

Transcript for Student Learning Indicators for Administrators

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Welcome to the module, “Student Learning Indicators for Administrators”. This module will address the development and implementation of educational leader-developed Student Learning Indicators. While there are differences between the Evaluation Guidelines and the Connecticut’s System for Educator Evaluation and Support, also known as SEED, please note that this presentation will distinguish between Guidelines requirements and SEED requirements.

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This slide illustrates the three key concepts you will need to know in developing your Student Learning Indicators as a leader of instructional practice.

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Before continuing, please download a copy of the Administrator Student Learning Indicator Development Guide, which can be found at the web address indicated on this slide.

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The focus for this aspect of an administrator’s performance is on student learning. Student Learning Indicators are a way of both promoting student learning and providing evidence that leadership actions have been taken to promote student learning outcomes.

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As you develop your own Indicators as well as monitor those of your teachers, data must be evaluated to determine student needs. As you analyze this data, you will identify the most critical areas for student growth that need improvement. This may lead you to allocate different levels of attention and resources to particular content areas or direct needed interventions to specific groups of students.

Student Learning Indicators focus administrators on student learning. Although principals have always been instructional leaders, the Indicator process formalizes attention on what students should be learning and where additional focus and resources may be needed.

The Student Learning Indicator process encourages deep conversation about instructional practices between the administrator and the evaluator and well as between the administrator and teachers. This conversation presents opportunities for administrators to learn more about barriers to student success, potential interventions to overcome those barriers and offers insight into the kinds of professional learning that would best support teachers in promoting student success.



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Student Learning Indicators typically represent one half of the Student Learning Component, which is weighted 45% of the summative rating of the administrator evaluation and support system. However, for the 2014-2015 school year Student Learning Indicators will represent the 45% component, pending federal approval to decouple state test data from educator evaluation and support summative ratings.

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In the SEED model, each administrator will develop three SLOs within certain parameters determined by the state's educator evaluation and support Guidelines. An area of difference between SEED and the Guidelines for Educator Evaluation and Support is that Guidelines require administrators to develop at least two Student Learning Indicators. SEED requires the development of an additional Indicator or SLO. Central Office administrators currently have broad discretion/flexibility, and the CSDE will provide additional guidance for educational leaders holding Central Office Administrator positions. Central office administrators are encouraged to see additional material on the SEED website.

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The process of developing and implementing administrator SLOs begins in the summer and continues throughout the school year. The following slides will provide a more detailed description of each of these four steps seen here.

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Before administrators begin the development process for their Student Learning Indicators, take time to review more detailed information which can be found in the Student Learning Goals/Objectives Handbook on the SEED website. This document will provide you information in greater depth to help guide you as you develop your Student Learning Indicators as well as the improvement of student learning.

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The Student Learning Indicator Development Guide for administrators is a valuable tool for developing the structure and implementation effectiveness of an administrator's student learning indicators. The Guide also poses questions that prompt administrators to consider leadership actions and implementation strategies to achieve their student learning indicators.

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As administrators prepare for the coming school year, existing data should be reviewed to determine if there are specific areas of need or achievement gaps that need to be addressed. There should be a focus on trend data as well as any current data that is available about the students for the current year. Administrators should set the tone for teachers as they review data and identify these areas of need.



One effective strategy would be to engage teacher leaders or entire faculties, if size permits, in this analysis. The outcome of this data analysis might serve as a good starting point for discussions with staff members as the school year begins. This will help ground all teachers in the identified needs of students and help ensure that the administrator's Student Learning Indicators and teachers' Student Learning Goals/Objective are aligned to promote student achievement.

Please note that this may not be a straightforward process and may require reviewing data through various lenses. Beginning this process during the summer recess helps to ensure that needed data will be available in the fall when both administrator and teacher Student Learning Indicators are ultimately set. It also helps to ground administrator practice in the context of Performance Expectation 2, "Teaching and Learning" of the CT School Leader Standards.

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During your analysis, disaggregation of data will be important. This will be essential to determine if particular sub-groups are not performing as well as the school programs as a whole. Keep in mind that overall group performance can mask sub-groups that are not meeting desired levels of performance.

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Depending on the leadership composition of your school, key team members should meet with you to review and analyze relevant data either during the summer or during the first few weeks of school at the latest. Teacher leaders may also provide valuable insight into instructional practices which would support the attainment of improved student learning outcomes.

Remember to analyze current as well as historical data to look for patterns, trends and/or root causes for lack of achievement, as well as strengths and weaknesses.

Again, it is important that the administrator's Student Learning Indicators be ready and in place well before teachers begin developing their Student Learning Goals/Objectives

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Administrators' Student Learning Indicators should be discussed and planned collaboratively with their evaluators. Being aware of the critical components of the process helps to ensure the development of an effective Student Learning Indicator that will improve student achievement. Evaluators may want to use the Administrator Student Learning Indicator Development Guide as a tool to initiate conversations about the rigor and rationale of the Student Learning Indicator. We will now discuss each of these components in some detail.



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In developing a Student Learning Indicator, there should be an alignment among all levels of the educational organization. The goals of the school should be in line with district goals and administrators' Student Learning Indicators should support those school goals. Likewise, teachers' Student Learning Goals/Objectives, or SLOs, should support the student learning priorities of the administrators and the school.

It should be emphasized that administrators are encouraged to develop their Student Learning Indicators prior to the start of the school year or in early September at the latest in order to communicate the student learning priorities to teachers which will inform the development of their Student Learning Goals/Objectives. The student learning priorities of the administrator should be clear to staff, especially as they are developing their Student Learning

Goals/Objectives. Consistency and alignment between the student learning goals for teachers and administrators is more likely to lead to success for all students. Let's take a look at the various components of an administrator's Student Learning Indicator.

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Again, Student Learning Indicators should be part of a coordinated effort to meet the school and district goals. Therefore, administrator Student Learning Indicator statements should clarify how these connections are being made. These can be simple statements about (1) what district priority is being addressed in the administrator's Student Learning Indicators with a rationale to support this and (2) how teachers can develop Student Learning Goals/Objectives consistent with the identified student growth areas as part of the data analysis.

Think of this as a team effort – the district has particular priorities for student learning that should be reflected in administrator Student Learning Indicators and subsequently in teacher Student Learning Goals/Objectives. This will require all parties pulling together to achieve the targets for student learning growth.

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Student Learning Indicator statements should identify the overall goal for student growth, in what areas for that growth, and by how much. They should reflect high expectations that would either meet or exceed district expectations for student learning outcomes. These goals should be rigorous and attainable with respect to student achievement. Student Learning Indicators should also be related to school improvement and district priorities. The identified learning should be something that is essential for student success. This is another place where reflecting on college and career readiness skills and content mapping across grade levels will become important.



Administrator Student Learning Indicators will serve to communicate school-level student learning priorities.

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Administrators need to have mechanisms in place to track progress toward SLO goals. These will include both formative assessments and outcome measures. Keep in mind, if teacher Student Learning Goals/Objectives are aligned with administrator Student Learning Indicators – these measures can be monitored as teachers implement their instructional strategies. This could be the source of additional conversations about teaching and learning between the administrator and teachers throughout the teaching and learning process.

Targets should indicate either growth or mastery of content area and Student Learning Indicator measures must have the ability to track student growth or mastery. This is how the evaluator of an administrator would be able to assess whether the Student Learning Indicator was met or not. Therefore, these measures must be clearly identified early in the Student Learning Indicator process.

Where possible and appropriate – measures should include performance-based tasks, such as, presentations, papers, preparation of web pages, etc. – all could serve as valid measures – particularly if scoring guides, rubrics and peer correction are part of the process. These types of assessments are also more aligned with the strategies expected under the Connecticut Core Standards. The type and range of measures should be part of the goal setting conference discussion in the fall.

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Administrators design Student Learning Indicators to meet specific areas of student learning needs. This should mean as leadership plans for the year are being developed, administrators will be making decisions about resources, scheduling, materials, training, and other supports that will lead to the success of both teachers and student outcomes.

And, as the instructional interval progresses, the administrator should confer with teachers, review data, and determine if the selected strategies and resource allocations are working. If not, adjustments should be made to better meet the learning needs of the students. The administrator should play an active role in developing school-wide instructional strategies and ensuring that teachers are using the appropriate strategies to attain their Student Learning Goals/Objectives.

Strategies should be designed to address the needs of selected students in terms of specific learning content. Therefore, these should be research-based choices that have proven success records. Make sure that the roles of special education teachers, student support specialists and academic coaches are considered as they may provide extra assistance in meeting targeted goals.



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As teacher Student Learning Goals/Objectives are mutually agreed upon, administrator should consider whether the appropriate supports are in place for teachers and students to be successful. Build into your daily interactions the opportunity to determine whether more or different support should be offered. Consider a variety of professional learning activities to assist teacher development as part of your leadership practice.

Reflecting on progress throughout the interval of instruction strengthens teachers' practice and helps enhance their view of the administrator as an instructional leader.

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Teacher leaders can provide valuable insight that may be more "real" to teachers in the classroom. Take this as an opportunity to enlist those who have done well in their own practice as mentors for those who has struggled.

The Student Learning Indicator process will have greater effectiveness if instructional practices are adjusted to meet the needs of the students. Knowing what to do and when to do it will require data review. Make sure to provide time for teachers to collaborate and discuss data and to determine what is needed to address their students' learning needs.

Keeping Student Learning Goals on the radar can be simplified if care is taken to incorporate this process into other ongoing initiatives. This will include the Connecticut Core Standards, Data Driven Instruction, and school-based initiatives. All are aimed at the same target – improved student achievement. Use your leadership skills to encourage teachers to find the crossovers and use the language of Student Learning Goals/Objectives in discussion of the other initiatives. When teachers and administrators begin to see Student Learning Goals as the school's best practice.

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The end-of-the year conference provides you with an opportunity to reflect upon the growth of your students and how successful you were in achieving the Student Learning Indicator targets. This is also an excellent opportunity to reflect upon the effectiveness of your leadership practices in focusing your school community upon the student learning priorities for the year.

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Administrators are asked to reflect upon their Student Learning Indicator achievement as a means of improving their professional practice. What leadership practices were particularly effective in supporting your teachers and helping to advance the achievement of your students? How will this year's outcomes impact next year's Student Learning Indicator development and the ongoing development of your leadership practices?



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Each Student Learning Indicator will be rated separately. This chart is an example based upon the SEED model, the rating is the sum total of the three Student Learning Indicators which will be factored into the evaluation rating for this component. During the goal-setting conference, the administrator and evaluator should have determined the criteria for having met each Student Learning Indicator target and what constitutes “substantial progress”. In school districts using a model other than SEED, similar criteria will need to be developed as part of the district’s evaluation plan.

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Let’s recap as we near the end of this module on the benefits of using Student Learning Indicators to assess leadership practice with respect to student performance.

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If you have further questions about the Administrator Evaluation and Support Process, please contact Dr. Everett Lyons, Associate Executive Director of the Connecticut Association of Schools.