

# *Student Growth Guidance for Principal Growth and Evaluation*

School leaders are evaluated every year, in a process that is most effectively centered around professional growth and collaboration with their supervisor. School leaders and supervisors are urged to focus on the conversation around student academic achievement and collaborate on a plan for future next steps as they consider the Student Growth areas of the Leadership Framework.

General Principles for Student Growth Goals: Principals

- The components involving student growth all reflect growth measures of student achievement rather than principal actions. The school leader is accountable for creating a culture of reflection, analysis and focus on student academic progress within their building and school community.
- School leaders seek information from teachers about how teachers are designing the learning and using formative student data to modify their instruction

## **Guiding Questions for Reflection on Student Growth: Principals**

It is suggested that a school leader on a modified Comprehensive Evaluation select **one** of the components associated with Student Growth (3.5, 5.4, or 8.4) for the 2020-2021 school year only. The rubrics for these components have not changed.

**3.5:** Analyze the growth of all or most of the students in the school which is an outgrowth of specific data analysis and the implementation of the plans to improve student achievement, including the School Improvement Plan.

**5.4:** Analyze the growth of students assigned to a set of teachers that a principal identifies.

**8.4:** Analyze subsets of the student population that are identified for the purpose of closing opportunity and achievement gaps between these subsets and the student population as a whole.

## **Suggested Reflective Questions for 3.5, 5.4 and 8.4**

No or Minimal Improvement in Student Academic Growth

- What are some possible factors that may have caused no academic growth?
- What do teachers have to say about this result?
- What do teachers have to say about their perception of what may have impeded the learning in this area?
- What do teachers believe would be helpful in this area?



#### Measurable Improvement in Student Academic Growth

- What do teachers have to say about how they supported the growth in these areas?
- What do teachers see as important to their success?
- What do the teachers see as ways to continue and improve upon this success?
- What are your takeaways as a school leader with regards to this specific academic achievement? Is there a certain strategy or system you can credit to this growth? What will you suggest teachers repeat? What will you suggest teachers eliminate? What will you suggest teachers do differently?

#### Significant Improvement in Student Achievement Growth

- What are the reasons/factors that you believe contributed to this significant academic growth?
- What would teachers say about 'next steps' to continue the pattern of significant academic growth?
- What are your takeaways as a school leader with regard to the School Improvement Process? What will you repeat? What will you eliminate? What will you do differently?