

Guiding Questions for Administrator's Student Learning Objectives

An Ohio Principal Evaluation System working group of administrators from throughout Ohio assisted the Ohio Department of Education in developing the following list of possible questions to use in developing student learning objectives at a building level. The questions are initial queries to consider asking before starting the Administrator Student Learning Objective template posted under Resources on the department's [Principal Evaluation Web page](#). Please understand that principals do not need to answer every question in developing the objectives, but can use these as guides to focus and develop each step along the writing process.

The guiding questions also are a great outline for conversations between the principal and the evaluator or superintendent as they work together to build the best student learning objectives possible. Doing this process alone could be a difficult task. Principals who discuss the questions with colleagues and evaluators will gain support in developing strong student learning objectives.

School and System Connections

Does your student learning objective:

- Align to school and district goals and priorities?
- Align to the evaluation and understanding of the teacher student learning objectives?
- Draw on the same baseline and trend data as the teachers' student learning objectives and/or school and district goals and priorities?
- Who is collaborating with you in developing the student learning objective and evaluating results?

Baseline and Trend Data

1. What baseline and trend data are readily available among state assessment results, vendor data, teacher student growth measure scores, etc.?
2. When you analyzed baseline and trend data, what student academic strengths and weaknesses do you reveal?
3. What did your data analysis help you identify as areas for meaningful student growth?
4. What is the rationale for using the chosen data for this student learning objective?

Student Population Identified for Improvement

1. Which student groups did you target for this student learning objective, if the entire student population is not targeted?
2. What are the specific characteristics of these students (For example, what is their grade level? Are they gifted or do they have special needs?)
3. How are these student groups representative of the whole population of students?
4. Are there contextual factors that will impact student growth?
5. Did you target as many students as possible for improvement with this student learning objective?
6. Did you inadvertently exclude any subgroups of students with this learning objective?
7. What is the rationale for choosing the student groups targeted for this learning objective?

Interval of Instruction

1. What is the duration of the course of study or term for the student learning objective?
2. If not the length of the school year, what is the rationale for the shorter term?

Standards and Content

1. How will the student learning objective address applicable content standards (state and/or national)?
 - a. Choose a priority standard that encompasses many skills.
 - b. Consider a priority standard that supports multiple content areas.
2. Is the content of the standards cited consistent with the data analysis for this student learning objective?
 - a. After analyzing data, how will you ensure the standards of focus support the skills required to intervene and help students grow? Alignment between data, assessment and standards are key for a student learning objective to impact student learning and the teacher's instructional focus.
3. Are the content and standards aligned with building and district priorities?
 - a. Link the standards to district Ohio Improvement Process or Continuous Improvement Plan goals to help teachers make purposeful connections between their work and the school and district.

Assessments

1. Are available assessments aligned with the appropriate content, standards, etc.? Analyze what your district presently is administering. You may not need to look beyond state assessments. If necessary, you may look at vendor assessments adopted by your district.
2. Do available assessments have the "stretch" needed, so that students of *all* ability levels can demonstrate learning?
3. Will the available assessments be "tiered" to measure all ability levels?
4. Will you need supplemental assessments to measure all ability levels?

Growth Target

1. How are you using baseline and trend data to determine appropriate growth?
2. Are all growth targets developmentally appropriate?
3. Are tiered targets needed so that all students may demonstrate growth?
4. Are the goals for student growth ambitious yet attainable?
5. Do the growth targets reflect high expectations among all students?
6. Are you using the same assessment to evaluate student progress and growth among the targeted group or groups?
7. Are growth targets aligned with the identified standards, district priorities and course objectives?

Rationale (Bring together the rationale for the seven preceding areas)

1. Are these targeted improvements congruent with teacher, building or district improvement goals?
2. Are these expectations rigorous for students, teachers, and administrators?

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