



CONNECTICUT SEED

**Student and Educator Support Specialists
Guidance Document**

Mathematics and English Language Arts (ELA) Coaches

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **Mathematics and English Language Arts (ELA) Coaches**. Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Mathematics and English Language Arts (ELA) Coaches** in public school settings.

OVERVIEW:

- Roles of Mathematics and English Language Arts Coaches:

Mathematics and English Language Arts Coach roles vary within and among public school districts. The responsibilities may include, but are not limited to:

- assisting classroom teachers and other school personnel in improving instruction in all content areas to support reading and or mathematics across the curriculum;
- coordinating and providing professional development and training to teachers;
- working with teachers and other school-wide and/or district-wide personnel in curriculum development and revision as it relates to literacy or mathematics; and
- using assessment data to monitor student progress and design and implement interventions or enrichment to meet students' diverse learning needs.

Mathematics and English Language Arts Coaches may or may not work directly with students. Coaches will work with teachers, administrators and district curriculum coordinators.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload, grade level, course, etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **Math and English Language Arts (ELA) Coaches** given their unique role within school settings.

Sample 1

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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Subject Area: English Language Arts

Population of Students: All 4th Grade Students

Student Learning Objective Focus Statement:

Students will read closely and analytically to comprehend a range of increasingly complex literacy and informational texts.

Baseline Data:

On the school year assessment, 75% of students had scored at the proficient level.

On the spring NWEA MAP Assessments, 60% of students were at the 50th percentile or higher in their RIT Score achievement; this was a slight increase from 45% of students after the fall NWEA MAP Assessment administration.

Indicator(s) of Academic Growth and Development:

1. 85% of the students in grade 4 will perform at the proficient level on an end-of-year assessment of reading using a school-based rubric.
2. 75% of students will achieve Reading RIT scores at the 50th percentile or higher by the spring administration of the NWEA MAP assessment.

Standards and Learning Content:

Common Core State Standards (CCSS) English Language Arts:

Reading anchor standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Sample 2

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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Subject Area: Mathematics

Population of Students: All 7th grade students

Student Learning Objective Focus Statement:

Students will clearly and precisely construct viable arguments to support their own reasoning about appropriate grade level content, and to critique the reasoning of others.

Baseline Data:

At the beginning of this school year, 40% of grade 7 students scored at the proficient level on the Standards for Mathematical Practice-3 (SMP-3).

At the end of last school year, 80% of my grade 7 students scored at the proficient level on at least three of the benchmark assessments of SMP-3, up from 60% of my students at the beginning of the school year.

Indicator(s) of Academic Growth and Development:

1. 70% of the students in grade 7 will perform at the proficient level (using the school-based rubric) on at least three district benchmark assessments of SMP-3.

Standards and Learning Content:

Common Core State Standards (CCSS) Mathematics:

Ratio and Proportional Relationships Expressions and Equations

Number System

Sample 3

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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Subject Area: English Language Arts

Population of Students: All 1st grade students

Student Learning Objective Focus Statement:

Students can produce effective and well-grounded writing for a range of purposes and audiences.

Baseline Data:

At the beginning of last school year, 30% of 1st grade students scored proficient on their writing assessment based on the school-wide writing rubric.

At the end of last school year, 80% of 1st grade students scored at or above the proficient level in their writing assignments based on the school-wide writing rubric.

Indicator(s) of Academic Growth and Development:

1. 90% of the students in grade 1 will perform at least at the proficient level or higher, using the school-based writing rubric by the end of 1st grade.

Standards and Learning Content:

Common Core State Standards (CCSS) English Language Arts:

Writing anchor standard 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Sample 4

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
 - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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Subject Area: Mathematics

Population of Students: Algebra II students

Student Learning Objective Focus Statement:

Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems using high school content.

Baseline Data:

At the beginning of this school year, 40% of my Algebra II students scored at the proficient level on the SMP-3.

At the end of last school year, 80% of my Algebra II students scored at the proficient level on at least three of the benchmark assessments of SMP-3, up from 60% at the beginning of the school year.

Indicator(s) of Academic Growth and Development:

1. 75% of the students in Algebra II will perform at the proficient level (using the school-based rubric) on three of the four benchmark assessments of SMP-4.

Standards and Learning Content:

Common Core State Standards (CCSS) Standards for Mathematical Practice-3 (SMP-3):
Measured through Claim #4 from the Smarter Balanced Assessment (SBAC)

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The Common Core of Teaching Rubric for Effective Teaching is recommended for these professionals.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

Feedback from stakeholders should measure the following indicators:

- Provides clear objectives to teachers and students;
- Designs and assists in planning learning opportunities that allow for the widest possible range of students to fully participate in the learning according to their needs and abilities;
- Designs and assists in planning that accurately reflects what all students should know and be able to do along the way to the goal of college and career readiness;
- Responds in a timely manner to teachers, parents and administrators;
- Works with district staff and individual and teams of teachers to analyze data and to support the implementation of data-based instruction;
- Demonstrates and clearly communicates understanding of the standards and instructional shifts required to support student learning according to the standards;
- Is able to implement, support and explain curriculum and performance standards; and
- Is able to present the subject matter in a well-organized manner.

RESOURCES:

Common Core State Standards Initiative (2012). *Implementing the common core state standards*. Retrieved from <http://www.corestandards.org>

Connecticut State Department of Education (2002-2012). *Curriculum & instruction*. Retrieved from <http://www.corestandards.org>

Connecticut's System for Educator Evaluation and Development (SEED). (ND). Retrieved from <http://www.connecticutseed.org>

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