
MPS Career Ladder Career Level

2008-2009
Student Achievement
Plan and Results
Application Guides
for Phase A and Phase B

New applicants and currently placed applicants may access 2008-2009 application materials in any of three ways:

1. Web site: (www.mpsaz.org/cl) OR
2. Career Ladder Department: 480.472.0350 Building #4, 549 N. Stapley Dr. OR
3. Workshop: Check August and September issues of The Common Key for dates and times

This supplement to the CLASS Handbook (6/08) is for new and currently placed educators who are submitting Student Achievement Plan and Results for 2008-2009 application for 2009-2010 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 6/08.

Overview

Student Achievement Plan and Results 2008-2009 Application Guide

This 2008-2009 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 2008-2009 application.
Phase A Student Achievement Plan and Results Application Guide	pages A1 - A46	Provides explanatory text, criteria, three checklists, and sample charts to guide you through the Phase A student achievement portion of the 2008-2009 application.
Phase B Student Achievement Plan and Results Application Guide	pages B1 - B27	Provides explanatory text, criteria, three checklists, and sample charts to guide you through the Phase B student achievement portion of the 2008-2009 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 27	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	page ii	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?	page iii	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	page iv	Provides a comparison of two checklists (Plan and Results) in both phases used to evaluate Plans and Results.

If you still have questions and/or concerns after reading the next three pages, 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 and/or gathering baseline data for future comparison.</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 2008-2009 has a different Student Achievement Goal from your 2007-2008 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 2008-2009 has the same Student Achievement Goal as your 2007-2008 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
<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 sequential 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 consider 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 (Phase A) or pages B4 (Phase B) for information about collegial groups.

I did not implement this Plan in 2007-2008. This is a new Plan for me.	
I did not implement this Plan in 2007-2008, 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 2007-2008, 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 2007-2008 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 2007-2008. This is not a new Plan for me. It is a Plan that I used the previous year.	
I implemented this Plan in 2007-2008 (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 2007-2008 (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 (BLM 17)	Phase B (BLM 21-22)
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 11) ----- <p style="text-align: center;">Not in Phase A</p>	<p style="text-align: center;">Same as Phase A without Self-Reflection Checklist (BLM 11) criteria</p> ----- <p style="text-align: center;">Not in Phase B</p> ----- 9-11. Plan Reflection and Analysis
Student Achievement RESULTS Checklist	
Phase A (BLM 18-20)	Phase B (BLM 23-25)
<p style="text-align: center;">Progress Chart 1-8 Formative Chart 9-15</p> ----- <p style="text-align: center;">Data Analysis and Reflection Prompts Specific to Phase A</p> ----- <p style="text-align: center;">Educator-Coach Dialogue or Educator Results Reflection</p>	<p style="text-align: center;">Same as Phase A</p> ----- <p style="text-align: center;">Data Analysis and Reflection Prompts Specific to Phase B</p> ----- <p style="text-align: center;">Educator-Colleague Professional Conversation</p>