

High Effect Size Indicators (2012)

Student learning needs and faculty and leadership development needs will vary from school to school and from district to district. However, contemporary research reveals a core of instructional and leadership strategies that have a higher probability than most of positively impacting student learning in significant ways. The indicators below link formative feedback and evaluation to contemporary research on practices that have a positive impact on student learning growth.

- Research on the cause and effect relationships between instructional and leadership strategies and student outcomes address the effect size of a strategy: What degree of impact does it have?
- In the context of district instructional and leadership evaluation systems, effect size is a statistical estimation of the influence a strategy or practice has on student learning. Effect size calculations result from statistical analyses in research focused on student learning where the correct and appropriate use of a strategy yields better student learning growth than when the strategy is not used or is used incorrectly or inappropriately.
- In research terms, those strategies often identified as “high effect size” are those with higher probabilities of improving student learning.

Classroom teachers need a repertoire of strategies with a positive effect size so that what they are able to do instructionally, after adapting to classroom conditions, has a reasonable chance of getting positive results. As school leaders and mentor teachers begin to focus on feedback to colleagues to improve proficiency on practices that improve student learning growth, emphasis should be on those strategies that have a high effect size. Where every Florida classroom teacher and school leader has a core repertoire of highly effective practices, progress on student learning is accelerated.

The Department’s identified set of indicators on high effect size instructional and leadership strategies with a causal relationship to student learning growth constitute priority issues for deliberate practice and faculty development.

Classroom Teacher High Effect Indicators

Learning Goal with Scales:

The teacher provides students with clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

Tracking Student Progress: The teacher facilitates the tracking of student progress on learning goals using a formative approach to assessment.

Established Content Standards: The teacher ensures that lesson and unit plans are aligned with established state content standards identified by the state and the manner in which that content should be sequenced.

Multi-tiered System of Supports: The teacher provides a learning environment with multiple tiers of support to meet individual needs and affect positive change.

Tracking Rate of Progress: The teacher’s implementation of a multi-tiered system of supports (MTSS) routinely collects, analyzes, and uses on-going progress monitoring data to evaluate student rate of progress aligned with behavioral and grade-level academic standards.

Clear Goals: The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Text Complexity: The teacher cognitively challenges students through the use of “complex text” to learn content information and routinely includes close reading, rereading, and use of dependent questions to deepen student understanding of text incorporating these two processes:

- writing in response to text
- text-based discussions with students

ESOL Students: The teacher provides instruction to ESOL students on the development of the English language learners’ ability to produce and respond to spoken and written English texts, from pronunciation and formation of individual sounds and letters, through word and sentence level, to patterns of text structure utilizing the appropriate ESOL teaching strategies.

School Leadership High Effect Indicators

Feedback Practices: The school leader monitors, evaluates proficiency, and provides timely feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Facilitating Professional Learning: The school leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Clear Goals and Expectations: The school leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills; communicates student expectations and performance information to students, parents, and community; and ensures that the faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Instructional Resources: The school leader maximizes the impact of school personnel and fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

High Effect Size Strategies: The school leader takes actions to ensure that instructional personnel receive recurring feedback on their proficiency in high effect size instructional strategies.

Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. The following indicators relate to leadership focused on specific instructional improvement initiatives:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
 - writing in response to text
 - text-based discussions with students

- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)

References to contemporary research on instructional and leadership strategies may be found at www.fldoe.org/profdev/pa.asp. These research findings provide guidance on instructional and leadership practices that support professional growth and student learning growth.