

- At School 6 educators are held to relatively high expectations through the Compass process: student growth is among the highest in the state, yet teacher feedback creates room for continued improvement.
- At School 2 educators are held to relatively low expectations: student proficiency and growth are low yet feedback is among the highest in the state.

Activity: Educator Expectations

Individual Activity

- 1) Take five minutes to review this sample Compass final report.
- 2) Reflect on the following questions:
 - Where is feedback more or less aligned with student outcomes?
 - What does this tell us about the expectations to which educators are held?
 - If you were the principal of school 1, what actions would you take?

Closing Reflection



Reflection

- What are the shifts you expect to see in classrooms next year?
- How will you use goal setting, observations/feedback, and the end of year evaluation to help teachers plan and instruct so that students make these shifts?
- How will you use data to guide this process?

Questions?



Contact:

Compass@la.gov

or visit

<http://www.louisianabelieves.com/teaching/compass>

Appendix

The following section includes observation practice for each rubric component.

Setting Instructional Outcomes

	Ineffective	Effective: Emerging	Effective: Proficient
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
Critical Attributes	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class, differentiated where necessary.

Review teacher and student actions at each performance level for 1c: *Setting Instructional Outcomes*.

Note where teacher and student actions align with the student focus in literacy and math.

Watch Video and Collect Evidence



[Video Link: 5th grade ELA Lesson](#)

- **Watch the video** on the left from the LDOE Video Library.
- **Capture teacher and student actions** by taking notes while watching the video. Focus on actions related to the student focus in literacy and math.

Assign a Rating Using Evidence

	Ineffective	Effective: Emerging	Effective: Proficient
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.
Critical Attributes	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class, differentiated where necessary.

- Use teacher and student actions to choose the rating that best matches what you saw in the video.

Reflecting on Teacher Actions

Review the [video notes](#) for the 5th grade ELA lesson you just watched and then answer the questions below.

What teacher actions led to the student outcomes in this video?

- Is the content aligned to the identified ELA standards?
- Are teacher and student actions aligned with the student focus in literacy and math?
- What teacher and student actions led your to the rating of *Effective: Emerging* in 1c: Outcomes?
- What teacher and student actions would you need to see for this teacher to be rated *Effective: Proficient* in 1c: Outcomes? How might these actions differ in a math lesson at your school? A performing arts lesson?

Managing Classroom Procedures

	Ineffective	Effective: Emerging	Effective: Proficient
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.
Critical Attributes	<ul style="list-style-type: none"> • Students not working with the teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> • Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly 	<ul style="list-style-type: none"> • The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.

Review the teacher and student actions at each performance level for 2c: *Managing classroom procedures*.

Note where teacher and student actions align with the student focus in literacy and math.

Watch Video and Collect Evidence



[Video Link: 5th grade ELA Lesson](#)

- **Watch the video** on the left from the LDOE Video Library.
- **Capture teacher and student actions** by taking notes while watching the video. Focus on actions related to the student focus in literacy and math.

Assign a Rating Using Evidence

	Ineffective	Effective: Emerging	Effective: Proficient
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.
Critical Attributes	<ul style="list-style-type: none"> • Students not working with the teacher are disruptive to the class. • There are no established procedures for distributing and collecting materials. • Procedures for other activities are confused or chaotic. 	<ul style="list-style-type: none"> • Small groups are only partially engaged while not working directly with the teacher. • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • Classroom routines function unevenly 	<ul style="list-style-type: none"> • The students are productively engaged during small group work. • Transitions between large and small group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.

- Use teacher and student actions to choose the rating that best matches what you saw in the video.

Reflecting on Teacher Actions

Review the [video notes](#) for the 5th grade ELA lesson you just watched and then answer the questions below.

What teacher actions led to the student outcomes in this video?

- What teacher and student actions did you observe that supported the rating of *Effective: Emerging* in 2c: Management?
- Are teacher and student actions aligned with the student focus in literacy and math?
- What teacher and student actions would you need to see for this teacher to be rated *Effective: Proficient* in 2c: Management? How might these actions differ in a math lesson at your school? A performing arts lesson?

Using Questioning and Discussion Techniques

	Ineffective	Effective: Emerging	Effective: Proficient
3b: Using questioning/prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher.

Review the teacher and student actions at each performance level for 3b: *Using questioning/prompts and discussion.*

Note where teacher and student actions align with the student focus in literacy and math.

Watch Video and Collect Evidence



[Video Link: High School History Lesson](#)

- **Watch the video** on the left from the LDOE Video Library.
- **Capture teacher and student actions** by taking notes while watching the video. Focus on actions related to the student focus in literacy and math.

Assign a Rating Using Evidence

	Ineffective	Effective: Emerging	Effective: Proficient
3b: Using questioning/prompts and discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher.

- Use teacher and student actions to choose the rating that best matches what you saw in the video.

Reflecting on Teacher Actions

Review the [video notes](#) for the HS history lesson you just watched and then answer the questions below.

What actions led to the student outcomes in this video?

- What teacher and student actions did you locate to support the rating of *Effective: Emerging* in 3b: Questioning?
- Are teacher and student actions aligned with the student focus in literacy and math?
- What teacher and student actions would you need to see for this teacher to be rated *Effective: Proficient* in 3b: Questioning? How might these actions differ in a math lesson at your school? A performing arts lesson?

Engaging Students in Learning

	Ineffective	Effective: Emerging	Effective: Proficient
3c: Engaging students in learning	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.

Review the teacher and student actions at each performance level for 3c: *Engaging students in learning*.

Note where teacher and student actions align with the student focus in literacy and math.

Watch Video and Collect Evidence



[Video Link: 3rd grade math lesson](#)

- **Watch the video** on the left from the LDOE Video Library.
- **Capture teacher and student actions** by taking notes while watching the video. Focus on actions related to the student focus in literacy and math.

Assign a Rating Using Evidence

	Ineffective	Effective: Emerging	Effective: Proficient
3c: Engaging students in learning	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed. 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged.

- Use teacher and student actions to choose the rating that best matches what you saw in the video.

Reflecting on Teacher Actions

Review the [video notes](#) for the 4th grade math lesson you just watched and then answer the questions below.

What actions led to the student outcomes in this video?

- What teacher and student actions support the rating of *Effective: Emerging* in 3c: Engagement?
- Are teacher and student actions aligned with the student focus in literacy and math?
- What teacher and student actions would you need to see for this teacher to be rated *Effective: Proficient* in 3c: Engagement? How might these actions differ in a math lesson at your school? A performing arts lesson?

Using Assessment in Instruction

	Ineffective	Effective: Emerging	Effective: Proficient
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.

Review the teacher and student actions at each performance level for 3d: *Using Assessment in Instruction*.

Note where teacher and student actions align with the student focus in literacy and math.

Watch Video and Collect Evidence



[Video Link: 6th grade ELA lesson](#)

Watch the video on the left from the LDOE Video Library.

Capture teacher and student actions by taking notes while watching the video. Focus on actions related to the student focus in literacy and math.

Assign a Rating Using Evidence

	Ineffective	Effective: Emerging	Effective: Proficient
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/ assessments are used to diagnose evidence of learning.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of

- **Use teacher and student actions to choose the rating that best matches what you saw in the video.**

Reflecting on Teacher Actions

Review the [video notes](#) for the 6th grade ELA lesson you just watched and then answer the questions below.

What actions led to the student outcomes in this video?

- What teacher and student actions support the rating of *Effective: Emerging* in 3d: Assessment?
- Are teacher and student actions aligned with the student focus in literacy and math?
- What teacher and student actions would you need to see for this teacher to be rated *Effective: Proficient* in 3d: Assessment? How might these actions differ in a math lesson at your school? A performing arts lesson?