Administrator Student Achievement Objective (SAO) Initial Review
Journey Directions 2022-2023

NOTE: It is strongly recommended that Google Chrome or Microsoft Edge be used when completing any task in Journey.

1. Log into Journey – User Name: (firstname.lastname) Password: Active Directory/Email Password

2. Under the Supervisor Notifications section on your Journey screen, click the link to review the list of submitted SAOs.

   You can click an individual teacher link to open a SAO for review, or you can go to the SAO Action Center and select 'Conduct Initial Review' to load the worksheet.

Reviewing the **Learning Goal** component of the SAO

3. Read the teacher's responses to the Learning Goal prompts and planning questions.

4. During the virtual or face to face conference with the teacher, consider using some of the questions below to gain a greater understanding and to help with your review of the goal. These questions are also found in Journey in the SAO Rubric panel for the Learning Goal.

Questions to Consider Asking Teachers about the Learning Goal
Is the learning goal clear? In other words, what are the specific knowledge and skills students will learn based on grade-level content standards?
How will students demonstrate evidence of their learning?
Is the learning goal a "slice" of the curriculum considering its "grain size" (not too big, but not too small, but just right) and does it extend throughout an entire year (not just one or two units)?
Is the goal focused on the essential (or priority) standards within the curriculum? What makes this learning goal a priority over other parts of the curriculum?
Does the learning goal expect students to demonstrate deep understanding of the content? Discuss the Depth of Knowledge (DOK) expected from the learning goal; does the identified DOK match your thinking? Is this DOK level appropriate for the students identified, considering the grade level and course standards?
Discuss the expectations of students' achievement of the learning goal. This is not about the targets that are set, but rather discuss whether the instruction, strategies, and time that are planned are sufficient for students. What other instruction and time expectations or constraints should be considered?
Does the learning goal section of the SAO rate as 'Acceptable Quality', 'Quality Needs Improvement', or 'Insufficient Quality'? If either of the latter, what specific comments would you provide to the teacher?

5. Read the Rubric for Rating the Quality of the Learning Goal

6. Click the 'Select This Rating' button to identify the appropriate rating for the Learning Goal.

7. If the rating is 'Quality Needs Improvement' or 'Insufficient', a required feedback box will appear. Provide feedback regarding the selection of this rubric rating level.

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Reviewing the **Assessments and Scoring** component of the SAO

8. Read the teacher's responses to the Assessments and Scoring prompts and planning questions.

9. During the virtual or face to face conference with the teacher, **examine the actual assessments and scoring guides and/or rubrics the teacher is required to provide**. Teachers are unable to upload documents in Journey, so the actual assessments and scoring guides and/or rubrics must be shared via email or a shared drive. **Provide feedback as necessary to ensure assessments and scoring guides are high quality and ALIGNED to the knowledge and skills students are expected to know and demonstrate in the Learning Goal.**

10. Consider using some of the questions below to gain a greater understanding and to help with your review of the Assessments. These questions are also found in Journey in the SAO Rubric panel for the Assessments section.

Questions to Consider Asking Teachers about the Assessments and Scoring
Examine a sample of one of the formative assessments the teacher plans to use to monitor student progress. Consider the <u>formative assessments</u> that have been identified to monitor student progress toward the learning goal. a. Do the formative assessments provide the information necessary to allow the teacher to adjust instruction, and provide differentiation and personalized instruction? b. Is there additional information that you think the teacher needs to know that won't be gained from the formative assessment process?
Examine a sample of one of the summative assessments the teacher plans to use to monitor student progress. <u>Summative assessments</u> should constitute a "body of evidence" that students are able to <u>independently</u> demonstrate understanding of the learning goal. a. Do the assessments align to the content described in the learning goal? b. Do the assessments align to the DOK described in the learning goal? c. Does the scoring guide/rubric measure the content and DOK expectations described in the learning goal and assessments? Examine the scoring guide/rubric during the initial review conference.
Would you identify different assessments, either formative or summative, and/or rubrics that the teacher should use to measure the learning goal? Explain why and what other assessments you would recommend they use in their place.
What are the expectations for the student work at <u>each level of performance within the rubric or scoring guide</u>? (success criteria). Is a <u>specific</u> <u>description</u> for <u>each level</u> of performance included in the rubric or scoring guide?
Does the Assessments and Scoring section of the SAO rate as 'Acceptable Quality', 'Quality Needs Improvement', or 'Insufficient Quality'? If either of the latter, what specific comments would you provide to the teacher?

11. Read the Rubric for Rating the Quality of the Assessments and Scoring.

12. Click the 'Select This Rating' button to identify the appropriate rating for the Assessments.

13. If the rating is 'Quality Needs Improvement' or 'Insufficient', a required feedback box will appear. Provide feedback regarding the selection of this rubric rating level.

Reviewing the **Targets** component of the SAO

14. Read the teacher's responses to the prompts and planning questions for:
    (1) Defining the Performance Measures
    (2) Defining the Student Achievement Levels
    (3) Assigning Students to Target Levels

15. During the virtual or face to face conference with the teacher, **examine the actual student baseline data and student work/assessments the teacher is required to provide.** Teachers are unable to upload documents in Journey, so the actual student baseline data and student work/assessments must be shared via email or a shared drive. Ensure the baseline data is accurate and a true picture of each student's "starting level". Baseline data should include a minimum of 3 different data points.

16. Consider using some of the questions below to gain a greater understanding and to help with your review of the Targets. These questions are also found in Journey in the SAO Rubric panel for the Targets section.

17. Read the Rubric for Rating the Quality of the Targets.

18. Click the 'Select This Rating' button to identify the appropriate rating for the Targets.

19. If the rating is 'Quality Needs Improvement' or 'Insufficient', a required feedback box will appear. Provide feedback regarding the selection of this rubric rating level.

Questions to Consider Asking Teachers about the Targets
Examine the baseline information the teacher provided. Are at least 3 data sources used by the teacher to make decisions? Does the baseline information used to determine students starting performance align to the expectations of the learning goal? In other words, did the teacher select the "right" information to use for the learning goal or do you think different data/information should have been analyzed and included? Explain your thinking either way.
Does the baseline data used to place students in the levels make sense? In other words, are the number of groupings and identification of students in those groups logical? If not, why and what would you suggest to the teacher?
Do the targets appear possible for all students to realistically attain, while also representing a rigorous interval of learning with an effective teacher? How do you know? If not, what would you suggest to the teacher?
What are the specific performance outcomes expected of students in each end of the year target level? (Are the teacher's responses specific?)
What is the expected end of year outcome data for students in each target level? (i.e., cut-scores) Are the teacher's responses specific?

> Does the Targets section of the SAO rate as 'Acceptable Quality', 'Quality Needs Improvement', or 'Insufficient Quality'? If either of the latter, what specific comments would you provide to the teacher?

20. If all three components of the SAO are rated as 'Acceptable Quality', the 'Approve SAO Worksheet' button will become active. Click the button to approve the SAO. The teacher will get an automated email notification that the SAO has been approved.

21. If any component of the SAO was rated other than 'Acceptable Quality', the 'Return to Employee' button will be active. Click the button to send the SAO back to the teacher for required revisions.

    The teacher will receive an automated email notification that the SAO has been returned with some recommendations for changes.

    Once the teacher makes revisions and resubmits the SAO to his/her supervisor in Journey, the SAO worksheet will be available to you again for further review.

IMPORTANT NOTE:

SAO initial review conferences may occur virtually or face to face depending on each individual situation. During the virtual or face to face conference with the teacher, administrators should examine several resources the teacher will be using for the SAO. Teachers are unable to upload documents in Journey, so if a virtual conference is being conducted the actual assessments, scoring guides and/or rubrics, actual student baseline data, and student work/assessments to gauge the baseline levels must be shared via email or a shared drive for administrator review. Teachers should work with their administrators to determine the most appropriate way to share this information in a meaningful way.

To view a multitude of SAO resources, including the evaluation timelines, use the link below.

http://thehub.polk-fl.net/pd/sao/