



Leadership Quality Continuum

The purpose of the *Leadership Quality Continuum for Student Growth Measures* is to provide school administrators and their evaluators a way to systematically and consistently interpret the actions school administrators take as they relate to the process for student growth measures in educator evaluation. This tool provides a focused lens for the connection points of student growth measures with the [Missouri Leader Standards](#). The process for student growth measures unfolds in four phases: preparation, development, implementation, and results analysis. In highly effective SLO implementation, key school administrator actions are embedded into ongoing practices within the school during each phase of the SLO process. This tool assists school administrators and their evaluators in determining appropriate timelines for actions during each phase of the process. Key actions are provided for each of four levels of quality, moving higher in quality to the right of the document.

KEY ACTIONS	PREPARATION			
	HIGH QUALITY 			
<p>Establishing Effective Structures <i>Leader Standards 3.1, 3.3</i></p>	<p>Establishes thoroughly and explicitly one or none of the following specific Student Growth Measures structures which streamline Student Growth Measures processes for teachers:</p> <ul style="list-style-type: none"> • Initial training • Submissions • Administrative reviews and conferences • Modifications • Approvals • Completion and results analysis 	<p>Establishes thoroughly and explicitly two to five of the following specific Student Growth Measures structures which streamline Student Growth Measures processes for teachers:</p> <ul style="list-style-type: none"> • Initial training • Submissions • Administrative reviews and conferences • Modifications • Approvals • Completion and results analysis 	<p>Establishes thoroughly and explicitly all of the following specific Student Growth Measures structures which streamline Student Growth Measures processes for teachers:</p> <ul style="list-style-type: none"> • Initial training • Submissions • Administrative reviews and conferences • Modifications • Approvals • Completion and results analysis 	<p>Establishes thoroughly and explicitly all of the following specific Student Growth Measures structures which streamline Student Growth Measures processes for teachers:</p> <ul style="list-style-type: none"> • Initial training • Submissions • Administrative reviews and conferences • Modifications • Approvals • Completion and results analysis • Communication and updates • Progress monitoring • Ongoing support
<p>Scheduling Strategically <i>Leader Standards 3.3, 6.1</i></p>	<p>Has no involvement in the development of the master schedule or assignment of teachers</p>	<p>Involves himself/herself indirectly in the development of the master schedule and assignment of teachers</p>	<p>Involves himself/herself directly in the development of the master schedule and assignment of teachers</p>	<p>Involves himself/herself directly in the development of the master schedule and assignment of teachers using teacher effectiveness data to inform these decisions</p>



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PREPARATION

KEY ACTIONS

HIGH QUALITY

<p>Aligning Goals <i>Leader Standards 1.1, 1.2, 2.1</i></p>	<p>Reflects and collaboratively sets goals for students and teachers specifying one or none of the following:</p> <ul style="list-style-type: none"> Alignment of school goals to district priorities and goals Alignment across school vision, mission, and beliefs High expectations for teachers and students 	<p>Reflects and collaboratively sets goals for students and teachers specifying two of the following:</p> <ul style="list-style-type: none"> Alignment of school goals to district priorities and goals Alignment across school vision, mission, and beliefs High expectations for teachers and students 	<p>Reflects and collaboratively sets goals for students and teachers specifying all of the following:</p> <ul style="list-style-type: none"> Alignment of school goals to district priorities and goals Alignment across school vision, mission, and beliefs High expectations for teachers and students 	<p>Reflects and collaboratively makes plans for teachers' Student Growth Measures specifying all of the following:</p> <ul style="list-style-type: none"> Alignment of school goals to district priorities and goals Alignment across school vision, mission, and beliefs High expectations for teachers and students Percent of students to achieve targets Percent of teachers to achieve effective Student Growth Measures results
<p>Training of Staff <i>Leader Standards 2.3</i></p>	<p>Trains staff in the State-, district-, and school-established Student Growth Measures processes ensuring one or none of the following:</p> <ul style="list-style-type: none"> All affected teachers are trained District decisions are conveyed Tone is supportive Content delivered is accurate Understanding of participants is strong School-specific structures are communicated Expectations are set for high quality Student Growth Measures 	<p>Trains staff in the State-, district-, and school-established Student Growth Measures processes ensuring two to five of the following:</p> <ul style="list-style-type: none"> All affected teachers are trained District decisions are conveyed Tone is supportive Content delivered is accurate Understanding of participants is strong School-specific structures are communicated Expectations are set for high quality Student Growth Measures 	<p>Trains staff in the State-, district-, and school-established Student Growth Measures processes ensuring all of the following:</p> <ul style="list-style-type: none"> All affected teachers are trained District decisions are conveyed Tone is supportive Content delivered is accurate Understanding of participants is strong School-specific structures are communicated Expectations are set for high quality Student Growth Measures 	<p>Trains staff in the district- and school-established Student Growth Measures processes ensuring all of the following:</p> <ul style="list-style-type: none"> All affected teachers are trained District and school decisions are conveyed Tone is supportive Content delivered is accurate Understanding of participants is strong School-specific structures are communicated Expectations are set for high quality Student Growth Measures Communication is clear Next steps are clear Support needs assessed Questions are answered or directed to district



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KEY ACTIONS	DEVELOPMENT			
	HIGH QUALITY			
Using Effective Structures <i>Leader Standards 2.1, 3.1, 3.2, 3.3, 6.1</i>	None of the following is evident for Student Growth Measures submission: <ul style="list-style-type: none"> Clarity of due dates Enforcement of due dates 	One of the following is evident for Student Growth Measures submission: <ul style="list-style-type: none"> Clarity of due dates Enforcement of due dates 	Both of the following are evident for Student Growth Measures submission: <ul style="list-style-type: none"> Clarity of due dates Enforcement of due dates 	All of the following is evident for Student Growth Measures submission: <ul style="list-style-type: none"> Clarity for both: <ul style="list-style-type: none"> Due dates Location of resources Enforcement of due dates
	None of the following is evident for Student Growth Measures reviews: <ul style="list-style-type: none"> Timely responses Evaluation of critical content 	One of the following is evident for Student Growth Measures reviews: <ul style="list-style-type: none"> Timely responses Evaluation of critical content 	Both of the following are evident for Student Growth Measures reviews: <ul style="list-style-type: none"> Timely responses Evaluation of critical content 	All of the following is evident for Student Growth Measures reviews: <ul style="list-style-type: none"> Timely responses Evaluation of critical content Involvement of lead teachers and other administrators with consistent reviews Appropriately informative responses
	One or none of the following is evident for Student Growth Measures conferences: <ul style="list-style-type: none"> High expectations Clarity in format and purpose Safe human resources climate Transparent reflection 	Two to three of the following is evident for Student Growth Measures conferences: <ul style="list-style-type: none"> High expectations Clarity in format and purpose Safe human resources climate Transparent reflection 	All of the following is evident for Student Growth Measures conferences: <ul style="list-style-type: none"> High expectations Clarity in format and purpose Safe human resources climate Transparent reflection 	All of the following is evident for Student Growth Measures conferences: <ul style="list-style-type: none"> High expectations Clarity in format and purpose Safe human resources climate Transparent reflection Use of Student Growth Measures entry points for improving practice
Using Effective Structures <i>Leader Standards 2.1, 3.3.2 3.3, 6.1</i>	Less than all of the following is evident for Student Growth Measures modifications: <ul style="list-style-type: none"> Clear process for making revisions Clear process for resubmitting Student Growth Measures 	Less than all of the following is evident for Student Growth Measures modifications: <ul style="list-style-type: none"> Clear process for making revisions Clear process for resubmitting Student Growth Measures 	Both of the following are evident for Student Growth Measures modifications: <ul style="list-style-type: none"> Clear process for making revisions Clear process for resubmitting Student Growth Measures 	All of the following is evident for Student Growth Measures modifications: <ul style="list-style-type: none"> Clear process for making revisions Clear process for resubmitting Student Growth Measures Strong and clear rationale for requesting revisions
	Student Growth Measures approvals are not documented	Student Growth Measures approvals are documented, but not timely	Student Growth Measures approvals documented, and are timely	All of the following is evident for Student Growth Measures approvals: <ul style="list-style-type: none"> Timely approvals Clear notification once approved (who approved the Student Growth Measures and when)
	Structures are not documented	Structures are documented, but not clear	Structures are documented, but are changed too frequently , hindering the process	The following is evident from Student Growth Measures planning documents: <ul style="list-style-type: none"> Appropriately flexible and adaptable structures



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KEY ACTIONS	DEVELOPMENT			
	HIGH QUALITY 			
Aligning Goals <i>Leader Standards 1.2, 2.2</i>	Does not ensure Student Growth Measures elements and goals reflect the following: <ul style="list-style-type: none"> • Attainability • Alignment to district and school goals 	Ensures Student Growth Measures elements and goals reflect one of the following: <ul style="list-style-type: none"> • Attainability • Alignment to district and school goals 	Ensures Student Growth Measures elements and goals reflect both of the following: <ul style="list-style-type: none"> • Attainability • Alignment to district and school goals 	Ensures Student Growth Measures elements and goals are developed by teachers and reflect all of the following: <ul style="list-style-type: none"> • Attainability • Alignment to district and school goals • Data-informed rationale • High expectations
Building Capacity <i>Leader Standards 2.2, 2.3, 3.1, 3.2, 3.3</i>	Does not maximize time and build capacity through the following: <ul style="list-style-type: none"> • Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well • Analyzing Student Growth Measures-related data to determine and anticipate teacher and student needs 	Maximizes time and builds capacity through one of the following: <ul style="list-style-type: none"> • Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well • Analyzing Student Growth Measures-related data to determine and anticipate teacher and student needs 	Maximizes time and builds capacity through both of the following: <ul style="list-style-type: none"> • Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well • Analyzing Student Growth Measures-related data to determine and anticipate teacher and student needs 	Maximizes time and builds capacity through all of the following: <ul style="list-style-type: none"> • Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well • Analyzing Student Growth Measures-related data to determine and anticipate teacher and student needs • Providing professional development to assist staff throughout the Student Growth Measures process • Organizing needed support throughout the Student Growth Measures process
Promoting Systems Change <i>Leader Standards 2.2, 2.3, 3.2</i>	Does not promote continuous improvement through the following: <ul style="list-style-type: none"> • Using and encouraging empirical and perceptual data to inform practice • Contributing relevant suggestions at appropriate opportunities 	Promotes continuous improvement through one of the following: <ul style="list-style-type: none"> • Using and encouraging empirical and perceptual data to inform practice • Contributing relevant suggestions at appropriate opportunities 	Promotes continuous improvement through both of the following: <ul style="list-style-type: none"> • Using and encouraging empirical and perceptual data to inform practice • Contributing relevant suggestions at appropriate opportunities 	Promotes continuous improvement through all of the following: <ul style="list-style-type: none"> • Using and encouraging empirical and perceptual data to inform practice • Contributing relevant suggestions at appropriate opportunities • Requiring all teachers, regardless of effectiveness, to improve practice



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KEY ACTIONS	IMPLEMENTATION			
	HIGH QUALITY 			
<p>Building Capacity <i>Leader Standards</i> 2.2, 2.3, 3.1, 3.2, 3.3</p>	<p><i>Does not</i> maximize time and build capacity through the following:</p> <ul style="list-style-type: none"> Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well Analyzing Student Growth Measures-related data to determine anticipate teacher and student needs 	<p>Maximizes time and builds capacity through one of the following:</p> <ul style="list-style-type: none"> Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well Analyzing Student Growth Measures-related data to determine anticipate teacher and student needs 	<p>Maximizes time and builds capacity through both of the following:</p> <ul style="list-style-type: none"> Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well Analyzing Student Growth Measures-related data to determine and anticipate teacher and student needs 	<p>Maximizes time and builds capacity through all of the following:</p> <ul style="list-style-type: none"> Enlisting lead teachers/administrators in the Student Growth Measures process while involving himself/herself as well Analyzing Student Growth Measures-related data to determine and anticipate teacher and student needs Providing professional development Organizing needed support
<p>Promoting Systems Change <i>Leaders Standards</i> 2.2, 2.3, 3.2</p>	<p><i>Does not</i> promote continuous improvement through of the following:</p> <ul style="list-style-type: none"> Using and encouraging empirical and perceptual data to inform practice Contributing relevant suggestions at appropriate opportunities 	<p>Promotes continuous improvement through one of the following:</p> <ul style="list-style-type: none"> Using and encouraging empirical and perceptual data to inform practice Contributing relevant suggestions at appropriate opportunities 	<p>Promotes continuous improvement through both of the following:</p> <ul style="list-style-type: none"> Using and encouraging empirical and perceptual data to inform practice Contributing relevant suggestions at appropriate opportunities 	<p>Promotes continuous improvement through all of the following:</p> <ul style="list-style-type: none"> Using and encouraging empirical and perceptual data to inform practice Contributing relevant suggestions at appropriate opportunities Requiring all teachers, regardless of effectiveness, to improve practice
<p>Monitoring and Improving Instruction <i>Leader Standards</i> 2.1, 2.2, 2.3</p>	<p>Monitors and improves instruction by doing one or none of the following:</p> <ul style="list-style-type: none"> Allocating resources strategically Assessing teachers and students formatively to ensure learning is occurring Asking questions about teacher and student progress 	<p>Monitors and improves instruction by doing two of the following:</p> <ul style="list-style-type: none"> Allocating resources strategically Assessing teachers and students formatively to ensure learning is occurring Asking questions about teacher and student progress 	<p>Monitors and improves instruction by doing all of the following:</p> <ul style="list-style-type: none"> Allocating resources strategically Assessing teachers and students formatively to ensure learning is occurring Asking questions about teacher and student progress 	<p>Monitors and improves instruction by doing all of the following:</p> <ul style="list-style-type: none"> Allocating resources strategically Assessing teachers and students formatively to ensure learning is occurring Asking questions about teacher and student progress Coaching teachers instructionally Reflecting on depth and breadth of instruction in relation to the Student Growth Measures learning content Enlisting community partners



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KEY ACTIONS	IMPLEMENTATION			
Communicating <i>Leader Standards 2.1, 2.2, 2.3</i>	Maintains ongoing communication which includes one or less of the following: <ul style="list-style-type: none"> Focus on student progress Regular updates/meetings Transparent reflection High expectations 	Maintains ongoing communication which includes two or three of the following: <ul style="list-style-type: none"> Focus on student progress Regular updates/meetings Transparent reflection High expectations 	Maintains ongoing communication which includes all of the following: <ul style="list-style-type: none"> Focus on student progress Regular updates/meetings Transparent reflection High expectations 	Maintains ongoing communication which includes all of the following: <ul style="list-style-type: none"> Focus on student progress Regular updates/meetings Transparent reflection High expectations Celebration of learning and other successes Probing for challenges to overcome Strategies to streamline efforts
Conferencing with Teachers <i>Leader Standards 2.1, 2.3, 3.2</i>	Holds both mid-year and ongoing conversations which include one or none of the following: <ul style="list-style-type: none"> Clarity in format and purpose Fair and consistent judgment High expectations Safe human resources climate 	Holds both mid-year and ongoing conversations which include two or three of the following: <ul style="list-style-type: none"> Clarity in format and purpose Fair and consistent judgment High expectations Safe human resources climate 	Holds both mid-year and ongoing conversations which include all of the following: <ul style="list-style-type: none"> Clarity in format and purpose Fair and consistent judgment High expectations Safe human resources climate 	Holds both mid-year and ongoing conversations which include all of the following: <ul style="list-style-type: none"> Clarity in format and purpose Fair and consistent judgment High expectations Safe human resources climate Use of Student Growth Measures as entry points for improving practice
Integrating Student Growth Measures Efforts <i>Leader Standards 1.2, 2.2, 3.1, 3.3</i>	Does not establish Student Growth Measures discussions seamlessly within the academic context (CCSS, STEM, PLCs, RtI) of any of the following: <ul style="list-style-type: none"> Faculty meetings Department/team meetings Classroom observations 	Establishes Student Growth Measures discussions seamlessly within the academic context (CCSS, STEM, PLCs, RtI) of one of the following: <ul style="list-style-type: none"> Faculty meetings Department/team meetings Classroom observations 	Establishes Student Growth Measures discussions seamlessly within the academic context (CCSS, STEM, PLCs, RtI) of two of the following: <ul style="list-style-type: none"> Faculty meetings Department/team meetings Classroom observations 	Establishes Student Growth Measures discussions seamlessly within the academic context (CCSS, STEM, PLCs, RtI) of all of the following: <ul style="list-style-type: none"> Faculty meetings Department and/or team meetings Classroom observations



Leadership Quality Continuum

KEY ACTIONS	RESULTS ANALYSIS			
	HIGH QUALITY			
<p>Promoting Systems Change <i>Leader Standards 2.2, 2.3, 3.1, 3.2, 3.3</i></p>	<p>Promotes effective change and capacity through one or none of the following:</p> <ul style="list-style-type: none"> • Contributes relevant suggestions at appropriate opportunities • Collects and uses Student Growth Measures outcome data to inform next year’s Student Growth Measures • Reflects on impact of process for reform (including structures) 	<p>Promotes effective change and capacity through two of the following:</p> <ul style="list-style-type: none"> • Contributes relevant suggestions at appropriate opportunities • Collects and uses Student Growth Measures outcome data to inform next year’s Student Growth Measures • Reflects on impact of process for reform (including structures) 	<p>Promotes effective change and capacity through all of the following:</p> <ul style="list-style-type: none"> • Contributes relevant suggestions at appropriate opportunities • Collects and uses Student Growth Measures outcome data to inform next year’s Student Growth Measures • Reflects on impact of process for reform (including structures) 	<p>Promotes effective systems change through all of the following:</p> <ul style="list-style-type: none"> • Contributes relevant suggestions at appropriate opportunities • Collects and uses Student Growth Measures outcome data to inform next year’s Student Growth Measures • Reflects on impact of process for reform (including structures) • Uses data to inform broader instructional decisions
<p>Communicating <i>Leader Standards 1.1, 2.1, 3.2, 6.1</i></p>	<p>Does not convey overall judgment of school implementation to supervisor and staff which reflects the following:</p> <ul style="list-style-type: none"> • Forward-looking reflection • Data-informed judgments 	<p>Conveys overall judgment of school implementation to supervisor and staff which reflects one of the following:</p> <ul style="list-style-type: none"> • Forward-looking reflection • Data-informed judgments 	<p>Conveys overall judgment of school implementation to supervisor and staff which reflects both of the following:</p> <ul style="list-style-type: none"> • Forward-looking reflection • Data-informed judgments 	<p>Conveys overall judgment of school implementation to supervisor and staff which reflects all of the following:</p> <ul style="list-style-type: none"> • Forward-looking reflection • Data-informed judgments • Staff collaboration
<p>Relating to Families <i>Leader Standards 4.1</i></p>	<p>Does not communicate with families regarding Student Growth Measures including the following:</p> <ul style="list-style-type: none"> • Role of Student Growth Measures in teacher evaluation • Student-specific Student Growth Measures growth results • Student-specific Student Growth Measures proficiency results 	<p>Communicates with families regarding Student Growth Measures including one of the following:</p> <ul style="list-style-type: none"> • Role of Student Growth Measures in teacher evaluation • Student-specific Student Growth Measures growth results • Student-specific Student Growth Measures proficiency results 	<p>Communicates with families regarding Student Growth Measures including two of the following:</p> <ul style="list-style-type: none"> • Role of Student Growth Measures in teacher evaluation • Student-specific Student Growth Measures growth results • Student-specific Student Growth Measures proficiency results 	<p>Communicates with families regarding Student Growth Measures including all of the following:</p> <ul style="list-style-type: none"> • Role of Student Growth Measures in teacher evaluation • Student-specific Student Growth Measures growth results • Student-specific Student Growth Measures proficiency results
<p>Conferencing with Teachers <i>Leader Standards 2.2, 2.3, 3.2</i></p>	<p>Holds conversations with teachers regarding Student Growth Measures results which reflect one or none of the following:</p> <ul style="list-style-type: none"> • Open dialogue • Fair judgments • High expectations • Reflection modeled 	<p>Holds conversations with teachers regarding Student Growth Measures results which reflect two or three of the following:</p> <ul style="list-style-type: none"> • Open dialogue • Fair judgments • High expectations • Reflection modeled 	<p>Holds conversations with teachers regarding Student Growth Measures results which reflect all of the following:</p> <ul style="list-style-type: none"> • Open dialogue • Fair judgments • High expectations • Reflection modeled 	<p>Holds conversations with teachers regarding Student Growth Measures results which reflect all of the following:</p> <ul style="list-style-type: none"> • Open dialogue • Fair judgments • High expectations • Modeling of reflection • Coaching for the next Student Growth Measures cycle



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RESULTS ANALYSIS				
KEY ACTIONS	HIGH QUALITY 			
<p>Ensuring Thorough and Effective Completion <i>Leader Standards 3.1, 3.5, 5.1</i></p>	<p>Ensures teachers complete the process as evidenced by one or less of the following:</p> <ul style="list-style-type: none"> All teachers complete required Student Growth Measures documentation Administrators incorporate student growth measures data for teachers into overall summative evaluations 	<p>Ensures teachers complete the process as evidenced by two of the following:</p> <ul style="list-style-type: none"> All teachers complete required Student Growth Measures documentation Administrators incorporate student growth measures data for teachers into overall summative evaluations Conferencing has occurred 	<p>Ensures teachers complete the process as evidenced by all of the following:</p> <ul style="list-style-type: none"> All teachers complete required Student Growth Measures documentation Administrators incorporate student growth measures data for teachers into overall summative evaluations Conferencing has occurred Lead teachers/Administrators are involved in summative conferences 	<p>Ensures teachers complete the process as evidenced by all of the following:</p> <ul style="list-style-type: none"> All teachers complete required Student Growth Measures documentation Administrators incorporate student growth measures data for teachers into overall summative evaluations Conferencing has occurred Lead teachers/Administrators are involved in summative conferences Principal-teacher conferencing has occurred