

Principal Prompts for Evidence-Based Evaluations

Leveraging the power of SLOs and observations of practice



About this document: This document provides principals and other school administrators with prompts and guidance to locate, collect, and discuss evidence of practice with teachers.

About the Community Training and Assistance Center (CTAC): CTAC is a national nonprofit organization with a demonstrated 39-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 19 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.



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Generating Evidence of Practice during SLO Phases

Throughout the SLO process, principals have many opportunities to collaborate with teachers in support of student and teacher goals. These conversations provide important evidence of a teacher's practice that helps evaluators both assess and support teacher growth needs. What follows is a list of sample prompts sequenced by SLO phase that have proven effective in generating evidence of teacher practice.

SLO Preparation Phase

Typically August and September (or start of year)

- How prepared do you feel to begin SLO development?
- What connections are you seeing between the SLO process and other initiatives?
- When do you plan to craft the SLO?
- With whom do you plan to collaborate during SLO development?
- What supports can help inform SLO development?

SLO Development Phase

Typically September and October (or beginning of course)

- On which standards do you plan to focus?
- Why are the selected measures the best measures of student learning?
- How do the student growth targets reflect sufficient rigor?
- What evidence supports the identified instructional strategies?
- What supports do you anticipate needing during SLO implementation?

SLO Implementation Phase

Typically October through May (during the course of instruction)

- How are students progressing towards their targets?
- How effective are the instructional strategies with students?
- How are professional learning activities supporting the SLO?
- How are SLO discussions incorporated into existing professional dialogue?
- What supports might help continue to advance your practice and student learning?

SLO Results Analysis Phase

Typically May through June (or just before course's end)

- How did students perform compared to your expectations?
- To what do you attribute the success of students meeting or exceeding their targets?
- To what do you attribute the lack of success for students who did not meet their targets?
- How might you approach your next SLO in light of this year's SLO(s)?
- What supports would help you advance your practice?

Locating Additional Evidence of Practice by *The Framework for Teaching* Domain

Multiple aspects of the SLO process provide principals with ways to collect evidence of teacher practice. While a connection to each component of *The Framework for Teaching (FfT)* can be made, key opportunities are described below to help principals gather additional evidence and to use the evidence more efficiently.

<i>The Framework for Teaching (FfT) Domain</i>	Where to Find Key SLO-Related Evidence <i>(FfT components for each domain are found in parentheses.)</i>
<p><u>Domain 1:</u> Planning and Preparation</p>	<p><u>In the developed SLO:</u></p> <ul style="list-style-type: none"> ▪ Student Population (1b, 4b) ▪ Learning Content (1a) ▪ Student Growth Targets (1c) ▪ Assessments (1f) ▪ Instructional Strategies (1a)
<p><u>Domain 2:</u> Classroom Environment</p>	<p><u>In the classroom:</u></p> <ul style="list-style-type: none"> ▪ Students engaged in critical content (2b, 2d) ▪ Instructional goals clearly understood and tied to the SLO (2b) ▪ Space arranged to facilitate deep exploration of the content (2e)
<p><u>Domain 3:</u> Instruction</p>	<p><u>In the classroom:</u></p> <ul style="list-style-type: none"> ▪ Teachers providing feedback to students (3a) ▪ Students engaged in critical content (3c) ▪ Formative assessments measuring SLO progress (3d) <p><u>In professional conversations:</u></p> <ul style="list-style-type: none"> ▪ Teachers collaborate to discuss SLO progress and better meet student needs (3e)
<p><u>Domain 4:</u> Professional Responsibilities</p>	<p><u>In professional conversations:</u></p> <ul style="list-style-type: none"> ▪ Teachers collaborate to discuss SLO progress and better meet student needs (4c, 4d) <p><u>In the completed SLO:</u></p> <ul style="list-style-type: none"> ▪ Accurate and completed SLO documentation (4b, 4f) ▪ Reflection on results (4a, 4e) ▪ Identification of growth areas for next year/cycle (4e)

Discussing Summative Evidence from Multiple Measures

Before making final analyses and judgments, evidence from the multiple measures of SLOs and observational data need to be discussed with educators. When using multiple measures to make determinations, several possibilities arise and evaluators should be prepared for each scenario.

Multiple measures corroborate findings

Sometimes multiple measures yield the same or similar findings. When this occurs for one or more areas of practice, consider discussing the following:

- Do you feel the multiple measures accurately portray your practice? Why or why not?
- Do you agree more strongly with one of these measures? Why or why not?
- Do you expect these measures to yield similar findings next year? Why or why not?

Multiple measures contradict findings

Sometimes multiple measures yield different findings. When this occurs for one or more areas of practice, consider discussing the following:

- Why do you believe these measures yielded different findings?
- Do you agree more strongly with one of these measures? Why or why not?
- Are there additional measures or clarifications that should be incorporated?

One measure fills a gap of another measure

It may be that only one measure exists for one or more areas of practice. When this occurs, consider discussing the following:

- Are there additional measures or clarifications that should be incorporated?
- How well do you believe the single measure portrays your practice? Why?
- How might we look forward to next year at providing additional measures for this area?

Note that the suggested discussions above should be rooted in evidence. This evidence may be more empirical in nature, such as student outcomes, or written rationales; however, teacher beliefs and judgment are just as much—if not more so—vital to include in the professional conversations.

Additional Resources

Visit www.ctacusa.com for more tools to help improve SLO implementation at the school level.