
MPS Career Ladder Career Level

2007-2008

**Student Achievement
Plan and Results
Application Guides
for Phase A and Phase B**

This supplement to the CLASS Handbook (6/07) is for new and currently placed educators who are submitting Student Achievement Plan and Results for 2007-2008 application for 2008-2009 placement.

Questions regarding the contents should be directed to your assigned student achievement Coach first, then can be directed to a Career Ladder Specialist:

- ◆ Carol Anderson – 472.0351
- ◆ Janie Hydrick – 472.0346
- ◆ Sandee Coppola – 472.0347

NOTE: Please discard any CLASS Handbook or Guide that has a print date prior to 6/07.

Overview

Student Achievement Plan and Results 2007-2008 Application Guide

This 2007-2008 Application Guide is divided into several sections to facilitate your use of the Guide.

Overview	pages i - iv	Provides an overview of the purposes, similarities, and differences between Phase A and Phase B of the student achievement portion of the 2007-2008 application.
Phase A Student Achievement Plan and Results Application Guide	pages A1 - A52	Provides explanatory text, criteria, three checklists, and sample charts to guide you through the Phase A student achievement portion of the 2007-2008 application.
Phase B Student Achievement Plan and Results Application Guide	pages B1 - B36	Provides explanatory text, criteria, three checklists, and sample charts to guide you through the Phase B student achievement portion of the 2007-2008 application. There are also references to explanatory text in the Phase A Guide.
Glossary	pages G1 - G5	Provides definitions to clarify terms used to describe the Career Ladder student achievement process and criteria.
Blackline Masters	BLM 1 - BLM 20	Provides blackline masters of required and optional forms for Phase A and Phase B.

One of your first questions may be,
"Do I apply through Phase A or Phase B?"

The next three pages are provided to help you answer that question.

Phase A and Phase B at a Glance	Provides general information about who may apply through Phase A or Phase B; the purposes of both phases; and the data analysis and reflection in both phases.
Phase A or Phase B: Which Should I Choose?	Provides specific questions to help you determine whether Phase A or Phase B is more appropriate for you.
Phase A and Phase B Comparison of Checklists	Provides a comparison of three checklists (Plan, Data Collection, and Results) in both phases used to evaluate Plans and Results.

If you still have questions and/or concerns,
please call your Student Achievement Coach or a Career Ladder Specialist.

Phase A and Phase B at a Glance

Phase A	Phase B
<p>Who applies through Phase A?</p> <p>Educators use the Phase A application process when a Student Achievement Plan is new for them: when they are implementing a Plan for the first year.</p>	<p>Who applies through Phase B?</p> <p>Educators use the Phase B application process when a Student Achievement Plan is not new for them: when they are implementing a Plan for the second or third year.</p>
<p>When is a Plan <u>new</u>?</p> <p>If the Plan you implement in 2007-2008 has a different Student Achievement Goal from your 2006-2007 Plan, it is a different Plan and will be a new Plan for you.</p> <p>(Other components such as assessments, subgoals, and interventions may or may not have been modified.)</p>	<p>When is a Plan <u>not new</u>??</p> <p>If the Plan you implement in 2007-2008 has the same Student Achievement Goal as your 2006-2007 Plan, it is the same Plan and will not be a new Plan for you.</p> <p>(Other components such as assessments, subgoals, and interventions may or may not have been modified.)</p>
<p>What are the purposes of Phase A?</p> <p>Phase A is designed as an opportunity for educators to</p> <ul style="list-style-type: none"> • generate a Student Achievement Plan that includes a goal and subgoals with aligned assessments and proposed interventions • gather first-year or baseline data • analyze the assessments • analyze the alignment of instruction and assessment 	<p>What are the purposes of Phase B?</p> <p>Phase B is designed as an opportunity for educators to</p> <ul style="list-style-type: none"> • modify (if appropriate) the Student Achievement Plan in response to the analyses of data and assessment • gather multiple-year data • continue the analysis of assessments • analyze one instructional lesson in the context of the Goal and assessment
<p>What is done with data in Phase A?</p> <ul style="list-style-type: none"> • Educators gather first-year or baseline data regarding student achievement and the impact of planned instruction and assessment on a Goal for student achievement that is assessed by the postassessment. • The analysis based on that data may call for minor or major modifications to the Student Achievement Plan to increase the degree of validity or reliability of the assessments; and to increase student achievement. 	<p>What is done with data in Phase B?</p> <ul style="list-style-type: none"> • Educators gather and compare two years of data. The analysis based on that data may provide additional insight into the validity and reliability of the assessments; insight into the impact of varied demographics on instruction and assessment; and insight into the impact on student achievement of modifications made. • The analyses based on multiple-year data may call for additional minor or major modifications to the Student Achievement Plan to increase the degree of validity or reliability of the assessments; and to increase student achievement.

Phase A or Phase B: Which Should I Choose?

This table is designed to help you determine whether Phase A or Phase B is more appropriate for you. There are two questions you need to ask yourself:

1. Have I implemented this Plan before and gathered student data?
2. Do I want to apply as an individual or as a member of a collegial team?

Please see pages A4-A5 (Phase A) or pages B4-B5 (Phase B) for information about collegial groups.

I did not implement this Plan in 2006-2007. This is a new Plan for me.	
I did not implement this Plan in 2006-2007, and I want to apply as an individual .	<ul style="list-style-type: none"> Submit Phase A (new Plan for you) Apply as an individual. Gather first-year data this year with the new Plan.
I did not implement this Plan in 2006-2007, and I want to apply with others on a collegial team.	<ul style="list-style-type: none"> Submit Phase A (new Plan for you) Apply as a member of a collegial team. Other members of your collegial team may be in Phase A or Phase B. Gather first-year data this year with the new Plan.
This Plan no longer applies to my teaching assignment.	
I implemented a Plan in 2006-2007 and gathered student data, but the Plan does not apply to my current teaching assignment.	<ul style="list-style-type: none"> Submit Phase A (new Plan for you) that is applicable to your current teaching assignment You can apply as an individual or as part of a collegial team. Other members of your collegial team may be in Phase A or Phase B. Gather first-year data this year with the new Plan.
I implemented this Plan in 2006-2007. This is not a new Plan for me. It is a Plan that I used the previous year.	
I implemented this Plan in 2006-2007 (as an individual or on a collegial team) and gathered student data, and I want to apply as an individual .	<ul style="list-style-type: none"> Submit Phase B (previous year's Plan) Apply as an individual. Gather second- or third-year data this year with the Plan you used before.
I implemented this Plan in 2006-2007 (as an individual or on a collegial team) and gathered student data, and I want to apply with others on a collegial team.	<ul style="list-style-type: none"> Submit Phase B (previous year's Plan) Apply as a member of a collegial team. Other members of your collegial team may be in Phase A or Phase B. Gather second- or third-year data this year with the Plan you used before.

Phase A and Phase B Comparison of Checklists

Student Achievement PLAN Checklist	
Phase A (page A7)	Phase B (pages B7-B8)
1. Overview Form 2. Standard Statement 3. Student Achievement Goal 4. Postassessment 5. Student Achievement Subgoals 6. Formative Assessments 7. Preassessment 8. Interventions ----- 9. Learning Community Self-Reflection Checklist (BLM 7) ----- <p style="text-align: center;">Not in Phase A</p>	<p style="text-align: center;">Same as Phase A without Self-Reflection Checklist (BLM 7) criteria</p> ----- <p style="text-align: center;">Not in Phase B</p> ----- 9. Instructional Lesson Outline 10. Instructional Lesson Strategies
Student Achievement Data Collection Checklist	
Phase A (page A9)	Phase B (page B9)
Same as Phase B	Same as Phase A
Student Achievement Results Checklist	
Phase A (pages A11-A12)	Phase B (pages B11-B12)
Prompts Specific to Phase A ----- Educator-Coach Dialogue or Educator Results Reflection	Prompts Specific to Phase B ----- Educator-Colleague Professional Conversation