

Implementing a Quality SLT Process to Drive Student Achievement

Teacher Leader Summit

New Orleans • 2017

Stephen Zafirau, St. John the Baptist Parish



Opening Question

Reflect on the current state of the SLT process in your district or school.

- What percent of teacher SLT's do you think reflect the right expectations for students and teachers?
- How do you know?

How this Process Began in St. John the Baptist Parish

Key Questions We Asked:

- Are common district assessments driving instruction?
- Is our SLT process meaningful?
- Does meeting an SLT translate into student achievement?

What Talk About Assessments and SLT's Should Sound Like in Our District

Less of this.....	More of this.....
“Doing SLT’s”	“Setting meaningful goals”
“Making sure kids get tested”	“Using assessment data to inform and drive instruction”
“Making sure we’re following the district’s policies”	“Using district resources to help grow our schools”

Key Areas of District-Level Work in Implementing an Effective SLT Process

1. Utilizing high-quality common assessments
2. Providing data and tools to drive goal-setting
3. Modeling and reinforcing goal-setting as a human process

Utilizing High-Quality Common Assessments: Three Key Questions

Quality

Are our district assessments aligned to EOY state assessments?

Quantity

Are all assessments necessary for teaching and learning?

Purpose

Are district assessments meaningful to schools, teachers and students?

Self-Assessment on Assessments

Take the “Self Assessment on Assessments” (the yellow sheet)

- How well would you say your assessments are working in your school or district?
 - Quality: Are they aligned to the standards/ EOY assessments?
 - Quantity: Is every assessment a necessary assessment?
 - Purpose: To what extent are they meaningful to teachers, students, and administrators?
- **How do you know?**

SJBP's Key Actions on Assessments

- **Quality**

- Items directly modeled on EOY items

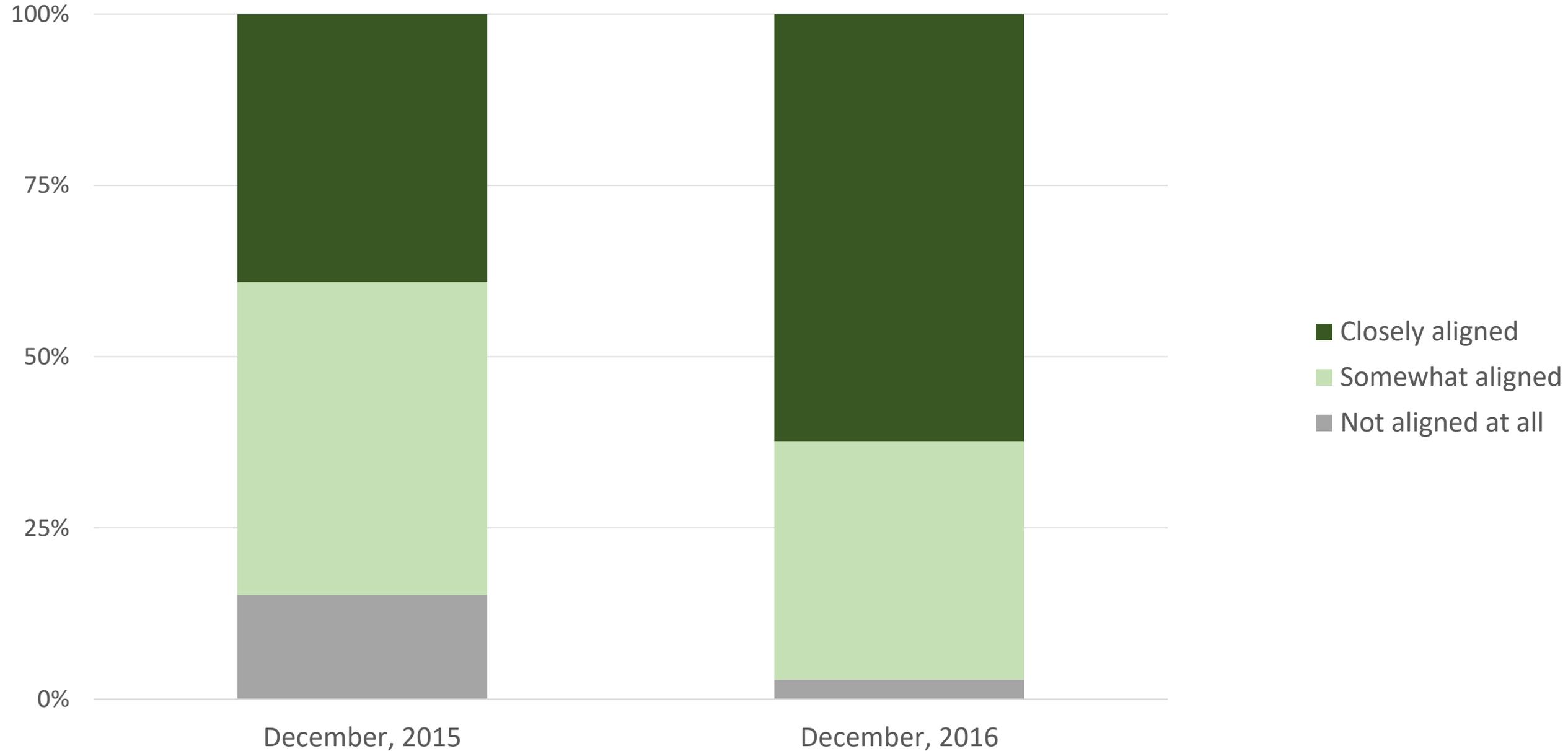
- **Quantity:**

- Elimination of unnecessary assessments

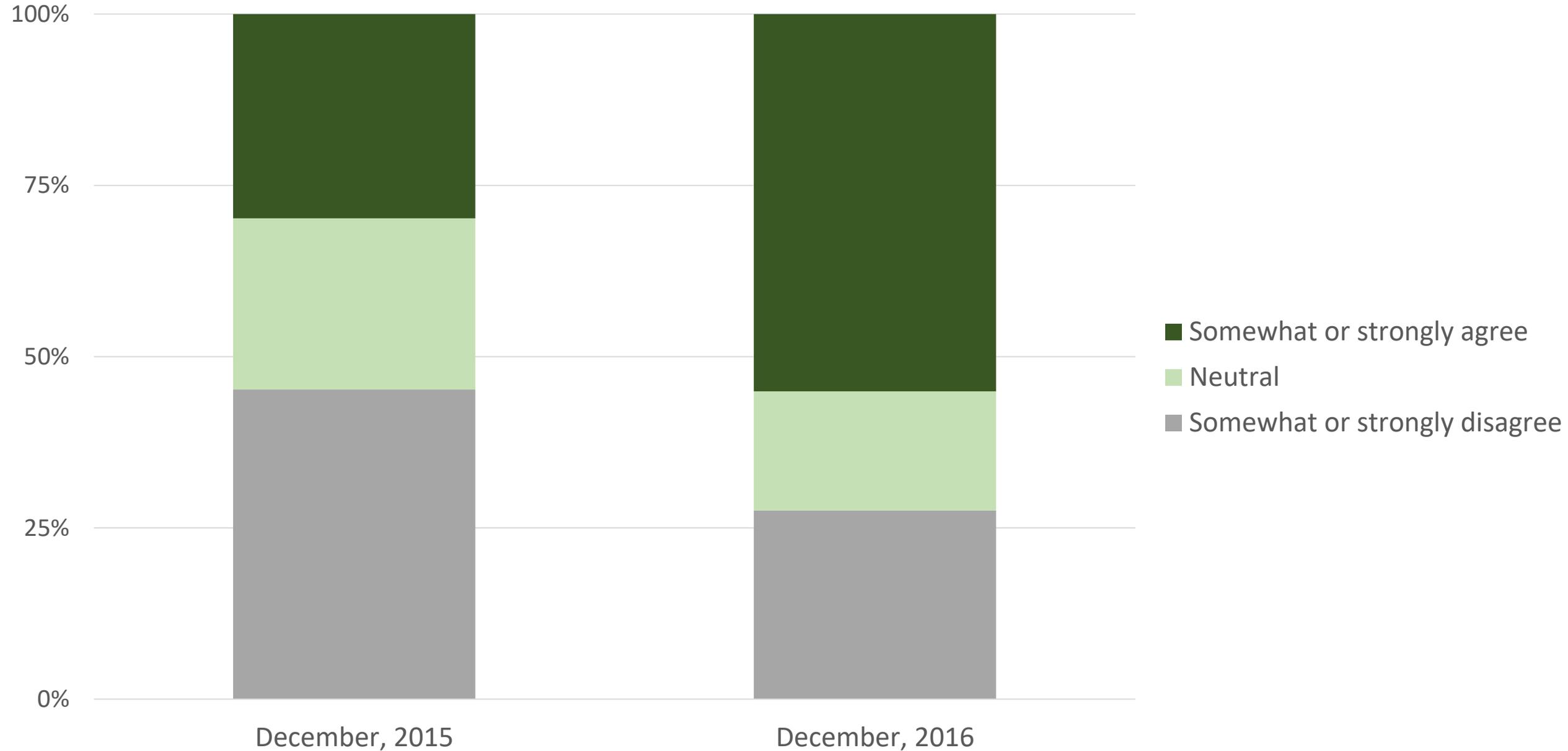
- **Purpose**

- Transparency on assessment content and process
- Concerted messaging and clarification

Teacher Survey Question: “How aligned would you say that SJBP's quarterly benchmark assessments are to the standards/ EOY state testing?”



Teacher Survey Question: "Quarterly benchmark assessments are an essential part of how I assess students in my class."



Providing Data and Tools to Drive Goal-Setting

Identify possible measures and assessments to answer the following.

How do we know what students know at the beginning of the year?

How do we know how students are learning throughout the year?

How do we know what students know at the end of the year?

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SJBP's Answers

Identify possible measures and assessments to answer the following.

How do we know what students know at the beginning of the year?	How do we know how students are learning throughout the year?	How do we know what students know at the end of the year?
<ul style="list-style-type: none">• Last year's EOY test scores• Diagnostic assessments• Preassessments	<ul style="list-style-type: none">• District Benchmark Assessments• Other common assessments	<ul style="list-style-type: none">• EOY test results• Final District Postassessments• Teacher-made postassessment

Why Preassessments are Not a Best Practice

In 2015-2016, SJBP students....

- Took comprehensive preassessments aligned to content for the upcoming school year
- Spent approximately 23,000 instructional hours taking Preassessments!

After all of this, what did we do with this data?

Providing the Right Data and Tools for Meaningful Goal-setting

Once sound metrics are in place, develop the right:

- Data
- Tools for tracking

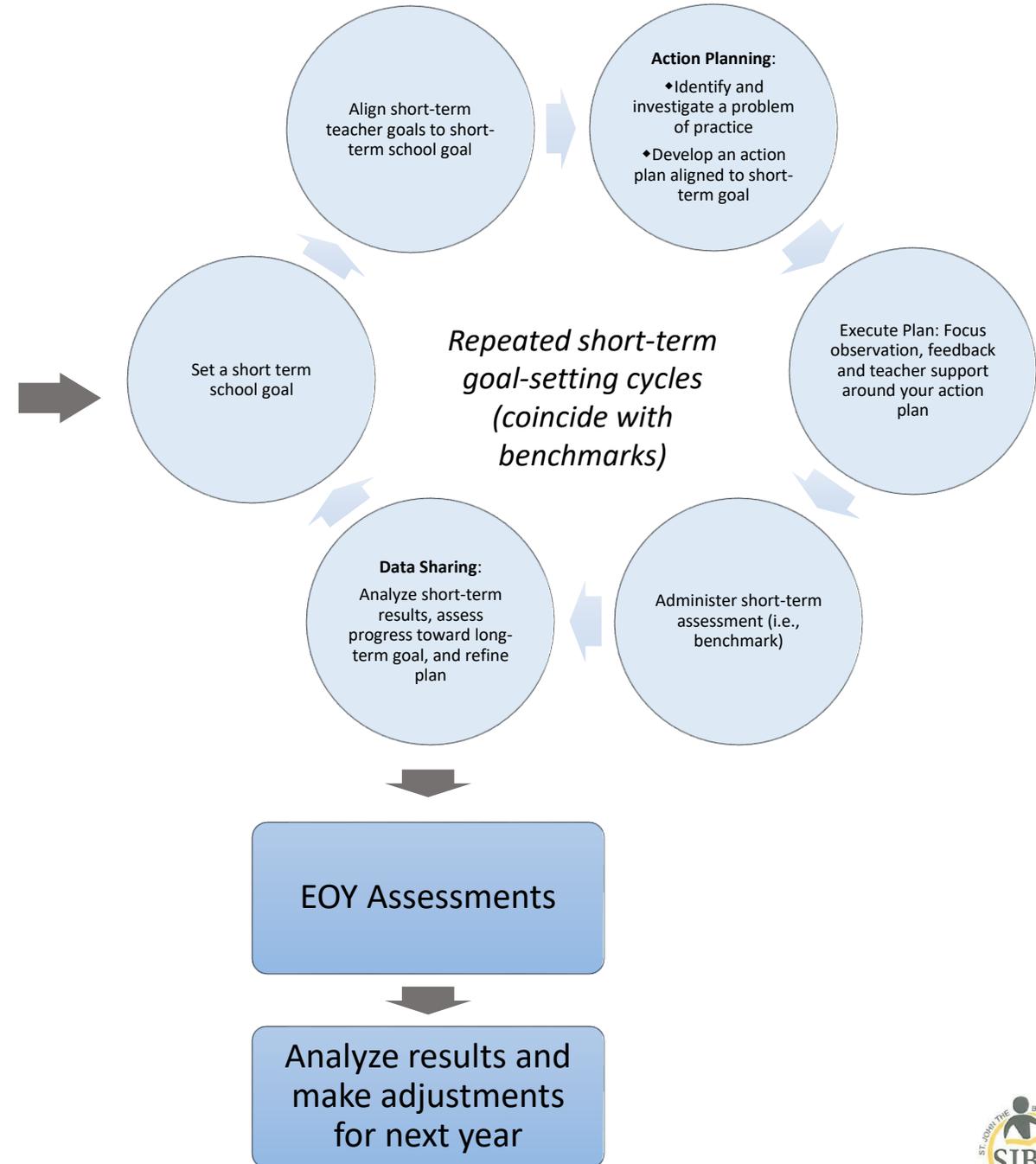
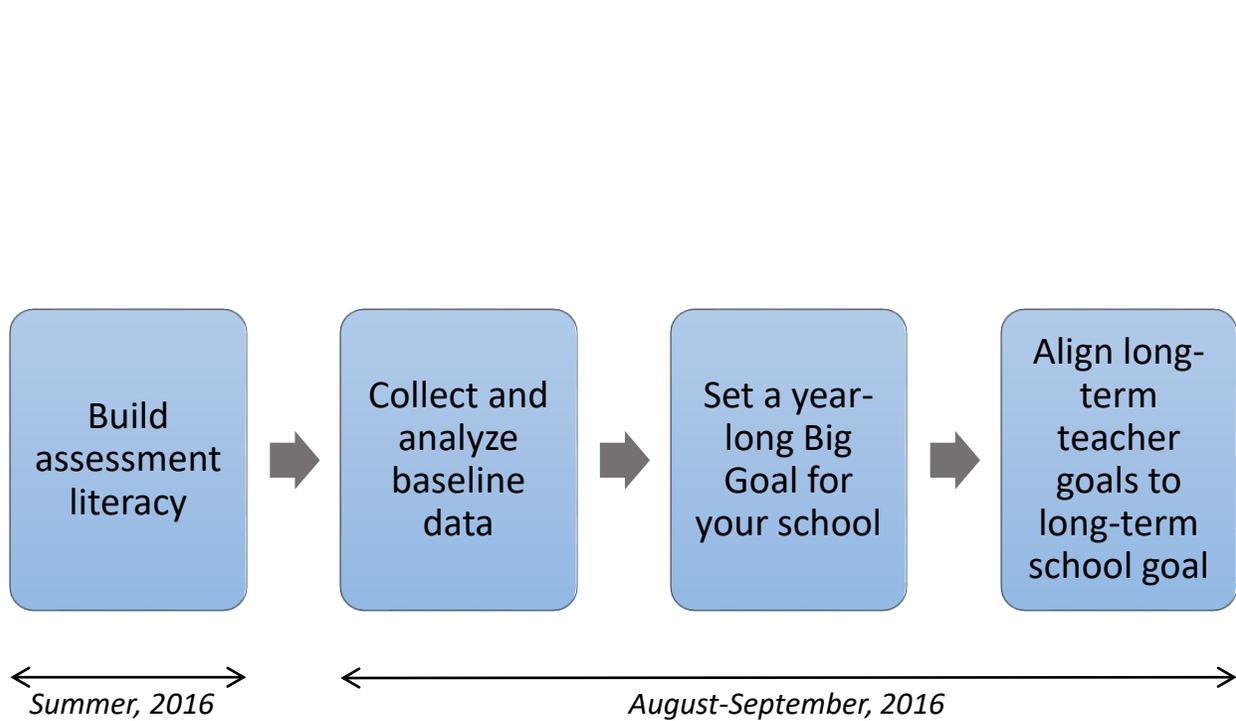
Modeling and Reinforcing Goal-setting as a Human Process

Principal and Master Teacher PD Focus on Goalsetting Conversations

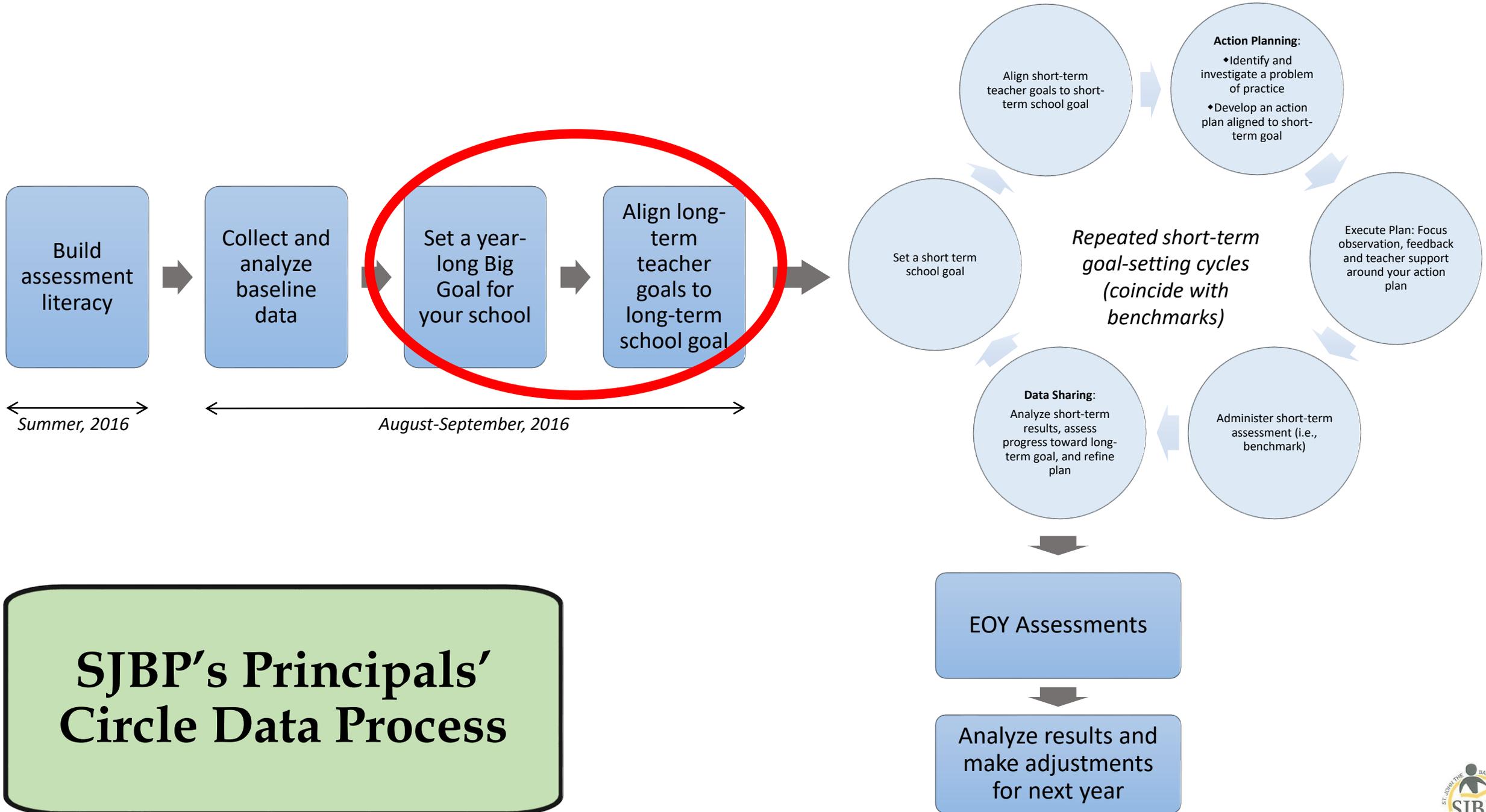
- How to look at data and have reflective conversations about student goals with teachers

Principal PLC focus on goal-setting:

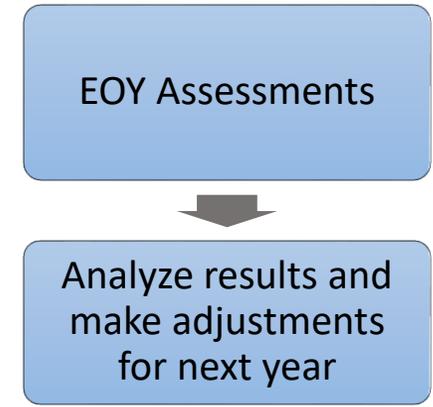
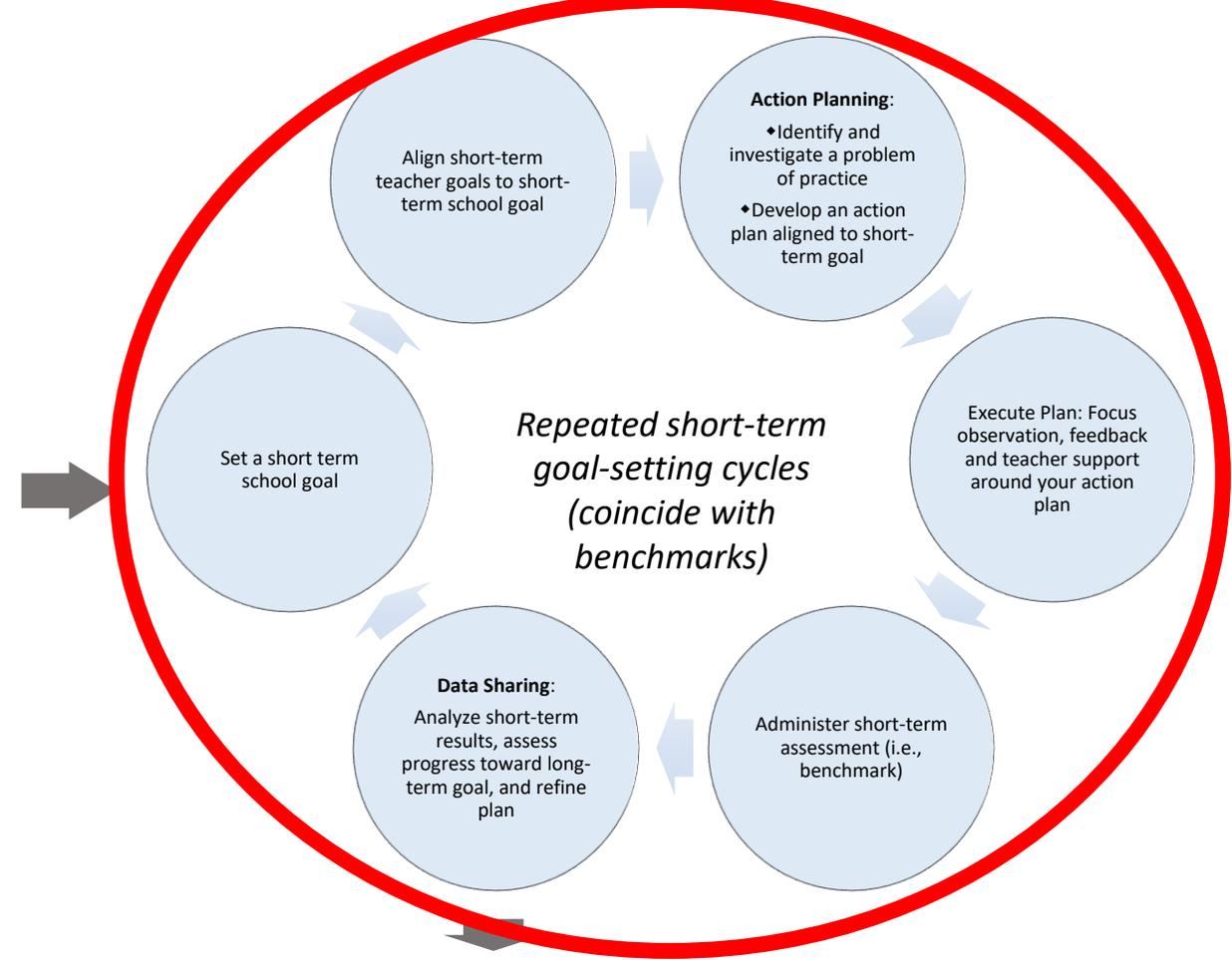
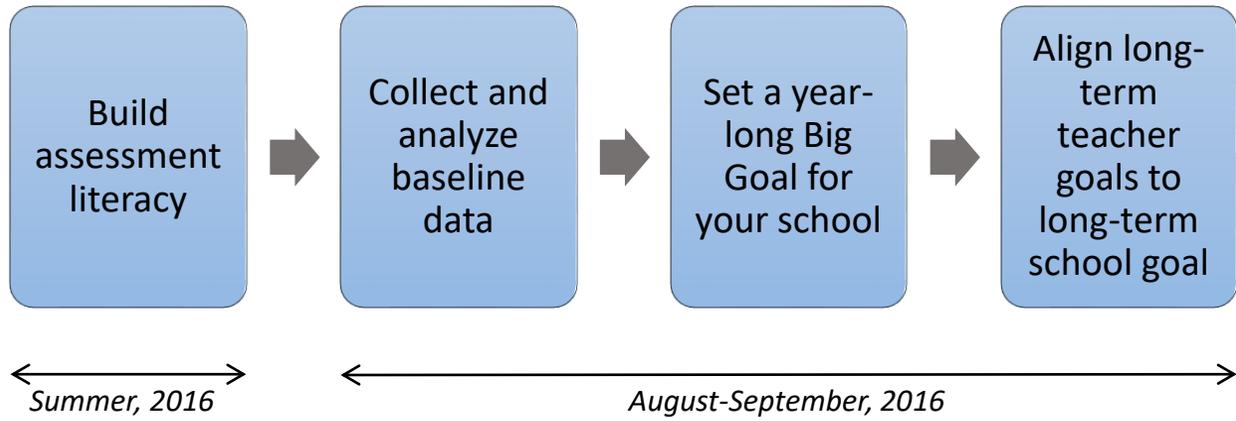
- What specific and measurable goals do you have for your school?
- What actions will most lead to those goals to be reached?
- How do you know whether or not those goals are being met?



SJBP's Principals' Circle Data Process



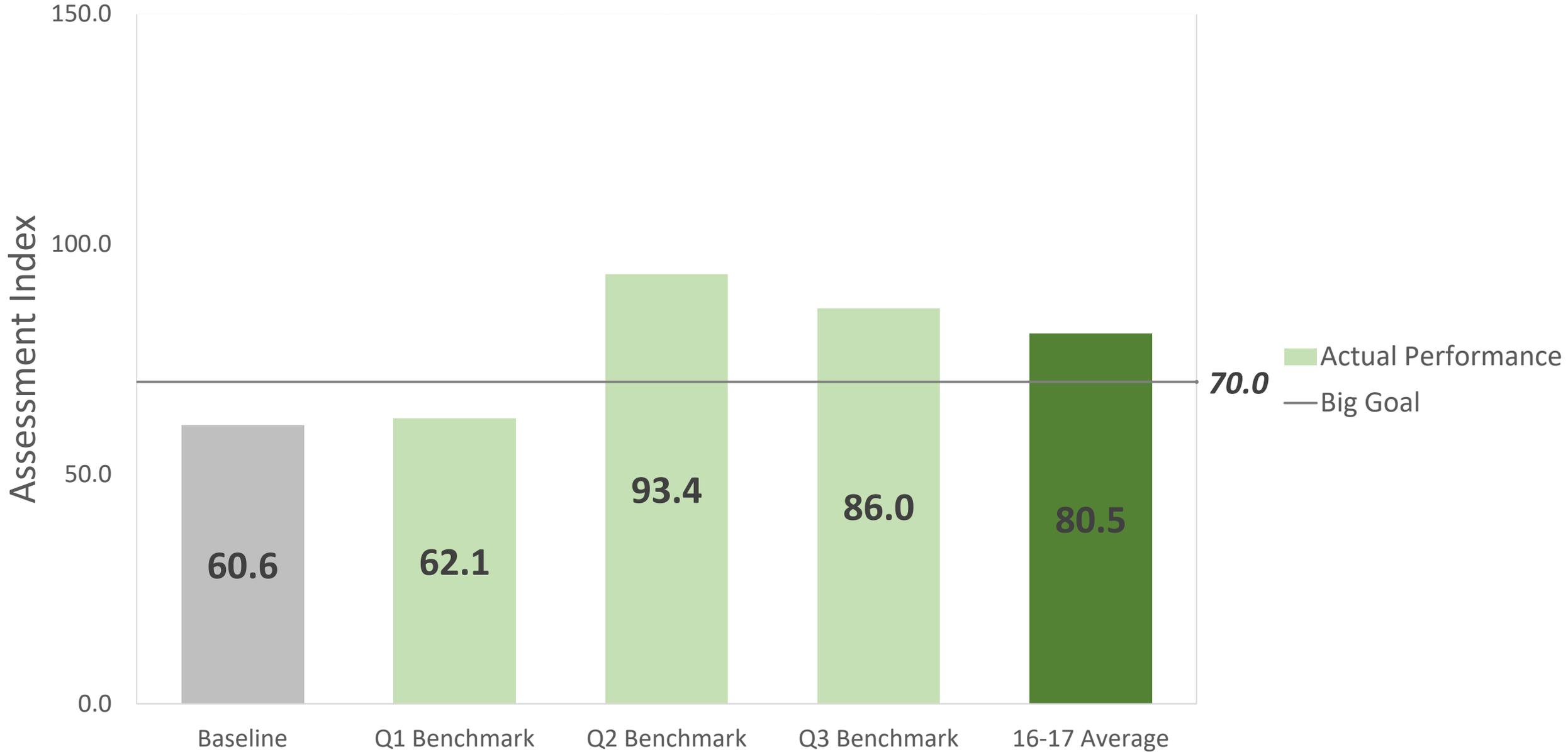
SJBP's Principals' Circle Data Process



SJBP's Principals' Circle Data Process

School's Progress Toward Its “Big Goal” for AI Growth

Overall Assessment Index from August, 2016 Baseline to Q3 Benchmark Assessment



Closing: Some Key Questions

- Do you have common assessments?
- Do you have evidence as to how well your common assessments are working?
- Do you have a “theory of action” about how your common assessments *should* work?
- Does your SLT process support your “theory of action” about your assessments?



Additional Resources

Assessment Guidance

- [LDOE District Assessment Guide](#)
- [Sample District Strategic Assessment Plans](#)

Assessment Audit Tools

- [“Fewer and Better Local Assessments: A Toolkit for Educators”](#)
- [SJBPA Assessment Audit Sample Online Survey](#)

SLT Samples

- [Teacher SLT Samples](#)
- [K-2 Teacher SLT Samples](#)

Session Presenter:

Stephen Zafirau (szafirau@stjohn.k12.la.us)

St. John the Baptist Parish Public Schools

Questions or Comments?