



Leadership/Administrator Example SLIs aligned to [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year](#)



The following example of a **Leadership/Administrator SLI** aligned to the CSDE Flexibilities is designed to cultivate increased capacity of families to support student learning across remote, hybrid, and face-face environments. School Climate Surveys and previous year’s targets were matched against data collected during virtual learning (Spring 2020) to guide both baseline data analysis and highlight the leader/staff strategies that will support improvement regardless of the teaching and learning model. In this scenario, an administrator of a K-5 building addresses one of the focus areas outlined in the flexibilities (supporting distance teaching and learning) by addressing overall family engagement for her school. This SLI recognizes the importance and impact of parents who are equipped with the tools and knowledge and feel efficacious in helping students to be successful.

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

Administrator:	School Assignment: Principal ABC Elementary (K-5)	Date: 11/13/20
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Student Learning Indicator Statement By the end of the 2020-2021 school year all families surveyed will demonstrate positive responses (Agree/Strongly Agree) on questions related to communication and support for learning.		
Component	Guiding Questions	Descriptors
Data Analysis	<p>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 subgroup that has been underperforming at your school?</p> <p>How is the target informed and driven by past performance?</p> <p>How does this student learning indicator address one of the areas described in the 2020-2021 Flexibilities to the Guidelines for Educator Evaluation 2017?</p>	<p>In my own self-assessment (PTA Standard 3 & 5) and the staff self-assessment (PTA Standard 2), I continue to find gaps in our family engagement levels and areas of growth for our school, an integral part of our school’s reopening plan. My leadership team’s school climate subcommittee then compared this data to our school data collected and goals we were working toward last year, the data collected at the end of the year about virtual learning, and family engagement data leading into Fall 2020.</p> <p>For our families, especially our EL families, we identified the following data:</p> <p>Family Climate Survey (June) Based on previous year’s data for questions #4 and #6 - “I feel welcomed and I receive regular communication from my child’s school”: Based on the combined data collected since March 2020:</p> <ul style="list-style-type: none"> 50% of Non-EL families “strongly disagree” (up from 10% in previous year)



		<ul style="list-style-type: none">● 80% of EL families (44) “strongly disagree” (up from 60% in previous year) <p>School Self-Assessment - PTA Standard 2: Communicating Effectively - (August/Sept)</p> <ul style="list-style-type: none">● 70% of staff rated the school in “Level 1 - Emerging” Practice <p>Access/Home Support Survey for Planning (August)</p> <p>In reflecting on what challenged families the most:</p> <ul style="list-style-type: none">● 8% had no challenges with remote learning● 100% of students have access to a device to support remote learning<ul style="list-style-type: none">○ 15% share a device at home○ 20% do not have consistent Internet to support remote learning● 60% of families found assignments were too challenging in some way (cannot support learners)<ul style="list-style-type: none">○ 75% of these families stated that there were not enough live interactions with students○ 50% of these families stated there was not enough feedback provided to students○ 10% of these families were not able to navigate the learning management system/tools (find resources or assignments/ways to submit) <p>Student Reflection Survey (4th & 5th grade) Fall</p> <ul style="list-style-type: none">● 75% found assignments were too challenging<ul style="list-style-type: none">○ 48% identified lack of teacher assistance○ 16% identified providing support for sibling(s)○ 32% identified that parents provided assistance to them and their sibling(s) <p>These data represent our continued concern and need for improvements in our communication and support for families in their support of student learning, especially in virtual environments.</p>
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<p>Alignment</p>	<p>How is the student learning indicator aligned to district priorities?</p> <p>How does the student learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</p>	<p>The district recognizes the importance and impact of parents who are equipped with the tools and knowledge and feel efficacious in helping students to be successful. Therefore we are addressing the following Indicators from the CT Leader Evaluation and Support Rubric 2017 and PTA priority standards:</p> <p>Indicators 1.2: Curriculum, Instruction and Assessment, and 1.3: Continuous Improvement</p> <p>Indicator 4.1 Family, Community and Stakeholder Engagement</p> <p>National PTA Standard 2: Communicating Effectively</p> <p>National PTA Standard 3: Supporting Student Success</p> <p>We are seeking to build capacity of families to support student learning across remote, hybrid, and face-face environments. As we analyze trends associated with access, communication, student voice, and family involvement, we will determine not only where we need to provide support i.e. which of our families are in the greatest need but also, develop responsive approaches to increase family engagement to support learning.</p> <p>Throughout the year, our leadership team will dedicate itself to supporting teachers in improving outcomes associated with virtual learning across all classrooms. Teacher SLOs focused on addressing social and emotional needs of students, and improving student and family engagement with the goal of improved practice towards higher levels of student engagement and, student learning outcomes. Teachers started the school year analyzing the student data collected in our Student Reflection Survey to develop Student Learning Objectives with aligned professional learning plans.</p> <p>If we support improved virtual teaching and learning practices in conjunction with more effective communication with and support for families, then we will see improved student engagement and learning outcomes.</p>
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<p>Measures</p>	<p>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?</p> <p>How will the measures allow you to track growth in addition to attainment of the targets?</p> <p>For 2020-2021: How will you determine measures of accomplishment, and how will these measures allow you to track attainment of the student learning indicators?</p>	<p>As outlined in the Strategies section to follow, we are taking an “all-hands-on-deck” approach to monitor our progress against this SLI and the aligned teacher SLOs. Focus groups, records of communication, observations of practice (supervisory, coach and peer), collective and PLC-based reviews of artifacts, among other strategies will be employed.</p> <ul style="list-style-type: none"> ● Decrease number of families identifying strongly disagree by 100% for aggregate of questions on School Climate Survey related to communications with no more than 5% identifying disagree. ● Decrease number of families identifying strongly disagree by 100% for aggregate of questions on School Climate Survey related to support for student learning with no more than 5% identifying disagree. ● Decrease number of families identifying strongly disagree on aggregate of questions on Access/Home Support Survey for Planning from 75% to no more than 5% relative to live instruction and teacher feedback. ● Decrease number of students identifying a lack of teacher help on the Student Reflection Survey by 100% by June.
<p>Strategies</p>	<p>How did the Administrator identify strategies that will support the student learning indicator?</p> <p>How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?</p> <p>What plan is in place to monitor and adjust strategies?</p>	<p>My school leadership team has been exploring use of NCEE/IER/REL tools and resources and the CSDE’s Full, Equal and Equitable Partnerships with Families to support strategies for more productive and supportive family engagement. Targeted strategies include:</p> <ul style="list-style-type: none"> ● Deliver professional learning for all staff: <ul style="list-style-type: none"> ○ Building productive partnerships with families (e.g., Relationship Building Toolkit) ○ Accessibility (e.g., Google Translate, remote SIOP strategies, Immersive Reader) ● Strategies to engage families in using virtual tools (Flipgrid, scheduling of meetings e.g., Calendly). Improve outreach to families to invite them to participate in quarterly PTA focus groups. ● Improve outreach strategies to ensure that the diversity of the student body is represented.



		<ul style="list-style-type: none">● Make translation and interpretation supports more accessible to families.● Implement a schoolwide plan to ensure communication with all families, including the best time to contact families, preferred methods of communication, and Internet access challenges.● Support staff in creating regular and ongoing opportunities for two-way communication with families. ● Redesign school website with family liaisons to improve organization and accessibility of resources for students and families. Invite families to 'visit' virtual lessons with their child(ren).● Conduct distanced home visits when possible and scheduled check-ins/follow ups with families.● Collaboratively create and implement with all staff a mobile library and resource center. ● All teams are working in PLC's to identify effective strategies to increase relationships and connections with families and students to personalize instruction.● The K-3 team is collaboratively creating short tutorial videos for reading and math for families to support learners.● The 4th-5th teams are:<ul style="list-style-type: none">○ Explicitly teaching CASEL SEL competencies to increase student independence and ownership (ideally to decrease reliance on an adult at home during asynchronous learning).○ Collaboratively developing resources on the school's website to model the use of the strategies teachers are using. ● Data collected through:<ul style="list-style-type: none">○ Observation, reviews of practice, artifact reviews, and collegial conversations.○ Parent focus groups, engagement with PTA, home visits and communication between staff and families.
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