

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

Concussion Education

This guide is intended to serve as a tool to assist administrators in developing Student Learning Indicators.

Administrator: Athletic Director

School/Assignment: District/High School

Date: 2015-16

Student Learning Indicator Statement: Student athletes will be provided with concussion education training as part of the Public Act 14-66: An Act Concerning Youth Athletics and Concussions. Upon completion of the training, 80% of the student athletes will be able to correctly respond to a three-question review of the critical areas of concussion education.

Component	Guiding Questions	Descriptors
Data Analysis	<p><i>How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?</i></p> <p><i>How is the target informed and driven by past performance?</i></p>	<ul style="list-style-type: none"> • Student athletes need to be aware of the signs and symptoms of concussions along with the risks associated with athletic participation. • The target was established to allow for review of concussion material with younger student athletes who require further guidance.
Alignment	<p><i>How is the student learning indicator aligned to district priorities?</i></p> <p><i>How does the student learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</i></p>	<ul style="list-style-type: none"> • The indicator aligns with a state law (Public Act 14-66) that emphasizes the safety and welfare of student athletes, which is the primary responsibility of an athletic director. • The indicator provides further information to student athletes about the importance of reporting any symptoms that resemble a concussion immediately and also supports their understanding of the necessary steps in return to participation from a concussion.
Measures	<p><i>How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?</i></p> <p><i>How will the measures allow you to track growth in addition to attainment of the targets?</i></p>	<ul style="list-style-type: none"> • Student athlete assessments will be logged and monitored by season and for the individual student athlete. • A multisport student athlete will be required to take the assessment for each season and can display growth or consistency upon additional response opportunities.
Strategies	<p><i>How did the Administrator identify strategies that will support the student learning indicator?</i></p> <p><i>How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?</i></p> <p><i>What plan is in place to monitor and adjust strategies?</i></p>	<ul style="list-style-type: none"> • The athletic director will use the state and the Connecticut Interscholastic Athletic Conference approved documentation to identify the critical areas of concussion education. The athletic director can use optional videos to enhance the learning for different learners. • Based on student results from the Fall season, athletic directors can vary instructional resources to add to future seasons if results do not meet the stated goal. • The athletic director will provide specific feedback in face-to-face conversations with coaches to enhance their knowledge regarding concussions and head injuries along with ensuring the completion of the Concussion and Head Injury Annual Review for the State Department of Education and the CIAC.

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

Student Eligibility

This guide is intended to serve as a tool to assist administrators in developing Student Learning Indicators.

Administrator: Athletic Director

School/Assignment: District/High School

Date: 2015-2016

Student Learning Indicator Statement: Each season during the 2015-16 school year, at least 95 % of our student-athletes will achieve and maintain or exceed academic eligibility as described in the Student Handbook (To be eligible for the first quarter, the student must have passed at least four units of credit the previous year. The student must maintain passing grades in four major subjects for eligibility in the second, third and fourth quarters.

Component	Guiding Questions	Descriptors
Data Analysis	<p><i>How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?</i></p> <p><i>How is the target informed and driven by past performance?</i></p>	<p>During the 2014-15 school year, 91% of students achieved and maintained academic eligibility across all three seasons. In reviewing data from last year, the majority of students (27) that needed an Academic Intervention Program to maintain eligibility were identified after the second and third quarter report cards. Of these students, 17 were in Grade 9. An Academic Intervention Program provides support to student-athletes who fall below a 2.0 grade point average after a quarterly grade reporting period.</p>
Alignment	<p><i>How is the student learning indicator aligned to district priorities?</i></p> <p><i>How does the student learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</i></p>	<p>Our district's Athletic Department includes "Academic Excellence" as one of its core values and beliefs. This aligns with one of our high school's core values, beliefs and learning expectations: "...to empower students to realize their full potential as learners and to be prepared for success after graduating from high school."</p> <p>Providing support and interventions to student-athletes to maintain eligibility in athletics also supports their academic success and improves student achievement.</p>
Measures	<p><i>How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?</i></p> <p><i>How will the measures allow you to track growth in addition to attainment of the targets?</i></p>	<p>One of the measures I will use is student grades on quarterly progress reports that are distributed mid-way through each quarter. This will help to identify student-athletes who may be struggling in a course prior to receiving quarterly report cards. Once identified, academic interventions will be made available to the student-athlete to promote passing grades by the end of the quarter. I will also use quarterly report cards as a measure to determine academic eligibility of our student-athletes.</p>
Strategies	<p><i>How did the Administrator identify strategies that will support the student learning indicator?</i></p> <p><i>How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?</i></p> <p><i>What plan is in place to monitor and adjust strategies?</i></p>	<p>I will use the following strategies to achieve increased academic eligibility of our student-athletes:</p> <ul style="list-style-type: none"> • Work with the Guidance Department to identify student-athletes in grade 9, ask coaches to reinforce the importance of doing well in coursework, and reinforce options available for support and assistance (afterschool homework club, teachers' schedules for extra help, structured study halls, etc.). • Provide coaches with information about student-athlete grades and require that they provide opportunities for students to get afterschool assistance if they are struggling in a course. • As part of the required parent/student-athlete pre-season meeting, provide information to parents about academic eligibility, supports available to assist with academic progress, tutoring that is available for student-athletes who require an Academic Intervention Program. • Monitor progress reports and quarterly report cards.

ADMINISTRATOR STUDENT LEARNING INDICATORS DEVELOPMENT FORM

Coaches – CIAC Rules

This guide is intended to serve as a tool to assist administrators in developing Student Learning Indicators.

Administrator: Athletic Director

School/Assignment: District

Date: 2015-16

Student Learning Indicator Statement: All Athletic Program Coaches shall acquire and maintain knowledge and understanding of CIAC rules and regulations with ____ % accuracy each season. As the athletic director, it is my goal to educate and re-familiarize my coaching staff of these rules and regulations annually.

Component	Guiding Questions	Descriptors
Data Analysis	<p><i>How does the student learning indicator address a critical area of student growth, a grade or subject not included in state assessment data, and/or a sub-group that has been underperforming at your school?</i></p> <p><i>How is the target informed and driven by past performance?</i></p>	<p>At the start of each season, I will establish a baseline level of education with the coaching staff regarding current CIAC rules and regulations. Education will focus on identified areas within the rules and regulations that require a greater focus for understanding. Data analysis will identify trends which may be present within an athletic program as a result of past CIAC documented violations.</p>
Alignment	<p><i>How is the student learning indicator aligned to district priorities?</i></p> <p><i>How does the student learning indicator provide an opportunity for the school to move in a coordinated effort toward increases in student achievement?</i></p>	<p>Our state association, CIAC, established rules and regulations in order to create an equal playing field amongst member schools, ensure the safety and best interests of its member school athletes and promote ethical behavior of its member school coaches.</p> <p>Every school district's Principal signs off on a CIAC contract stating that his/her coaches, parents and student athletes have been educated on current and new CIAC rules and regulations.</p> <p>Focusing on this indicator will ensure that the member school is in compliance with CIAC rules. Violations may impact student and/or team participation.</p>
Measures	<p><i>How will the measures or assessments help you track progress on the student learning indicator, how they allow you to track benchmarks throughout the year?</i></p> <p><i>How will the measures allow you to track growth in addition to attainment of the targets?</i></p>	<p>Each season, a formal coaching meeting will be used to provide and review CIAC rules and regulations with the coaching staff. In addition, a student athlete/parent meeting will serve as another avenue for dissemination of this information. Lastly, post-season meetings with individual coaches will serve as an opportunity to discuss CIAC rules and regulations and how they may have impacted the season and what transpires in the off season. At the conclusion of the general coaches meeting, all coaches will complete a short quiz about CIAC rules and regulations and the results will be discussed in order to establish a common level of understanding and clarify any misconceptions.</p>
Strategies	<p><i>How did the Administrator identify strategies that will support the student learning indicator?</i></p> <p><i>How will teachers in appropriate grades and subjects link their student learning indicators to the school-wide student learning goals?</i></p> <p><i>What plan is in place to monitor and adjust strategies?</i></p>	<p>Methods used to achieve success in the above indicator will include: handouts, visuals (PowerPoint and video), individual and group discussions, information posted on websites, observations, and attendance at workshops designed and taught by certified faculty within the Connecticut Coaching Education Program (Modules 5 and 7 specifically).</p> <p>Coaches can help support this goal by reiterating information about these rules and regulations at team meetings, collectively and individually with athletes and parents. By doing so they will enhance and put into practice their knowledge.</p>