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 36-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 16 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 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 beginning of course

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

SLO Implementation Phase
Typically 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 just before courses 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 for the *Missouri Teaching Standards*

Multiple aspects of the SLO process provide principals with ways to collect evidence of teacher practice. While a connection to each standard of the *Missouri Teaching Standards* can be made, key opportunities are highlighted below to help principals gather additional evidence and use it more efficiently.

Missouri Teaching Standard	Where to Find Key SLO-Related Evidence
Standard 1: Content knowledge aligned with appropriate instruction	In the developed SLO: ▪ Learning Content ▪ Instructional Strategies
Standard 2: Student Learning, Growth, and Development	In the developed SLO: ▪ Student Population ▪ Instructional Strategies
Standard 3: Curriculum Implementation	In the developed SLO: ▪ Learning Content In the classroom: ▪ Lessons aligned to learning content and effective pedagogy
Standard 4: Critical Thinking	In the developed SLO: ▪ Assessment In the classroom: ▪ Students engaged in critical thinking centered around the learning content
Standard 5: Positive Classroom Environment	In the classroom: ▪ Students engaged in critical content ▪ Space arranged to facilitate deep exploration of the learning content
Standard 6: Effective Communication	In the classroom: ▪ Instructional goals clearly understood and tied to the SLO ▪ Feedback to students on the learning content
Standard 7: Student Assessment and Data Analysis	In the developed SLO: ▪ Baseline and Trend Data ▪ Assessment In the completed SLO: ▪ Reflection on SLO results
Standard 8: Professionalism	In the completed SLO: ▪ Accurate and completed SLO documentation ▪ Reflection on SLO results ▪ Identification of growth areas for next year/cycle
Standard 9: Professional Collaboration	In professional conversations: ▪ Teachers collaborate with colleagues in and out of the building to develop their SLO then discuss SLO progress and how to better meet student needs

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 vital—if not more so—to include in the professional conversations.

Additional Resources

Visit the CTAC website for a sample *SLO Tool for School Leaders* that articulates key leadership practices proven to help improve SLO processes at the school level. (http://www.ctacusa.com/wp-content/uploads/2013/11/SLOToolforSchoolLeaders.pdf)