

STUDENT LEARNING OBJECTIVES

Facilitator Guide

TRAINING DEVELOPED IN COOPERATION WITH THE DEPARTMENT
OF ELEMENTARY & SECONDARY EDUCATION AND THE
HAZELWOOD SCHOOL DISTRICT

August, 2014



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Overview of the Modules

Purpose and Goals

This training module is designed to prepare district administrators, building administrators, and teachers for the implementation of the new Student Learning Objective Planning Process.

To assist trainers, this training module was designed using consistent, standardized training materials: a detailed facilitator guide, slide presentation, and participant handouts.

Audience

The audience for the module is school-level leadership teams of four to six people. The ideal audience size is 50 or fewer people total. During the training, there will be role-alike breakout sessions for building administrators and teachers in order for principals and teachers to better understand their roles and responsibilities in the process.

The department recommends that each school leadership team include the building administrator; one to two additional school-level administrators (e.g., assistant principal, curriculum director, department chair); and two to three current classroom teachers representing a variety of subject areas, grade levels, and/or student needs. The module is designed so that school leadership teams can facilitate abbreviated or complete versions of the module to other school staff. (See the following Timing and Structure section for more details.)

Timing and Structure

The training module is 4–6 hours in length and includes interactive learning activities, with some activities being optional depending on the length of time allotted.

The module is organized into a four-part learning structure to help facilitators and participants pace the content appropriately. Building on evidence-based practices for adult learning, the four segments of the module are as follows:

Connecting—Builds community; prepares the team for learning; and links to prior knowledge, other modules, and current work.

Learning—Describes key concepts and highlights various implementation scenarios; supports teams in applying knowledge and sharing ideas.

Implementing—Supports teams in problem-solving and planning next steps for the school.

Reflecting—Engages participants in providing feedback, reflecting on learning, and closing the session.

Why Student Learning Objectives?

Recent federal and state policy has led to new systems of educator evaluation. These new systems include multiple measures, one of which is often student learning or student growth. Student learning objectives (SLOs) have recently come to the forefront of this work and have been highlighted as one promising approach to measuring student growth, particularly for the majority of teachers in subjects or grades not covered by a standardized assessment. In the Hazelwood School District, School Improvement Grant (SIG) schools implemented SLOs as a part of a modified evaluation system in the 2012–13 school year and will serve as a pilot from which the rest of the district can learn as they implement the new evaluation system in 2013–14.

Hazelwood's Journey - Context

In 2010, Hazelwood School District (HSD) was awarded SIG funds to support a major improvement effort in Hazelwood East Middle School. HSD's winning grant proposal included a plan to redesign the district's educator evaluation system. In 2011, the district received three additional SIGs for Hazelwood East High School, Hazelwood Central Middle School, and Hazelwood Southeast Middle School. As part of the funding, the district was required to implement a new teacher evaluation system.

A well-designed evaluation system can support professional growth and improve educator practice, which in turn leads to better outcomes for our students. While HSD had a teacher evaluation system in place, administrators, teachers, and parents voiced that they felt the system was not meeting the needs of the HSD learning community. Therefore, the district reformed the evaluation system into one that puts more of focus on differentiating teacher performance to increase professional growth and student achievement. SIG funding required those schools that signed up for the "transformation" model (among the four models offered) to create new evaluation and reward systems based in part on student academic growth.

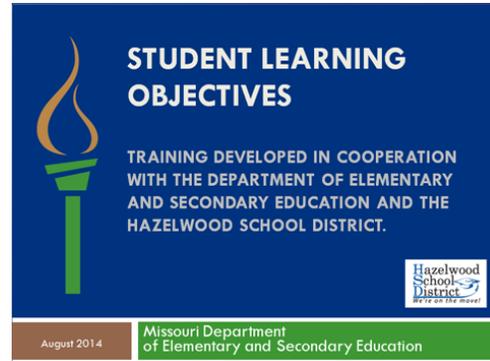
A major challenge of creating new evaluation systems was to figure out how to measure student growth for the majority of teachers whose students do not regularly take standardized tests, including those who teach music, art, or physical education, or social studies. The SIG evaluation included SLOs, a new measure that has the potential to add rigor and comparability to student growth measures across teachers and schools, along with the current observation system. Now the evaluation system for all piloting schools also includes SLOs, along with other important measures and training that incorporate the lessons learned from the SIG implementation project.

Facilitator Guide: Student Learning Objectives

a. Fundamentals of Student Learning Objectives (SLOs)

Slide 1 is the title slide.

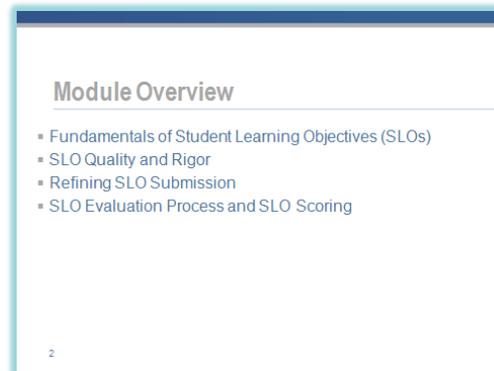
During this slide, the facilitators should introduce themselves and ask participants to do the same. Cover any housekeeping tasks and establish norms at this time (e.g., turn off cell phones, direct participants to the location of bathroom facilities if the training is being conducted in an unfamiliar location, ask participants to hold questions for specified times or have participants ask questions as they come up).



Slide 1

Slides 2-4 Review Waiver requirements

Explain: Please open your folders. Inside, you will find an agenda for this training as a whole as well as the objectives/outcomes of “Fundamentals of SLOs.” This session, or submodule, is one of four SLO submodules that you will participate in, in order to learn about SLO implementation. The focus of “Fundamentals of SLOs” is defining what a well-constructed SLO looks like.

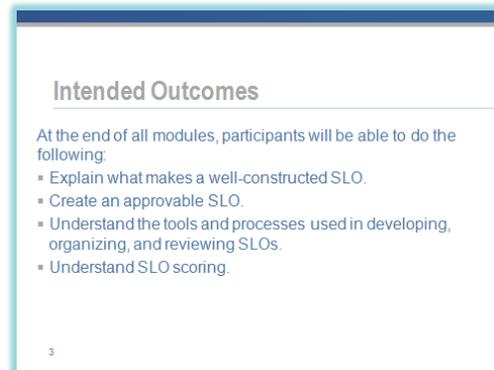


Slide 5

Explain: Overall, the goal of these trainings is for teachers to be able to develop well-constructed SLO Plans as they are defined by the district, and understand the process of SLO Plan approval and scoring and how it’s incorporated in the evaluation system.

Review the intended outcomes as a whole with participants (Slide 6).

Explain: However, today, before we begin defining SLO Plans, we’re going to quickly review the place of SLO Plans within the evaluation system that we’re implementing this year.



Slide 6

Learning Activity 1: What Are SLOs? (20 min)

Slide 7 is the transition slide to the Learning 1 segment of the module.

Remind the group of the purposes of the Learning segment, which describes key concepts, highlights various implementation scenarios, and supports teams in applying knowledge and sharing ideas

Explain: *By the end of this first learning activity, the hope is that you will be able to define what an SLO is and how it differs from instructional objectives.*

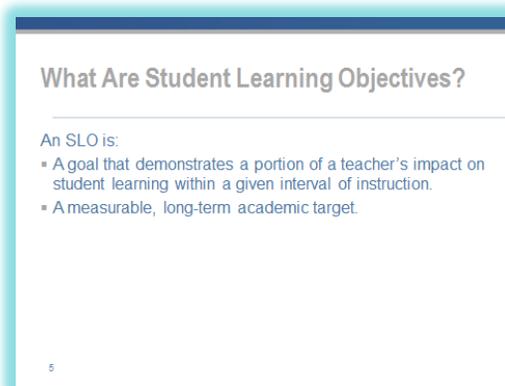
Slides 8 and 9 provide a definition of SLOs.

Explain: *Let's provide a definition of an SLO.*

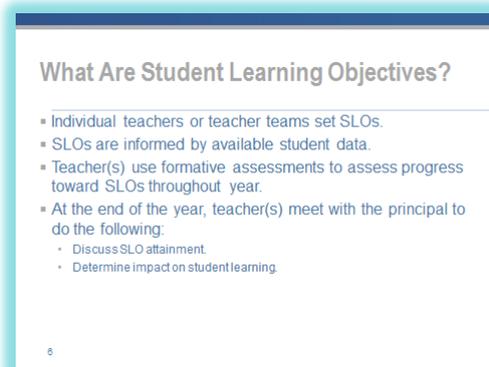
Talk through a summary of the each bullet point on Slide 9.



Slide 7



Slide 8



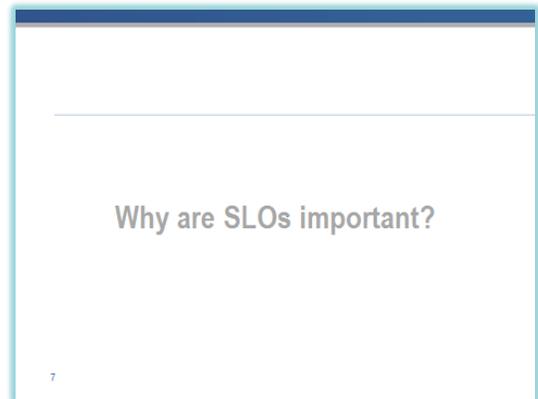
Slide 9

Sides 10 – 13 answer the question about “Why” SLOs are important.

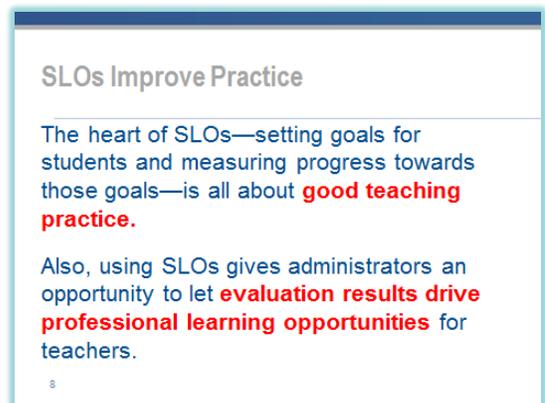
Explain: *SLOs are increasingly used in states and school districts across the United States as a measure of student growth. Early experiences suggest that the SLO Process, when implemented with fidelity, offers a measurement model for student growth that aligns more directly with actual classroom instruction and teacher practices than those of other growth models. By providing teachers and administrators with a structured process for selecting assessments and setting goals for student learning, the SLO Process builds collaboration and communication while giving teachers greater control over how the growth of their students is assessed and measured.*

Explain: *Student Learning Objectives are important because they require that teachers create standards-aligned goals and to use assessments to measure student growth. This allows teachers to plan backwards from an end vision of student success, ensuring that every minute of instruction is directing teachers and schools toward a common vision of good instruction and achievement. Analyzing student learning data is a best practice for self reflection and increased collaboration around student learning.*

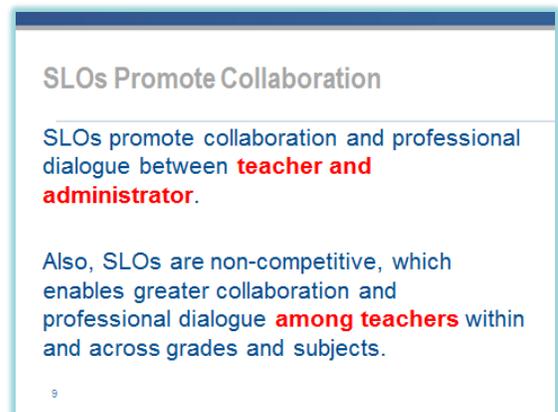
Explain: *Since teacher effectiveness and student success are intricately woven, it stands that the correlation must also be true: student learning is the single most important indicator of teacher effectiveness. Student learning measures,*



Slide 10



Slide 11



Slide 12

when combined with classroom observations and evidence of professional responsibilities improve the accuracy of the final effectiveness ratings for teachers.

Explain: Whenever possible, teachers should work collaboratively with grade, subject area, or course colleagues to set SLOs. The SLO Process is meant to foster reflection and conversation about the essential curriculum, instructional strategies, base-line and trend data, and assessment tools used in classrooms across the state. Those teachers who are the sole teacher for a particular grade or content or course area should, whenever possible, collaborate with teachers of the same content area in other district buildings or in neighboring schools. The SLO Process mirrors a teacher’s planning, instruction and assessment cycle.,

Explain: What I think would be useful to do, now that you can picture an example SLO, is to talk about how SLOs might compare to instructional objectives, so that we can talk about how SLOs mirror what you do every day and how they differ in key areas.

After discussion or offerings die down, advance to Slide 14, and point out any piece of information not mentioned.

Ask: Now, let’s also consider briefly how an SLO is different from an individualized education program (IEP). Any thoughts?

Expect discussion around the IEP to be more individualized and contain multiple goals for a single student that can be measured in various ways.

Ask: Now that we have a firmer grounding in what SLOs are and are not, let’s do a quick show of hands: How many of you know other educators who have used

SLOs Improve Evaluations

SLOs provide an opportunity to examine student growth data by gathering baseline scores, setting measurable goals for improvement, and ultimately assessing growth with a summative test.

SLOs provide an opportunity to **assess teacher impact.**

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Slide 13

SLOs and Instructional Objectives

Instructional Objectives	Student Learning Objectives
They are clear and specific about what students will know and be able to do at the end of the lesson.	They are clear and specific about what students will know and be able to do at the end of an interval of instruction (e.g., semester or course).
They focus on thinking.	Good SLOs describe the depth and breadth of intellectual work that students do.
Their mastery can be demonstrated.	Student learning is demonstrated through formative assessments in the mid-cycle meeting and through summative assessments in the final SLO review meeting.
They are measurable.	SLOs are measured by students' growth from baseline data to final assessment.
They are generally aligned with standards.	SLOs also are aligned to content standards but will cover more standards due to the depth and breadth of content covered.

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Slide 14

SLOs? For how many of you is this something new?

Note: Teachers now have a firmer grounding of what SLOs are and are not, so they will be able to better assess their familiarity with the process.

Slide 15: SMART GOALS

Now let's turn to SMART Goals and talk about the similarities and differences with SLOs.

Ask: How many of you have been implementing SMART Goals- past or present?

Take a few moments to reflect on the benefits the SMART Goal process has had on learning? In table groups, share how you have used SMART Goals. (As the facilitator, check to see if there are any gaps in the process from their reflections. If there are gaps, tie those into how the SLO Process provides a structured way of monitoring specific, measurable goals.)

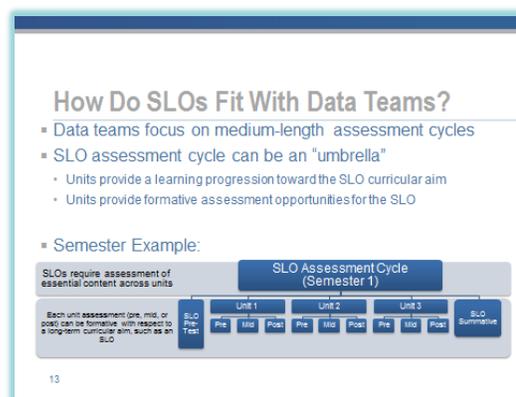
How Do SLOs Compare to SMART Goals?

SMART Goals	Student Learning Objectives
Typical interval is a unit of instruction.	Typical interval is longer (e.g., semester or course).
SMART Goals are not designed to be used in teacher evaluations.	Good SLOs provide a fair way to hold all teachers accountable for growth in student learning.
SMART Goals are often created collaboratively by a team of teachers. SMART goals can be also be individual.	SLOs also can be created collaboratively, but they can also reflect the growth plans of individual teachers.
SMART Goals often set a target level of content mastery (i.e., percent proficient) for a group of students, although goals can also be set for individual students.	SLOs set measurable targets for individual students to meet, with an emphasis on learning growth.
They focus on an essential learning outcome, power standard, or priority standard.	SLOs also are aligned to content standards but will cover more standards due to the depth and breadth of content covered.

Slide 15

Slide 16: How do SLOs Fit with Data Teams?

Data teams are common in schools throughout Missouri. The data team focus on units is a perfect fit with the longer-term assessment cycle of the SLO Process. Also, teams provide a great avenue for collaboration toward shared goals. Often, teachers will have at least one team SLO that is shared.



Slide 16

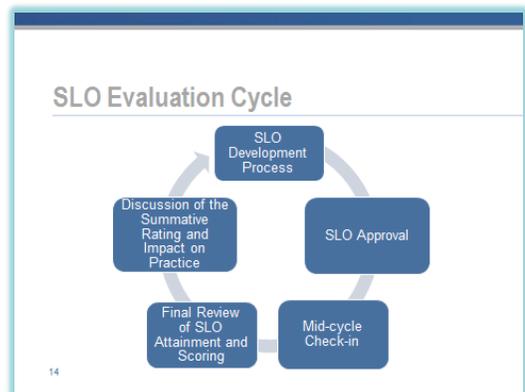
Note: It will need to be emphasized that the SLO Planning Process isn't "one more thing to do." It is important to point out that the SLO process allows for focus, understanding the starting point (baseline data) and provides a cumulative picture of performance in that focus area.

Just as with the Missouri Model, schools are selecting QIs or focus areas.

Point out: Sometimes we tend to “Data Team” on isolated skills and then move on. SLOs provide a system for “never losing sight” of performance and growth.

Explain: Or make a point that there are benefits to having a data team process in place...provides a collaborative structure for teachers to reflect together, and learn from each other in order to further develop their craft.

Explain: Slide 17 details the overall SLO Evaluation process that we will be discussing throughout the year. This morning, we’ll only be focusing on this first step: the SLO Planning Process.



Slide 17

Explain: Slide 18 is an example timeline for SLO implementation. Spend two or three minutes walking the audience through the proposed timeline, but be sure to cap discussion at about three minutes to make sure that there is enough time for the content of the module.

Sample Timeline for SLO Implementation

Dates	Deadline
September	Teachers and administrators determine team or individual classrooms grouped for SLOs.
September – October 1	Teacher teams or individual teachers develop and submit SLOs for approval.
October 1 – 15	Teacher teams or individual teachers meet with reviewers/evaluators to discuss SLOs.
October 15–31	Teacher teams or individual teachers receive revision requests by this date, if applicable.
October 31	All SLOs are approved (revisions requested by reviewer made by this date, if applicable)
November – February	Teachers monitor student progress toward SLOs. Principals and teachers conduct SLO check-ins during already scheduled evaluation conferences.
By February 8 (in summative year)	Teachers submit evidence of student progress toward their growth targets.
March 1	Teacher evaluation ratings are issued (if teacher is receiving a summative evaluation).
March - June	All teachers continue to monitor student learning and adjust instruction so that students end the school year achieving as much academic growth as possible.

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Slide 18

Explain: The SLO development process promotes the foundational elements of reflective teacher practice: identifying student needs, setting goals for students, employing specific strategies that target student needs, assessing student progress, and examining outcomes data for next steps. When incorporated into an evaluation system, these elements are streamlined into a deliberate process.

SLO Development Process

- Step 1: Analyze available student data.
 - Gather trend data.
 - Conduct an analysis of student data.
- Step 2: Determine the foundational elements of the SLO.
 - Determine content and standards addressed by the SLO.
 - Determine the interval of instruction.
 - Identify student population of focus for SLO.
- Step 3: Develop or select an assessment.
- Step 4: Gather baseline data and develop an SLO growth target. Explain the rationale for the growth target.

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Slide 19

Learning Activity 2: Components of an SLO (25 min)

Slide 20 is the transition slide to the Learning 2 segment of the module.

Explain: By the end of this second learning activity, the hope is that you will be able to identify the 7 components of a high-quality SLO.

What Are the Components of an SLO?

17

Slide 20

Slide 21

Explain: Before we go through each step of the SLO development process in more detail, let's take a look at the standardized template that teachers may use to develop their SLOs. We'll look at a blank SLO Planning template first, which is **Handout 1**. After you've looked at the template, take a look at the completed template (Handout 2) from Mr. Smith.

SLO Template and Example

Take 10 minutes to do the following:

- First, look over the blank SLO template (**Handout 1: SLO Template**).
- Then, look over the completed SLO example (**Handout 2: What Does an SLO Look Like?**).
- Jot down brief questions on points of confusion or other comments in each component.

We will discuss each section in greater detail.

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Slide 21

We won't break this SLO Planning Template down in detail right now, but take 10 minutes to look over the completed template so that you have a concrete idea of what this

process may look like. Take brief notes on anything that you find confusing, putting each note or question on a separate sticky note, and indicating which section it applies (for example, Baseline Data, or Student Population) so that when we go through each step in detail, you will be able to remember and voice those areas of confusions. Also, as you read through this sample SLO Plan, highlight words or phrases that you think are key within each component. When you're finished, please post your questions on this paper under the section of the template that they correspond to.

It is useful for participants to first view the blank template (Handout 1) to get an idea of the overall categories necessary to complete it and then look at the completed template (Handout 2).

Spend a few moments walking participants through the documents, pointing out how many components are included on the template and its general structure. The goal is for participants to go through an inductive process where they come to an understanding of what the SLO process is by identifying key criteria themselves.

Explain: We'll address all of the questions that you posted in just a bit.

Okay, now that we've identified what criteria make each of the 7 components included in our standardized SLO quality or not, you can see that this SLO Approval Checklist, which is **Handout 3**, compiles all the essential criteria that you need to include in each component in one place. So, as you are constructing your SLO each time, you can use this checklist as a tool to make sure that you provided the necessary information in each component.

Handout 3: SLO Approval Checklist

Missouri Department of Education | Handout 3 | Approval Checklist for SLO Plans

This checklist provides a set of criteria with which to assess the quality of a proposed Student Learning Objective (SLO) Plan. If the SLO Plan adequately addresses all of the listed criteria, it is likely to be a useful form of evidence in the educator's evaluation and a tool for professional growth. It is recommended that all areas in need of revision be addressed prior to approving the SLO Plan.

Educator Name: _____

Approval Authority: _____

Component	Criterion	Approval	Needs Revision
Baseline and Trend Data	Analyze provides evidence of what students know and can do	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies sources of data about students (e.g. grades, MAP scores)	<input type="checkbox"/>	<input type="checkbox"/>
	Draws on trend data, where available	<input type="checkbox"/>	<input type="checkbox"/>
Population	Summarizes student performance on a pre-test or pre-assessment	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies the specific population(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Includes a majority of the students	<input type="checkbox"/>	<input type="checkbox"/>
Interval of Instruction	Conveys an understanding of the population	<input type="checkbox"/>	<input type="checkbox"/>
	Specifies any agreed-upon exceptions	<input type="checkbox"/>	<input type="checkbox"/>
	Clearly states the time students have to reach the goal	<input type="checkbox"/>	<input type="checkbox"/>
Learning Context	Is appropriate to content complexity	<input type="checkbox"/>	<input type="checkbox"/>
	Is realistic and attainable	<input type="checkbox"/>	<input type="checkbox"/>
	Represents a long enough period to demonstrate desired growth	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	Identifies the supporting academic concepts or skills	<input type="checkbox"/>	<input type="checkbox"/>
	Notes the academic concept or skill to be taught	<input type="checkbox"/>	<input type="checkbox"/>
	Includes specific state or district content standards	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target	Measures growth, gain, or change expected	<input type="checkbox"/>	<input type="checkbox"/>
	Is a common assessment if possible (approve if not possible)	<input type="checkbox"/>	<input type="checkbox"/>
	Provides the data needed to decide whether the objective is met	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	Is reliable, valid, rigorous, and credible	<input type="checkbox"/>	<input type="checkbox"/>
	Draws upon baseline data, where available	<input type="checkbox"/>	<input type="checkbox"/>
	Predicts expectation or gain anticipated	<input type="checkbox"/>	<input type="checkbox"/>
	Includes how the objective is connected to student needs	<input type="checkbox"/>	<input type="checkbox"/>
	Notes how and why the instructional strategies and growth targets are appropriate and rigorous	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

SLO Approved By: _____ Approval Authority Signature: _____ Date: _____

Slide 22

Explain: Now we're going to review the 7 components of the SLO process in more detail and think about what needs to be included in each component for the SLO to be high-quality. Let's start by looking at the basic structure of high-quality SLOs. Having this basic structure helps ensure that the SLO process is comparable across teachers and accurately demonstrates student learning. In other words, all teachers who are creating SLOs will have to complete the template and cover all 7 of these criteria to have a complete SLO Plan.

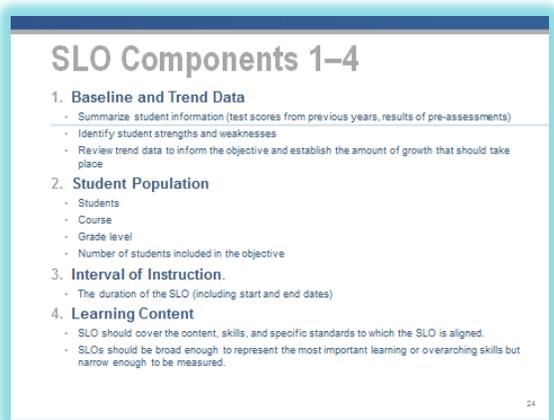
Review the 7 components, reading over the text below and offering the examples. Stop after the explanation of each one to read the posted questions (on sticky notes) under that component, and ask the participant who wrote the question to clarify or talk about their confusion.

Explain: The first four components are as follows:

- **Baseline and Trend Data.** Summarizes student information (test score from previous years, results of preassessments), identifies student strengths and weaknesses, and reviews trend data to inform the objective and establish the amount of growth that should take place. (Examples: Should I look at test scores of other students? Can I use a preassessment that my team and I develop? Should I consider my students' test scores from last year for trends that are emerging?)
- **Student Population.** Includes the students, course, grade level, and number of students included in the objective. (Example: Is there an optimal number of students that I should include in the SLO Plan?)



Slide 23



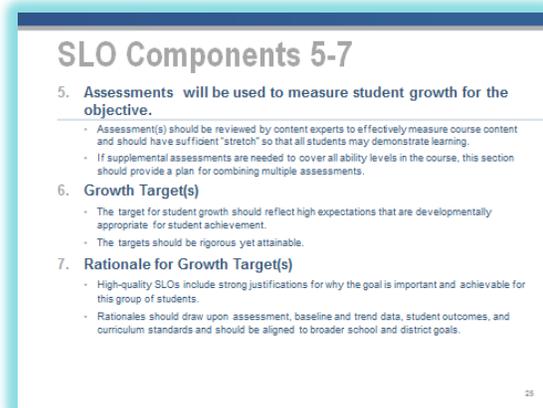
Slide 24

- **Interval of Instruction.** The duration of the course that the SLO will cover including the start and end dates. (Example: What is the rule of thumb for the interval of instruction? Is it a semester or the year?)
- **Standards and Content.** The SLO should cover the content, skills, and specific standards to which the SLO is aligned. All SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.

Slide 25

Explain: The remaining three components are as follows:

- **Assessment(s).** The assessment(s) that will be used to measure student growth for the objective. The assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient “stretch” so that all students may demonstrate learning. If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.
- **Growth Target(s).** The target for student growth should reflect high expectations for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable.
- **Rationale for Growth Target(s).** High-quality SLOs include strong justifications for why the goal is important and achievable for this group of students. The rationale should draw upon assessment,



SLO Components 5-7

5. **Assessments** will be used to measure student growth for the objective.
 - Assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient “stretch” so that all students may demonstrate learning.
 - If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.
6. **Growth Target(s)**
 - The target for student growth should reflect high expectations that are developmentally appropriate for student achievement.
 - The targets should be rigorous yet attainable.
7. **Rationale for Growth Target(s)**
 - High-quality SLOs include strong justifications for why the goal is important and achievable for this group of students.
 - Rationales should draw upon assessment, baseline and trend data, student outcomes, and curriculum standards and should be aligned to broader school and district goals.

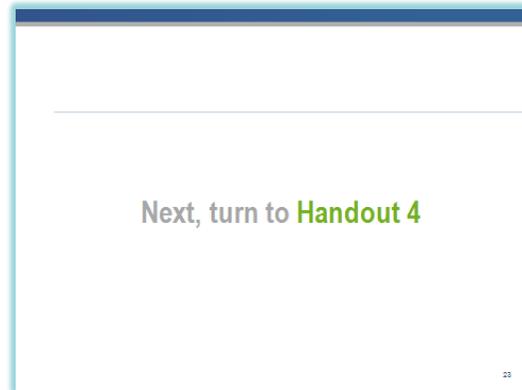
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Slide 25

baseline and trend data, student outcomes, and curriculum standards and should be aligned to broader school and district goals.

Learning Activity 3: Is This SLO Well-Constructed? (30 min)

Slide 26 is the transition slide to the Learning 3 segment of the module.

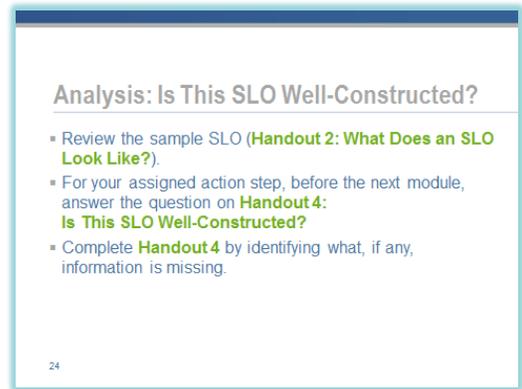


Slide 26

Slide 27 introduces the Learning 3 activity. Ask the group to turn to **Handout 4: Is this SLO well-constructed?**

Explain: *I would like to ask you to complete Handout 4. We talked about what makes up a well-constructed SLO and how SLOs will be used in our district. Now I'm going to ask you to put this knowledge to use analyzing each component in this example. Use **Handout 2**, the well-constructed SLO, and **Handout 3**, the SLO Approval Checklist, as a guide for the activity.*

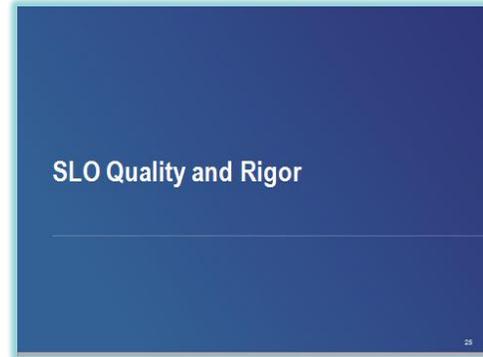
*Now turn to **Handout 4: Is this SLO well-constructed?** Determine if each component within the SLO meets the basic structure for high-quality. Go through each section of the SLO Planning template and mark a Y if the section seems to be high-quality. If no, mark an N. In each of the 7 components, be sure to mark what essential criteria you think are present or missing that make the SLO high or low quality.*



Slide 27

Facilitator Guide: SLO Quality and Rigor

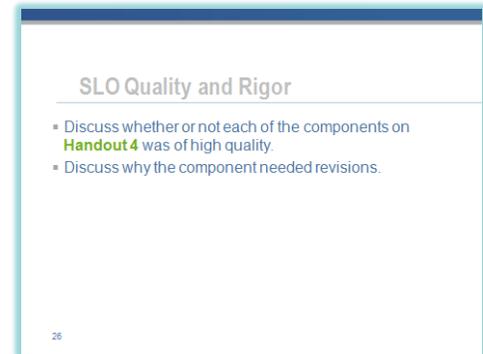
Slide 31 is a title slide.



Slide 28

Learning 1 (30 min, full session)

Then, ask volunteers to share what they found on the **Handout 4** homework activity. Ask volunteers to indicate if each of the 7 components was high-quality and why it needed revisions. Ask respondents to share an example of how each section could be revised.



Slide 29

After suggestions are exhausted, for each component, advance to the slide that lists each explanation below. Do one component at a time. These are Slides 30–37. Each slide displays the suggested revisions for each component, which are also included below.

Try to spend only about 15 minutes total completing this review, so that participants will have adequate time within this module to construct their own SLO, which is the next activity.

- Baseline and Trend Data:** State or school-level achievement data in the subject matter is not sufficient to provide a rationale for establishing the object. Data from the group of students in question should be used if available. A pretest of the assessment is a first choice, followed by: data in the same or similar subject for the same group of students measured by a valid, reliable assessment (e.g., a teacher-team developed final exam in a related subject from the prior year, or a vendor created assessment in the subject); standardized test data from the group of students in question for the last year it is available, as well as achievement data from the students in the course in question in the prior year.
- Student Population:** It is not sufficient to say that all students are covered by the SLO. The number of students in each section, as well as any important information about them, such as IEP status, should be reported.
- Interval of Instruction:** The specific length of the course should be mentioned. Beginning and end dates will provide clarity.

Component 1: Revisions

1. **Baseline and Trend Data** *What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

State achievement data in science. High school proficiency in science statewide was at 59.7% in 2011, with growth of 2.4 points from the previous year. High school student proficiency on biology end-of-course exam at our school was at 55% in 2011.

High Quality? Y N

Missing Information: Although the SLO does include data from the current students, which can be used to identify any trends, the baseline data is not relevant or detailed enough for the teacher's objective. When including baseline data, the order of preference includes the following:

- Pre-assessment data for the students covered in the SLO
- A valid, reliable assessment in the same or similar subject for the students covered in the SLO
- The most recent standardized test data for the students covered in the SLO

Slide 30

Component 2: Revisions

2. **Student Population** *Which students will be included in this SLO? Include course, grade level, and number of students.*

All of the students in my four sections of biology are included in this SLO.

High Quality? Y N

Missing Information: The SLO should include the number of students in each section, as well as any important information about them, such as individualized education program (IEP) status.

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Slide 31

Component 3: Revisions

3. **Interval of Instruction** *What is the duration of the course that the SLO will cover? Include beginning and end dates.*

The SLO will cover the entire biology course this school year.

High Quality? Y N

Missing Information: The SLO does not include beginning and end dates. Also, including the length of the course (quarter, trimester, semester) is helpful.

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Slide 32

Explain: Let's look at some of the suggested revisions for each component.

- **Standards and Content:** A direct reference to the specific end of course standards and expectations should be provided, including whatever standards the district is prioritizing in the subject at this time).

Read the questions aloud and note references.

High-Quality SLOs (Answer Key)
Component 4: Revisions

4. Learning Content *What content will the SLO target? To what related standards is the SLO aligned?*

The SLO will cover all end-of-course expectations provided by state, which align with curriculum expectations at the school.

High Quality? Y **N**

Missing Information: The SLO does not include the specific concepts or related content standards that the SLO will focus on. The SLO should identify the most important learning in the course, but should not be so broad that it cannot be measured. The SLO also should prioritize the district's standards.

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Slide 33

Content/Standards Guiding Questions

1. What national or state standards apply to your course?
2. What are the essential skills and content knowledge that students will need in order to be successful next year?
3. In which of the essential skills and content knowledge are the students struggling?
4. What are the specific academic concepts, skills, or behaviors that this SLO will target?
5. Why is this skill or content knowledge important?

References:

- For Missouri Learning Standards: <http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

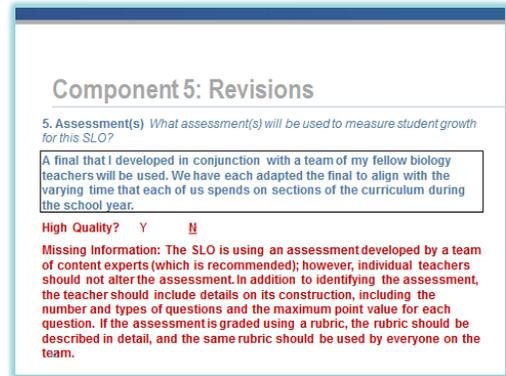
28

Slide 34

Slide 35

Explain: Let's continue looking at some of the suggested revisions for each component.

- **Assessments:** If a group of teachers teaching the same content are developing an SLO Plan together using the same assessment (which is recommended), that assessment should not be altered. The point is that for the assessment to remain a valid measure of growth within the team, it should be administered in exactly the same form for all teachers in the team. Details of the assessment should be provided, including the number and types of questions and the maximum point value for each question. If the assessment is graded using a rubric, the rubric should be described in detail, and the same rubric should be used by everyone in the team.
- **Growth Target(s):** Rates of growth should be specified for every student, but all students may not be expected to show growth at the same rate. Specifying one achievement level, as this example does, does not provide adequate description of the growth expected to take place based on an understanding of students' baseline academic performance. For example, specify growth according to a tier of prior performance (e.g., if the student scored between a 70 and 80 on the original assessment, then the student will score at least an 86 on this assessment).



Component 5: Revisions

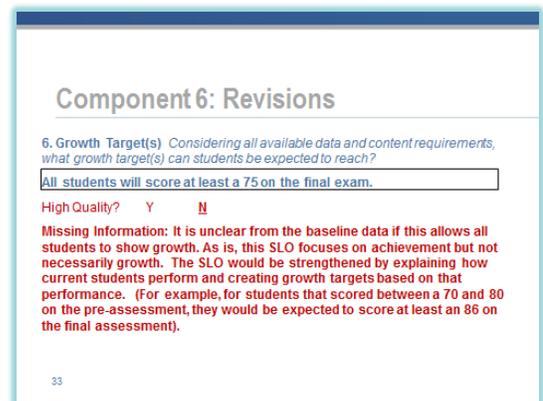
5. Assessment(s) What assessment(s) will be used to measure student growth for this SLO?

A final that I developed in conjunction with a team of my fellow biology teachers will be used. We have each adapted the final to align with the varying time that each of us spends on sections of the curriculum during the school year.

High Quality? Y N

Missing Information: The SLO is using an assessment developed by a team of content experts (which is recommended); however, individual teachers should not alter the assessment. In addition to identifying the assessment, the teacher should include details on its construction, including the number and types of questions and the maximum point value for each question. If the assessment is graded using a rubric, the rubric should be described in detail, and the same rubric should be used by everyone on the team.

Slide 35



Component 6: Revisions

6. Growth Target(s) Considering all available data and content requirements, what growth target(s) can students be expected to reach?

All students will score at least a 75 on the final exam.

High Quality? Y N

Missing Information: It is unclear from the baseline data if this allows all students to show growth. As is, this SLO focuses on achievement but not necessarily growth. The SLO would be strengthened by explaining how current students perform and creating growth targets based on that performance. (For example, for students that scored between a 70 and 80 on the pre-assessment, they would be expected to score at least an 86 on the final assessment).

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Slide 36

- Rationale for Growth Target(s):** This section should specify exactly why students will benefit from reaching the given target, why it is a rigorous but attainable target in the amount of time available, and why knowledge of the students makes it an appropriate target to set. The provided rationale in this example may be true, but it does not relate directly back to the needs observed in the student population in the course.

Teachers and administrators now move to separate break-out sessions (see Training Agenda)

Teacher Session:

Connecting (20 min)

Slide 38 is the transition slide to the Connecting segment of the module.

Remind the group of the purposes of the Connecting segment, which builds community; prepares the team for learning; and links prior knowledge, other modules, and current work.

Slide 37

Slide 38

Explain: Okay, now that we've identified what criteria make each of the 7 components included in our standardized SLO Plan quality or not, let's revisit **Handout 3: SLO Approval Checklist**. As you recall, **Handout 3** compiles all of these essential criteria that you need to include in each component in one place. So as you are constructing your SLO each time, you can use this checklist as a tool to make sure that you provided the necessary information in each component.

Handout 3: SLO Approval Checklist
Missouri EDUCATION
Handout 3 Approval Checklist for SLO Plans

This checklist provides a set of criteria with which to assess the quality of a proposed Student Learning Objective (SLO) Plan. If the SLO Plan adequately addresses all of the listed criteria, it is likely to be a useful form of evidence in the educator's evaluation and a tool for professional growth. It is recommended that all areas in need of revision be addressed prior to approving the SLO Plan.

Educator Name: _____
Approval Authority: _____

Component	Criteria	Approved	Needs Revision
Baseline and Trend Data	Analyze and provide evidence of where students know and can do	<input type="checkbox"/>	<input type="checkbox"/>
	Identify sources of data about students (e.g., grades, MAP scores)	<input type="checkbox"/>	<input type="checkbox"/>
	Draw on trend data where available	<input type="checkbox"/>	<input type="checkbox"/>
Population	Summarize student performance on a pre-test or pre-assessment	<input type="checkbox"/>	<input type="checkbox"/>
	Identify the specific population(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Includes a majority of the students	<input type="checkbox"/>	<input type="checkbox"/>
Interval of Instruction	Conveys an understanding of the population	<input type="checkbox"/>	<input type="checkbox"/>
	Specify any agreed upon expectations	<input type="checkbox"/>	<input type="checkbox"/>
	Clearly states the time students have to reach the goal	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcomes	Is appropriate in content complexity	<input type="checkbox"/>	<input type="checkbox"/>
	Is realistic and attainable	<input type="checkbox"/>	<input type="checkbox"/>
	Represents a long enough period to demonstrate desired growth	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	Identifies the expected academic concepts or skills	<input type="checkbox"/>	<input type="checkbox"/>
	States the academic concept or skill to be taught	<input type="checkbox"/>	<input type="checkbox"/>
	Includes specific state or district content standards	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target	Measures growth, gain, or change expected	<input type="checkbox"/>	<input type="checkbox"/>
	Provides the data needed to derive whether the objective is met	<input type="checkbox"/>	<input type="checkbox"/>
	Is reliable, valid, rigorous, and credible	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	Is a common assessment (if possible) (evidence if not possible)	<input type="checkbox"/>	<input type="checkbox"/>
	Draws upon baseline data, where available	<input type="checkbox"/>	<input type="checkbox"/>
	Predicts expectation or gain anticipated	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	Allows all students to demonstrate growth	<input type="checkbox"/>	<input type="checkbox"/>
	Is rigorous yet realistic for all students in the identified population	<input type="checkbox"/>	<input type="checkbox"/>
	Includes how the objective is connected to student needs	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	States how and why the instructional strategies and growth targets are appropriate, and rigorous	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

SLO Approved By: _____ Date: _____

Slide 39

Explain: In pairs, carefully look at the SLO Approval Checklist. Using what you just learned in the previous component-revision slides, describe how this checklist will help you in constructing a high-quality SLO Plan. Take turns covering in your discussion what differentiates the information in each component.

Connecting Activity: Using the SLO Approval Checklist

- In pairs, look at **Handout 3: SLO Approval Checklist**.
- Using what you just learned in the previous slides, describe how the SLO Approval Checklist will help you in constructing a high-quality SLO.
- Take turns covering in your discussion what differentiates the information in each component.

Slide 40

Implementing & Learning (100 min)

Remind the group of the purposes of the Implementing segment, which supports teams in problem solving and planning next steps for the school.

Implementing Activity: Constructing an SLO

- In pairs, use the provided scenario (**Handout 5: Constructing an SLO**) to complete the SLO template (**Handout 6: SLO Template for Use With the Scenario**) and construct a high-quality SLO.
- As you write your SLO, refer to the SLO Approval Checklist.

Slide 41

Explain: *Now we're going to practice constructing an SLO Plan in pairs, using a provided scenario with the information that we'll need. **Handout 5** provides you with information about a biology class. **Handout 6** is a blank SLO Plan template. So find a partner, read over the scenario, and let me know if you have any questions before you begin.*

Give participants a few minutes to read over the scenario and explain the task further needed. Emphasize that this is an exercise to practice SLO Plan construction, and that in a real-life context, more information that what is provided would always be available.

Notes on the scenario:

A main intention of the assignment is to get teachers to consider how they will develop valid group SLOs while still considering the unique group of students instructed by each teacher and their prior achievement. We would hope to see teachers build a growth target that holds teachers within the group to the same rigorous goal, but that in some way controls for the various levels of performance at which students enter a course. This also drives home the concept that developing a pretest comparable to the post-assessment is a strong way to accomplish this, and in a subject where instructors may tend to think that a pretest may not be possible, it may tend to help them consider it as an option. Also, it echoes real student performance realities in the state. (High school proficiency in math and science was at 59.7% in 2011 in Missouri). Different scenarios can be developed to use with appropriate groups as needed.

Also, teachers may have questions about how to determine which standards to focus on for this activity. The last paragraph of Handout 5 is the section where we would hope that teachers would use the information from which to pull out target content standards to focus on from the Missouri Learning Standards for Biology¹. It may be helpful to have these on hand to direct teachers to reference them.

¹ <http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

Important Note: Keeping the focus on broad skills related to science makes this example assignment more accessible to an audience that may not be familiar with biology content.

Give participants about 20 minutes to complete the SLO with their partner. After reconvening the whole group, facilitate a 10-minute discussion about the SLOs that participants created.

Important: Ask pairs to share aspects of their SLO in the following component order:

1. Student population
2. Interval of Instruction
3. Standards and Content
4. Baseline and Trend Data
5. Assessment(s)
6. Growth Target(s)
7. Rationale for Growth Target(s)

Pay particular attention to differences in the way that teachers constructed growth targets and the provided rationale for the target. Draw attention to the level of rigor of different growth targets if applicable. Ask for group opinions on the comparability in terms of rigor of the growth targets across SLO Plans.

Conclude the activity with the following two questions, if they have not already been discussed:

- *Were there any components that were difficult to complete with the information provided?*
- *What was the process that you went through to construct the growth target?*

**Implementing Activity:
Constructed SLO Review**

- Were there any components that were difficult to complete with the information provided?
- What was the process that you went through to construct the growth target?

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Slide 42

Explain: *For the rest of our time today, we're going to walk through in more detail **Steps 1–3**. We'll discuss how you'll go about gathering the information that you need to complete the template and form your SLO Plan. We'll also discuss any questions that you have about where to locate and how to select the appropriate information.*

The following segments may require a significant amount of time if teachers have many questions. Be prepared to answer all questions or limit the number of questions given the remaining time.

When facilitators do not have answers at the ready, request someone to record questions and tell participants that you will find answers to their questions and send an email with responses to all participants in a week. It's likely that the district leadership team will need to have a meeting to address some questions posed by participants.

Because the system is new, it's acceptable to provide answers to questions after consulting the district team.

SLO Development Process

The SLO development process consists of the following five steps:

- STEP 1: Analyze available student data.
- STEP 2: Determine the foundational elements of the SLO.
- STEP 3: Develop or select an assessment.
- STEP 4: Develop an SLO growth target.
- STEP 5: Review and approve SLO.

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Slide 43

Slide 44 is a transition slide.

Step 1

Explain: Step 1 is to gather and analyze available student data. SLO Plans are based on a clear understanding of the student population under the teacher's charge. To start the process, teachers or teacher teams should gather baseline data to better understand how well prepared their students are for the content covered in the course. These data should include multiple sources, for example: end-of-year data from the previous year, baseline data from district assessments, pretest data, student work samples, benchmark tests or unit tests that address similar standards, student transiency rates, pass/fail rates from earlier courses, and attendance rates. Once the educator has identified curricular priorities and gathered baseline data, he or she is ready to conduct a detailed analysis of student data.

Once you have gathered the baseline and trend information, you will conduct an analysis of student data. This step helps the educator(s) determine where students will need to demonstrate the most growth. This process is similar to a gap analysis where the educator determines a plan for reducing the gap in a student's knowledge or skill. For this step, the teacher analyzes the baseline data for the most important content standards of the course. Based upon the data analysis, the educator can decide which skills or knowledge the SLO(s) will target.

Ask participants if they have a clear idea of where they can go to access student performance data. **Make sure that participants leave the session knowing how to access the information.**

Step 1: Analyze Available Student Data

The SLO development process consists of the following five steps:

- STEP 1: Analyze available student data.
- STEP 2: Determine the foundational elements of the SLO.
- STEP 3: Develop or select an assessment.
- STEP 4: Develop an SLO growth target.
- STEP 5: Review and approve SLO.

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Step 1: Analyze Available Student Data

- Gather baseline and trend data.
 - Results from a pre-assessment that is similar to the end-of-year assessment
 - Results from last year's end-of-course exams in the same subject
 - Data from a portfolio of student work from the prior year in the same subject
 - Results of the first unit test and other student work samples from the beginning of the year
 - Data on performance in a similar subject, if the subject is completely new to students (i.e., the class is a first-year foreign language class or an introduction to physics)
- Conduct an analysis of student data.

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Slide 45

Slide 46 is a transition slide.

Step 2

Explain: Step 2 is to determine the foundational elements of the SLO Plan. SLO Plans can focus on whole classroom or subgroup goals. Each teacher should write one classroom or course-level SLO Plan and then has the option to write a second that targets a specific group of students with an identified need. Or, two classroom or course-level SLOs can be written.

For the second SLO Plan, subgroup objectives can provide teachers with the impetus to address a specific subpopulation that needs attention. The review of assessment data may highlight trends for a subset of a class on a similar trajectory or an entire class experiencing a common issue. This step requires that teachers have access to data on all students and fully understand how to interpret the data. Teachers need to have this support to articulate why they have chosen a particular group of students.

In this step, whether the SLO applies to all students in a course across multiple sections or one specific section or period, teachers should outline the student population to which the SLO will apply and include the specific number of students and the period if applicable so that there is no confusion on which group this SLO applies to.

Pause here and ask if teachers have any questions about which student populations can be targeted for an SLO, or which of their courses can be covered by an SLO if they have multiple courses.

Step 2: Determine the Foundational Elements of the SLO

The SLO development process consists of the following five steps:

- STEP 1: Analyze available student data.
- STEP 2: Determine the foundational elements of the SLO.**
- STEP 3: Develop or select an assessment.
- STEP 4: Develop an SLO growth target.
- STEP 5: Review and approve SLO.

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Slide 46

Step 2: Determine the Foundational Elements of the SLO

- Determine the specific content and standards addressed by SLO
- Determine the interval of instruction.
- Identify the student population of focus for the SLO.
 - SLOs can apply to all students or subgroups of students.
 - Students covered under a teacher's SLO(s) must be proportional and representative of the teacher's schedule.
 - In the rare case when a principal approves that a student or group of students can be excluded from the SLO, the teacher should note this approval in the SLO student population field.

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Slide 47

Explain: You also have to determine the interval of instruction. SLO Plans generally include the period of time that the students will need to reach the growth target. SLO Plans can cover an entire school year, a quarter or semester or even a trimester. Critical to the SLO process, both teachers and principals must receive any summative assessment data in time to determine if the SLO was met. Therefore, the end date for the SLO Plan depends on the summative assessment chosen.

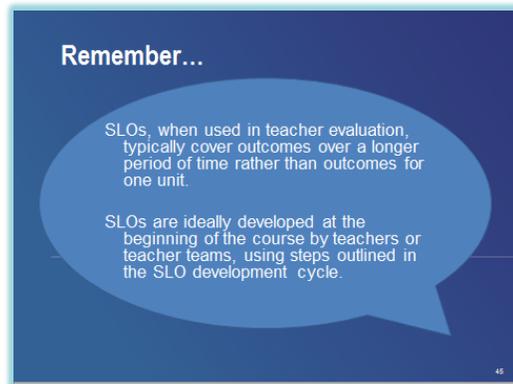
Also included in an SLO Plan is the time period during which the educator expects growth to occur. Because final evaluation ratings must be issued, teachers will need to submit evidence of the number of students who have met growth targets early in spring.. Therefore, although teachers are expected to set objectives that will guide instruction throughout the year, a growth target should be set that students will be able to obtain prior to the designated final date for evaluation. This growth target may be considered a benchmark target within the progression of student growth during the course. For example, an elementary school math class might meet every day, so the interval of instruction would be the duration of the academic year. In a second example, the identified interval of instruction may be a semester or a trimester if a high school history class uses block scheduling. The interval of instruction should be an adequate time for the expected growth to occur. The educator should also note when preassessments, postassessments, and midyear evaluations will be administered.

Explain: Finally, you will determine the specific content and standards addressed by the SLO. Based upon the information that has been gathered from completing the data analysis, this section of the SLO should articulate the specific concepts or skills that students will gain during your course or during that interval of instruction. The content or skill area should represent the essential learning of the course, such as key skills or overarching content, and should be selected based upon the identified areas from the data analysis. The educator should also indicate the specific standard(s) that align with the SLO, depending to which content standards you are expecting to align your instruction.

Note: As the facilitator, it is likely that you will know which standards apply. If so, reference the standards for participants.

Explain: Here are two important things to remember:

- **SLO plans, when used in teacher evaluation, typically cover the entire course of instruction rather than outcomes for one unit**
- **SLOs are ideally developed at the beginning of the course by teachers or teacher teams using steps outlined in the SLO Development Cycle.**



Slide 48

Step 3

Explain: Step 3 is to choose assessments that will measure the learning you are trying to foster in students. Valid and reliable assessments of student achievement are necessary for maintaining SLO rigor. Teachers should try to include both formative assessments (to track progress and make midcourse corrections) and summative assessments (to indicate if the objective was met) during this step of the process.

Note that true comparability comes from teachers using the same assessments to measure student growth, and the provided guidance is required to support teachers in choosing assessments that are both rigorous and comparable.

Assessment options include:

- *Performance-based assessments, such as presentations, projects, and tasks graded with a rubric*
- *Portfolios of student work*
- *Results of state exams when value added measures (VAMs) are not available*
- *Results of nationally normed tests*
- *Results of teacher- or district-created tests*

Step 3: Develop or Select an Assessment

The SLO development process consists of the following five steps:

- STEP 1: Analyze available student data.
- STEP 2: Determine the foundational elements of the SLO.
- STEP 3: Develop or select an assessment.**
- STEP 4: Develop an SLO growth target.
- STEP 5: Review and approve SLO.

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Slide 49

Step 3: Develop or Select an Assessment

- Identify an appropriate assessment. For example:
 - Performance-based assessments, such as presentations, projects, and tasks graded with a rubric
 - Portfolios of student work
 - Results of state exams
 - Results of nationally normed tests
 - Results of teacher- or district-created tests

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Slide 50

When identifying assessments, educators should keep in mind that assessments must:

- *Be aligned to the applicable standards and to the SLO growth target (meaning that it measures the skills or content addressed by the SLO).*
- *Be reliable, meaning that the assessment produces accurate and consistent results.*
- *Be a valid measure, meaning that the assessment measures what it is designed to measure.*
- *Be realistic in terms of the time required for administration.*
- ***When multiple educators adopt the same SLO, it is advisable that all educators adopt the same assessment measures to ensure that student progress is measured the same way and under the same testing conditions.***

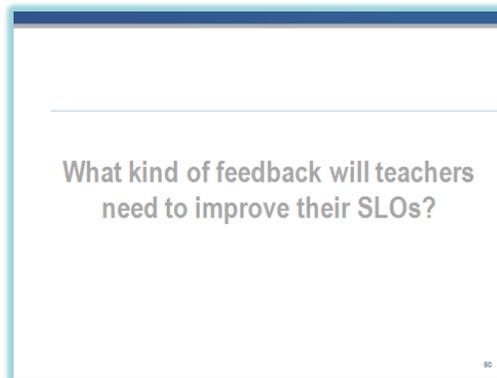
Pause here to review with participants the assessments that were identified as possibilities to use as common assessments during the facilitator's training.

Gather ideas from teachers on which common assessments they have used in the past or can see themselves using for this purpose. **Try to gauge the level of confidence that everyone has about being able to locate the assessment and bring the assessment with them to the next module training session.**

Administrator Session: Implementing (90 min)

Slide 53 is the transition slide to the Implementing segment of Module 5b.

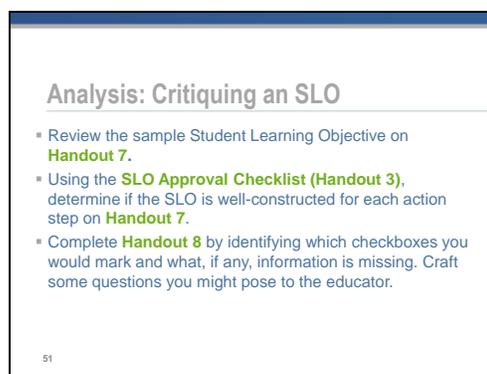
Remind the group of the purposes of the implementing segment which supports teams in problem-solving and planning next steps for the school.



Slide 53

Ask the group to turn to **Handout 7**: Reviewing and Critiquing an SLO.

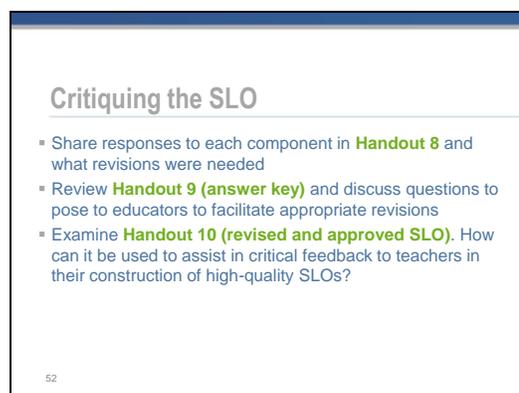
Explain: *I would like to ask you to review Handout 7 and analyze each component in this example. Use Handout 3, the SLO Approval Checklist as a guide for the activity. Now turn to Handout 8: Critiquing an SLO. For each of the 7 components, which of the checkboxes would you mark and why? What information is missing? What questions might you pose to the educator who constructed the SLO to elicit more detailed information that would meet the essential criteria for each component?*



Slide 54

Then, ask volunteers to share their responses on the activity, **Handout 8**. For each of the 7 components, ask respondents to share examples of how each section could be revised.

After suggestions are exhausted, have participants examine **Handout 9** (Answer Key). Review revisions for each component. Ask administrators if their suggested revisions match those on the answer key. If not, what did they learn that can help them when reviewing SLOs and providing feedback to teachers?



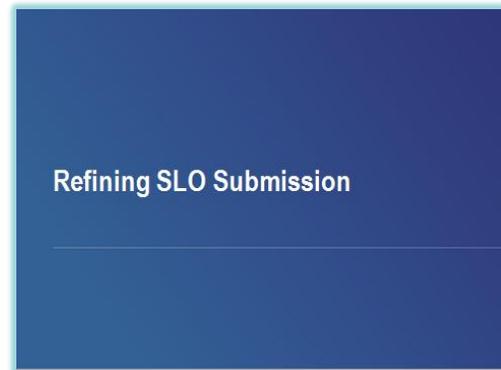
Slide 55

Then have participants look at **Handout 10**, Revised and Approved SLO. How did the questions for teachers in Handout 9 lead to the revisions made in Handout 10?

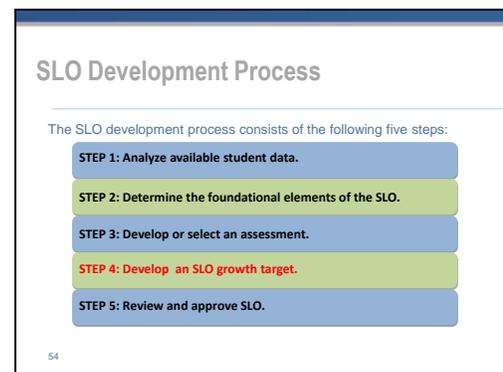
Refining SLO Submission

Begin by telling participants that this session will focus on refining SLOs for submission, which will mean setting and discussing growth targets as a group and working toward having a finished product that is ready to be reviewed.

We are going to move onto step 4 and develop SLO growth targets.



Slide 56



Slide 57

Learning (60 min)

Step 4

Next in Step 4, we will address growth targets - a critical element of the SLO process. Teachers must develop growth targets for students that represent rigorous but attainable amounts of learning within the given timeframe. The balance between rigorous and attainable is challenging to reach.

Setting expected student growth targets requires teachers to fully understand assessment data, identify student achievement trends, and set rigorous yet realistic SLO growth expectations. Even then, growth targets should be considered estimates and handled with a degree of caution, specifically during pilot testing. Without caution and quality data to support decisions teachers may set themselves up for failure by setting targets that are too ambitious or setting expectations so low that the students (and teachers) are not challenged. We want to be very mindful of this today as we think about what level of growth students should be able to exhibit on the assessments that we've chosen.

Within the SLO template, the educator should write a brief yet specific growth target for students that aligns with state or national standards, district priorities, and course objectives. These growth targets should include specific indicators of growth, such as percentages or questions answered correctly that demonstrate an increase in learning between two points in time. The target can be tiered for specific students in the classroom to allow all students to demonstrate growth or the target, or growth rate, can be equally applicable to all students in a class, grade, or subject.

Step 4: Develop an SLO Growth Target

- Develop an SLO growth target.
- Explain the rationale for the growth target.

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Slide 58

Explain: As part of the SLO, the teacher must explain the rationale for the growth target. High-quality SLOs include strong justifications for why the growth target is appropriate and achievable for this group of students. The rationale should be a precise and concise statement that describes the student needs and refers to the evidence that informed the creation of targets. When applicable, rationales should also connect with school and district goals or priorities.

Explain: On this slide, you will find a comparison of high-quality and low-quality SLO growth targets. Turn to your elbow partner and discuss the difference between them.

After participants have had a minute or two to discuss, ask participants if questions remain.

Explain: This slide provides another example of high-quality and low-quality growth targets.

Summarize the slide, including the justification, and ask participants if they have any questions.

Developing Growth Targets

Growth targets:

- Should include specific indicators of growth that demonstrate an increase in learning between two points in time.
- Allow all students to demonstrate growth.
- Can be tiered for specific students.
- Can be equally applicable to all students in a class, grade, or subject.

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Example Growth Target

High-Quality Growth Target	Low-Quality Growth Target
All my students will progress at least one fitness level on the FitnessGram during the fall semester.	Eighty percent of students will pass the end-of-course exam. This target is unacceptable because it does not show growth.

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Example Growth Target

High-Quality Growth Target		Low-Quality Growth Target
Using the American Government pre-assessment, all students will meet their target score:		Students scoring 80 or lower on the pre-assessment will increase their scores by at least 10 points. Any students scoring 81 or higher on the pre-assessment will maintain their scores. This target is unacceptable for two reasons: (1) Teachers must aim to bring students up to proficiency, so students who are scoring at 50 need to make gains greater than 10 points to reach proficiency, and (2) Teachers must aim to grow all students. Those students scoring high on the pre-assessment need to be challenged with a higher goal and likely an additional assessment to illustrate their growth.
Pre-assessment Baseline Score Range	Target Score on End-of-Year Portfolio	
20-30	70	
31-50	80	
51-70	90	
71-85	90 + score of 85 or higher on capstone project	
86-95	95 + score of 90 or higher on capstone project	

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Next we are going to try our hand at setting growth targets using some generic baseline data developed specifically for this activity. We want to assure you that there is no perfect growth target for these students. There are instead a dozen ways to do this well. Use **Handout 12** to complete the activity individually.

Activity: Setting Growth Targets

- Turn to **Handout 12**.
- Use this list of baseline data from an 8th grade world history class to develop a growth target
- Remember: There is no perfect answer, but aim for a rigorous yet attainable target.
- Use the table at the bottom of the handout to develop tiered targets for your students.

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Then you will discuss your growth target within a small group. Please spend the next 10 minutes constructing a growth target that is within what you would consider reasonable or attainable based on what you know from your baseline data, but which will let all student groups demonstrate growth. You can refer to the growth target that was included in an example SLO or in the SLOs that we have constructed.

Present Growth Targets

- Individually, construct a growth target.
- In groups of three to four, present growth targets and rationales.
- Have each group member provide his or her opinion of the growth target, providing specific feedback to strengthen the target if necessary.
- Designate one note-taker for each person, and rotate after every growth target presentation.

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Ask each teacher to take turns presenting their growth target and the rationale for the target. Visual presentations may be helpful, so teachers could write the target on a white board or chalk board for discussion if the space facilitates this. If not, large white paper could be used as well.

Baseline

Sample Growth Targets (proficiency is 12 out of 15)

5-7	10 or improvement of 6 points whichever is greater
8-10	12 or improvement of 4 points whichever is greater
11-13	14 and 80% on a capstone project

SLO Evaluation Process and Scoring

Slide 64 is the title slide

Explain: This is the last module in the SLO training sequence. In the past three modules, we have examined the basic structure of an SLO and discussed what a well-constructed SLO looks like. We've practiced constructing a mock SLO from a common scenario, and we've gathered and used data on our own students to develop our SLOs. Now we're going to go through Step 5 of the SLO Development Process, which is final review and scoring of the SLO.

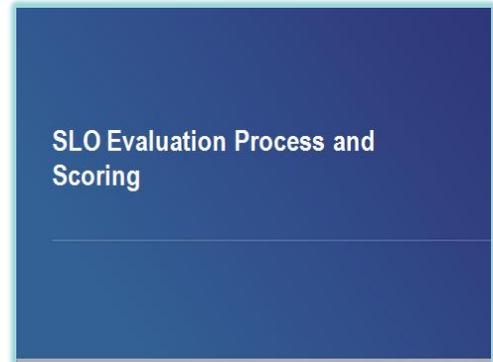
Connecting and Learning (75 min)

Explain: Now we're going to go through Step 5 of the SLO Development Process, which is final review and approval. This will end the SLO Development Process. We'll spend the first part of our day on scoring and also discuss next steps for SLO implementation.

Explain: Let's see how far along we are in the SLO Evaluation Cycle. As you can see in this graphic after the SLO Development, there are other components in the SLO Evaluation Cycle:

- SLO approval
- Mid-cycle check-ins
- Final review of SLO attainment and scoring
- Discussion of summative score and impact on practice

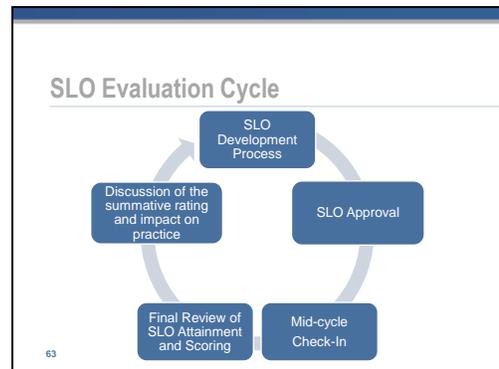
Today, we will spend time the first half of the session going over the SLO Development process, and the remaining time going through the remainder of the SLO Evaluation cycle, including how to present the SLO Scoring Guide to the designated approval authority.



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Step 5 of SLO development is the SLO review and approval.

1. The first segment of that is to prepare to submit your SLO. Prior to submitting an SLO, the educator should do a final comparison with the SLO Approval Checklist, which you all have completed.
2. You will need to schedule the SLO conference, which can take place during another regularly scheduled conference as much as is possible.
3. Next, you will gather materials to support the SLO. Teachers may be asked or required to submit SLO materials prior to the SLO conference. Materials may include student needs assessments, baseline and trend data, and assessments used in the SLO.
4. Review the guidance materials (e.g., SLO Checklist) and the SLOs
5. Participate in review discussions
6. Attain evaluator's approval

The evaluator should be prepared to engage in a meaningful discussion with teachers on their SLO if they have questions about the content or growth target.

As the evaluator prepares for these discussions, it is important to note that all criteria identified in the SLO Approval Checklist must be included in order to approve the SLO. Therefore, if there is a component on the checklist that is not addressed in the SLO, the evaluator will have to address the component with the teacher(s).

If revisions are necessary, the teacher must revise and resubmit the SLO for review. Evaluators should consider using a standard feedback template when communicating the review results, referencing the criteria in **Handout 3** as appropriate.

SLO Review and Approval

Teacher Teams or Individual Teachers:

- Prepare to submit your SLOs
- Schedule the SLO conference
- Gather materials to support your SLO, such as
 - Student needs assessment
 - Baseline and trend data
 - Assessments used in the SLO
- Review the guidance materials (e.g., SLO Checklist) and the SLOs
- Participate in review discussions
- Attain approval

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Evaluator Responsibilities

- Evaluators will review the SLO to assure that all required elements are complete
- Evaluators should generate notes (Handout about the SLOs prior to the conference and include clarifying questions that will support a quality approval process)

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Explain: Let's review a sample timeline of important dates for teacher teams or individual teachers.

*In this case, teachers would expect to receive feedback on the rigor and completeness of the SLO from a designated approval authority in October. If the SLO is not approved, the teacher has seven days to complete requested revisions and then resubmit the SLO for approval by **October 31**.*

In this example, SLOs must be finalized by October 31, 2013. Teachers would need to be aware of this as they may need time to revise their SLOs before that deadline.

Teachers and supervising administrators may find follow-up conversations throughout the year to be useful.

Midyear check-ins should occur in conjunction with other evaluation meetings that have been established.

During these meetings, teachers should meet with their evaluator and discuss how they are progressing towards their SLO. This may be the result of formative assessments or analysis of student work products that demonstrate skills that are directly aligned with what is needed for students to achieve the end goal.

(continued, next page)

Dates	Deadline
September	Teachers and administrators determine team or individual classrooms grouped for SLOs.
September – October 1	Teacher teams or individual teachers develop and submit SLOs for approval.
October 1 – 15	Teacher teams or individual teachers meet with reviewers/evaluators to discuss SLOs.
October 15–31	Teacher teams or individual teachers receive revision requests by this date, if applicable.
October 31	All SLOs are approved (revisions requested by reviewer made by this date, if applicable)
November – February	Teachers monitor student progress toward SLOs. Principals and teachers conduct SLO check-ins during already scheduled evaluation conferences.
By February 8 (in summative year)	Teachers submit evidence of student progress toward their growth targets.
March 1	Teacher evaluation ratings are issued (if teacher is receiving a summative evaluation).
March – June	All teachers continue to monitor student learning and adjust instruction so that students end the school year achieving as much academic growth as possible.

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Mid-Cycle Check-in
<ul style="list-style-type: none">▪ Bring any information to the check in that will help you and the evaluator gauge progress toward the learning target<ul style="list-style-type: none">• Example: any student work products or formative assessment data that show development of the skills necessary to reach the final goal

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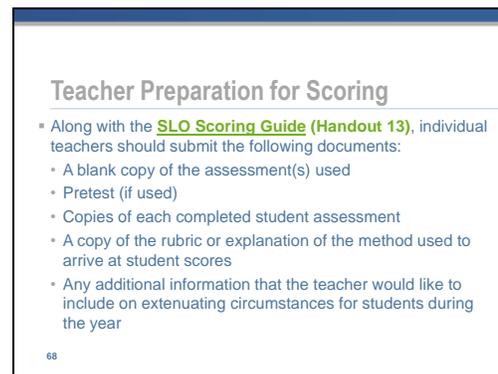
These conversations will be particularly useful in the beginning years of SLO implementation as teachers reflect on the growth targets they have set for their students. If the targets are too easy or too hard, the teacher and evaluator should discuss how they can create a more appropriate target for future years. The growth setting process is something that we would expect to be refined over time as well, so that we are eventually considered information on how student performed on past growth targets for multiple years when we are setting current targets.

Explain: Along with student performance data presented in the **SLO Scoring Guide (Handout 13)**, teachers should submit the following documents:

- A blank copy of the assessment(s) used
- Baseline data and assessment results
- Copies of each completed student assessment
- A copy of the rubric or explanation of the method used to arrive at student scores
- Any additional information that the teacher would like to include on extenuating circumstances for students during the year

Explain: In general, SLOs should not be modified for the current year. While this modification should only occur on rare occasions, there are situations where it may be appropriate. These situations include:

- A change in teaching assignment.
- A significant influx of new students.
- A significant exodus of students.
- Student attendance issues (students with less than 85% attendance.)

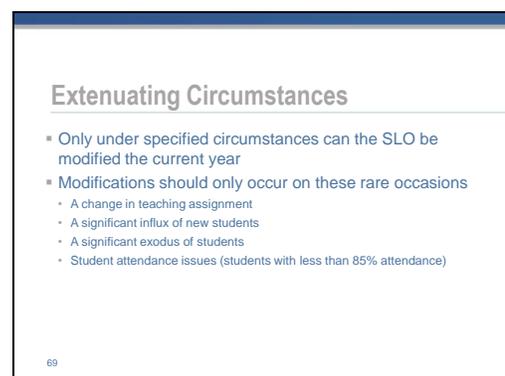


Teacher Preparation for Scoring

- Along with the **SLO Scoring Guide (Handout 13)**, individual teachers should submit the following documents:
 - A blank copy of the assessment(s) used
 - Pretest (if used)
 - Copies of each completed student assessment
 - A copy of the rubric or explanation of the method used to arrive at student scores
 - Any additional information that the teacher would like to include on extenuating circumstances for students during the year

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Extenuating Circumstances

- Only under specified circumstances can the SLO be modified the current year
- Modifications should only occur on these rare occasions
 - A change in teaching assignment
 - A significant influx of new students
 - A significant exodus of students
 - Student attendance issues (students with less than 85% attendance)

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Explain: Student final scores will be tabulated based on the number of students that met or did not meet their growth targets. The percentage of students that met the growth target is used to judge the teachers effectiveness in the SLO.

To calculate the final percentage of students who achieved the growth target, teachers will calculate:

$$\frac{\text{Number of students that met the growth target}}{\text{Number of overall students included in the Student Population in the SLO}}$$

Facilitator’s Note: This example is just one way of summarizing student growth data and analyzing the level of attainment to generate a teacher rating. Be sure to emphasize that good evaluations use multiple measures, not just student growth data. Emphasize also that there is no substitute for frank dialogue with your evaluator to document extenuating circumstances that may have impacted the teacher’s results.

Explain: Handout 13 deals with scoring student growth data used to measure SLO attainment. The percentage of students who meet their SLO growth target corresponds to a level of attainment from “Insufficient” to “Exceptional.” While it’s not necessary to use the exact percentages shown in this example, it is important for evaluators to be fair and consistent in their scoring. It is equally important for teachers to have an awareness of what is expected of them with respect to student growth so they can make the appropriate adjustments to instruction when students are not making the necessary progress throughout the interval of instruction. Some kind of rubric or formula should be in place.

Student Final Scores

- Student final scores will be tabulated based on the number of students that met or did not meet their growth targets.
- The percentage of students that met the growth target is used to judge the teachers effectiveness in the SLO.
- To calculate the final percentage of students who achieved the growth target, teachers will calculate:

$$\frac{\text{Number of students that met the growth target}}{\text{Number of overall students included in the Student Population in the SLO}}$$

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SLO Scoring Guide

Missouri EDUCATION Student Learning/Teacher Scoring Guide

This scoring guide is aligned to use with the Student Learning Objectives (SLO) Report. Teacher need also evaluate through the Educator Growth System. Educator the Teacher can be reported into the scoring guide to meet a final measure of teacher performance relative to the target assigned to the SLO. The expected findings were as reported, demonstrating a growth target to be achieved.

Teacher Name: _____
 Student Name: _____
 SLO Title: _____

Overall Results	Score	Findings
Insufficient	1	Teacher did not meet the growth target.
Developing	2	Teacher met the growth target for a limited number of students.
Proficient	3	Teacher met the growth target for a majority of students.
Exemplary	4	Teacher met the growth target for all students.

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Explain: You might be curious about how to combine multiple SLOs. Teachers should present information on each SLO individually to the evaluator, and the evaluator will combine multiple SLOs.

One approach is to weight each SLO equally, placing equal importance on each of a teacher's courses. In order to accomplish this, the evaluator will combine the teacher's score on each SLO (i.e. the percentage of students who met each SLO) and then divide by the number of SLOs.

Another method is to apply a formula based on the amount of time spent with each course. For example, a teacher who spends 75 percent of the time teaching World History and 25 percent of the time teaching Psychology would have an "Acceptable Attainment" rating if he had 78 percent attainment of his World History SLO and 95 percent attainment of his Psychology SLO $((.75 \times .78) + (.25 \times .95) = .823 = 82.3\% =$ "Acceptable Attainment").

Combining multiple SLOs allows for greater differentiation in achieved student growth that is factored into the overall evaluation rating.

Combining Multiple SLOs

- Teachers will present information on each SLO individually to the evaluator, and the evaluator will combine multiple SLOs if applicable.
- All SLOs **can** be weighted equally, placing equal importance on each of a teacher's courses.

Teacher's overall rating	
SLO 1	85% of student achieved growth target
SLO 2	95% of student achieved growth target

- To combine the SLOs, the evaluator would sum the percentages and divide the sum by the number of SLOs, averaging the two scores.
E.g.: $87 + 76 = 163$ $163 \div 2 = 81.5\%$
- Another method is to apply a formula. For this example, consult [Handout 13](#).
- A teacher who spends 75 percent of the time teaching World History and 25 percent of the time teaching Psychology would have an "Acceptable Rating" if he had 78 percent attainment of his World History SLO and 95 percent attainment of his Psychology SLO.
 $((.75 \times .78) + (.25 \times .95) = .823 = 82.3\% =$ "Acceptable Attainment").

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Additional Support (Slides 76-83)

For this portion of the training, it will be ***extremely*** helpful for the facilitator to have Internet access.

On the Department of Elementary and Secondary Education webpage, participants may access the Educator Growth Toolbox. The specific URL is <http://dese.mo.gov/educator-growth-toolbox>

These slides illustrate how to navigate to the Toolbox and find resources on SLOs.

Consider highlighting:

- The SLO Handbook
- Assessment Approval Checklist
- SLO Approval Checklist
- SLO Progress Tracker

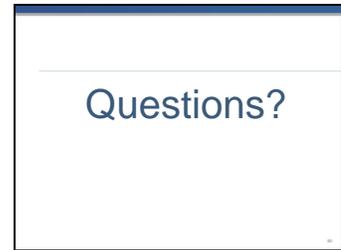
The Progress Tracker in particular will likely require self-teaching for both the facilitator and the participant. A tutorial on using this tool will be made available by September 2014. For consultants familiar with the Collaborative Work, make the connection to the data teams process by re-affirming the importance of common formative assessments. The SLO Progress Tracker allows teachers to input formative assessment data for students over the interval of instruction and get instant feedback about whether students are on-track to meet their SLO Growth Targets.

In the SLO assessment cycle, formative assessments are important, but it may not always be possible to leverage the CW formatives since the focus is likely too narrow. Instead, consider illustrating how the same thinking can apply to a longer assessment cycle. By using backwards planning, teachers can identify appropriate points in a learning progression to administer broader formatives for the SLO.



Wrapping Up

If time remains, take questions. Thank participants for their time, **and be sure to pass out training evaluation forms.**



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