

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

Administrator:
Curriculum Director

School/Assignment:
Two Middle Schools and Two High Schools

Date:
September 2014

Student Learning Indicator Statement: **Through the provision of job-embedded learning related to CCSS, writing standards, use of the district-writing rubric, calibrated scoring and examination of student work, all English and Social Studies teachers will provide targeted instruction that will raise achievement among Social Studies students.**

Specifically, all students in yearlong English and Social studies classes in grades 7-10 will demonstrate an increase in their ability to both comprehend and write about informational text by gaining at least one score point on the Evidence and Elaboration strand using the District Writing Rubric on team-created, course-specific writing assignments (minimum 3x per year) by June 2015.

Component	Guiding Questions	Descriptors
Data Analysis	<p><i>How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?</i></p> <p><i>How is the target informed and driven by past performance?</i></p>	<ul style="list-style-type: none"> • Based on last year's data (grade 6-12 district writing assessments), 77 % of students in grades 7-10 scored ≤ 2 on the Evidence and Elaboration strand of the district analytic writing rubric. • Students need to continue working on identifying, comprehending, and citing evidence in English and Social Studies writing assignments. • This year we are moving from uniform district writing assessments (3 x per year to team-created, course-specific writing assignments (3x per year) that are comparable across grades and courses.
Alignment	<p><i>How is the student-learning indicator aligned to district priorities?</i></p> <p><i>How does the student-learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</i></p>	<ul style="list-style-type: none"> • The district writing goals for 2014-15 focus on student growth in identifying and citing text evidence in both informational and literature text. • Alignment to the College and Career Ready Anchor (CCRA) Standards in Writing (Research to Build and Present Knowledge - CCSS.ELA-Literacy.CCRA.W.9) "Draw evidence from literary or informational texts to support analysis, reflection, and research"
Measures	<p><i>How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?</i></p> <p><i>How will the measures allow you to track growth in addition to attainment of the targets?</i></p>	<ul style="list-style-type: none"> • Examining and scoring student work using the CCSS-aligned district-writing rubric on team-created, course-specific formative/ interim measures that are aligned and comparable across grades and courses. • Set a single measurable growth target using the rubric • Set a minimum expectation for progress over the course of the school year. • Tie the measurement to critical skills and relevant course content.

Research Support for Goal and Strategies:

Research supports the effectiveness of professional learning that occurs when teachers collectively examine student work using a single multidimensional rubric and engage in the reflective and lively process of team scoring and calibration. The calibration process makes scoring more consistent and aligned to the standards and criteria upon which the rubrics are based (Langer, Colton & Goff, 2003, McClure, 2008, Rhode Island Department of Education, 2013)

Administrator Support Strategies:

- By coordinating and adjusting (as needed) the professional learning opportunities for teachers in team-based, course-specific work that is aligned across grades and subjects, I hope to support teachers' learning and improve instructional practices district-wide with a targeted, specific focus on writing in grades 7-10 English and Social Studies in 2014-15.
- I will support teachers by providing resources:
 1. Formal training in the CCRA-aligned district writing rubric from their peers who helped develop it (One August PD day)
 2. Time to create assessments, examine student work and calibrate their scoring (periodic release time)
 3. Time to collectively identify instructional strategies to improve student writing (regularly scheduled data team time or common planning time).
- I will monitor and adjust my support strategies based on data analysis following assessment periods. I will collect and respond to teacher input during face-to-face visits during teacher team time or department meetings scheduled throughout the year. It is critical to monitor both the interim data and to be informed and respond to other formative data teachers collect.
- **Benefits to Teachers:** It is intended that English and Social Studies teachers will develop a greater understanding of the writing targets and explore instructional strategies to raise achievement in writing.
- **Benefits to Students:** The benefit to students is best described below. This excerpt is taken from the Notes on College and Career Ready Standards for Writing

Strategies

How did the Administrator identify strategies that will support the student-learning indicator?

How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?

What plan is in place to monitor and adjust strategies?

<http://www.corestandards.org/ELA-Literacy/CCRA/W/>

“To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.”