STUDENT GROWTH MEASURES

Office of Educator Quality

2013-2014

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Norms

- Be Present and Professionally Courteous
- Be Open Minded
- Be Willing to Engage in Conversation, Share Ideas, and Ask Questions
- Look through the Lens of “How Might I Transfer…”

Why is Educator Evaluation Important?

The single most important influence on student learning is the ***quality of the teacher***.

Charlotte Danielson

Why is Educator Evaluation Important?

The greatest challenge that most students experience is the ***level of competence*** of the teacher.

John Hattie

Refresher

Educator Evaluation

Senate Bill 291
(2010)

Development of New Teacher Standards
(2011)

NCLB Flexibility Waiver
(2012)

Essential Principles of Effective Evaluation
(2012)

Missouri Educator Evaluation Model—Pilot
(2012-2013)

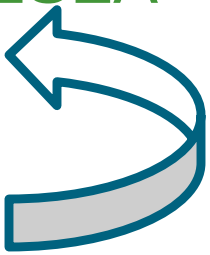
Educator Evaluation Overview and Training
(2012-2014)

Missouri's NCLB Waiver says…

"The essential principles of effective evaluation are the ***foundation for the state's model****. Local evaluation models align to these principles to create* ***consistency in assessing educator performance*** *across the state."*

To Clarify…

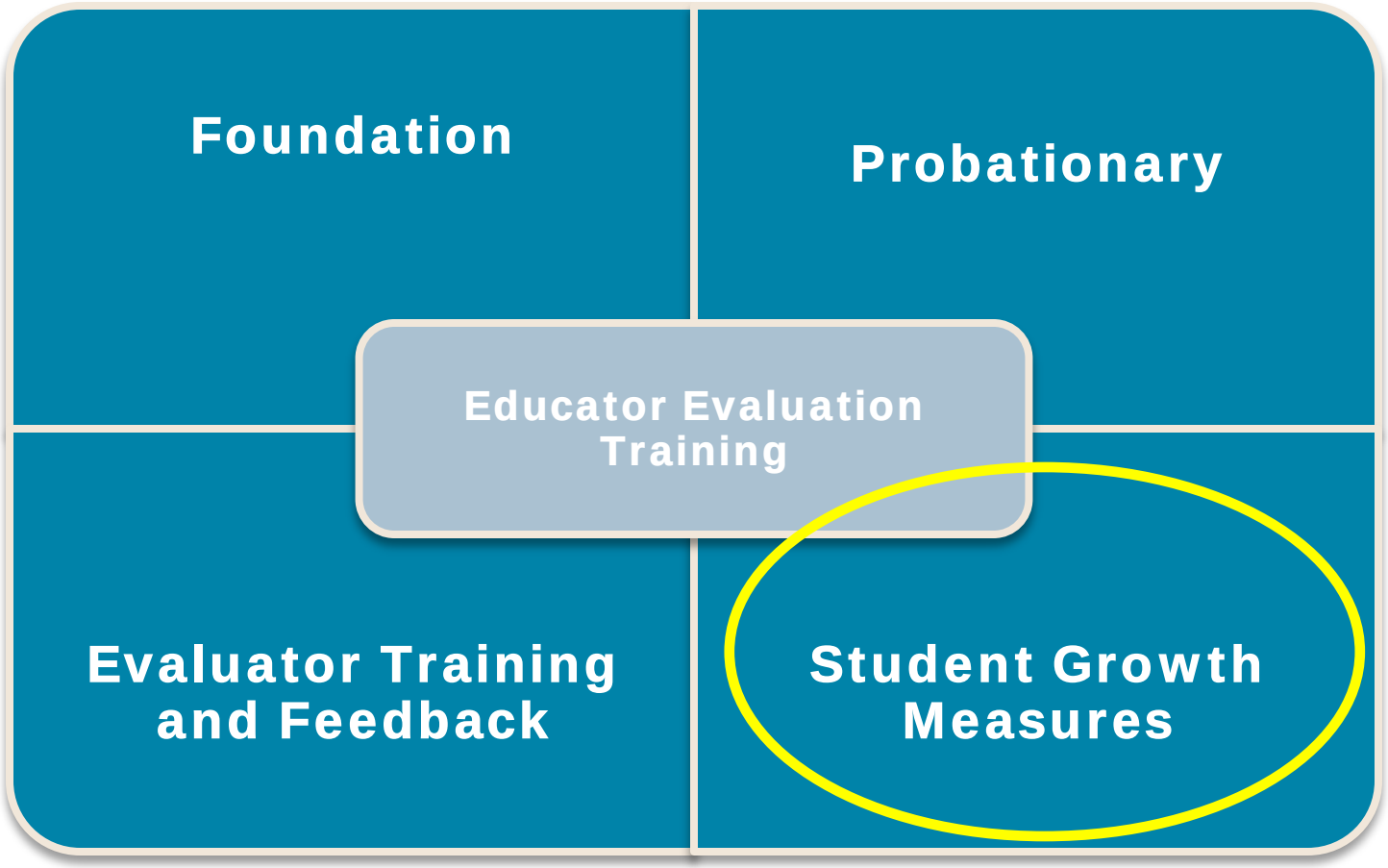
- All training shared today is ***model neutral***, as each school district has local control over what model is developed or adopted.
- The intent of each Educator Evaluation System training module is to support schools in their efforts to ***align their chosen model to the 7 Essential Principles*** (as outlined in the ESEA Waiver of June 2012).
- What are school districts accountable for?



7 Essential Principles
Per NCLB Waiver (June, 2012)

1. Measures educator performance against research-based proven practices
2. Differentiated levels of performance
3. Probationary period
4. Measures of growth in student learning
5. Meaningful and descriptive feedback
6. Training for evaluators
7. Results and data informs decisions regarding personnel, employment, and policy

2013-2014 Training Roadmap*



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Principle #4
Critical Components

1. Student growth measures are a ***significant contributing factor*** in educator evaluation
2. Uses multiple measures including ***formative and summative*** assessments
3. Includes ***multiple years*** of comparable student data
4. Highlights student growth ***across two points in time***
5. Includes the ***state assessment where available and appropriate*** and additional district and school determined assessments

Intended Outcomes

1) Understand ***how to include student growth measures*** as one component of an entire educator evaluation system.

2) Be able to ***identify effective student growth measures*** that align with the critical components of Essential Principle #4.

3) Develop an ***example Student Growth Measure*** using the Student Learning Objective (SLO) process.

Keep in Mind…

This training ***will not answer every question or address every issue***, but it will provide LEAs with a starting point in terms of ***how to begin to incorporate*** "student growth measures" in the evaluation process.

Student Learning Objective

Educator Growth Plan

Student Growth Measure

Formative Assessment

Summative Assessment

Student Growth Percentage

Value-Added Model

Missouri Growth Model

Normal Curve Equivalent

Data-Based Decision Making

Score Pairs

Terminology*

Student Growth Measures
as part of an
Educator Evaluation System

Confirm or discredit assumptions about students and school practices.

Get to the “root” cause(s) of problems.

Help schools evaluate program effectiveness.

Why Student Growth Measures

Reeves-Decision Making for Results

Provide the feedback teachers and administrators need to keep going and stay on course.

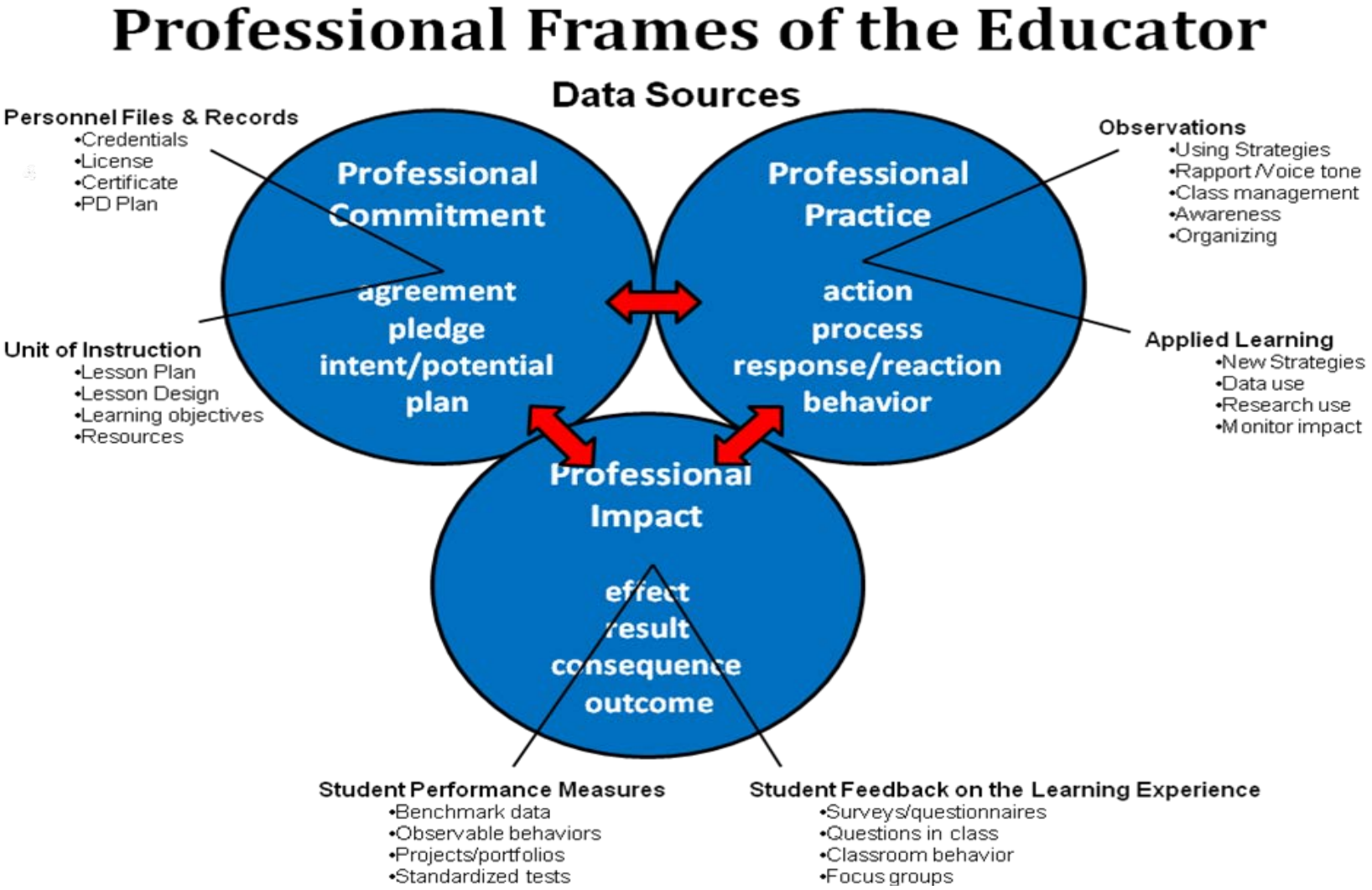
Prevent “one size fits all” and “quick solutions”…

Help build a culture of inquiry and continuous improvement.

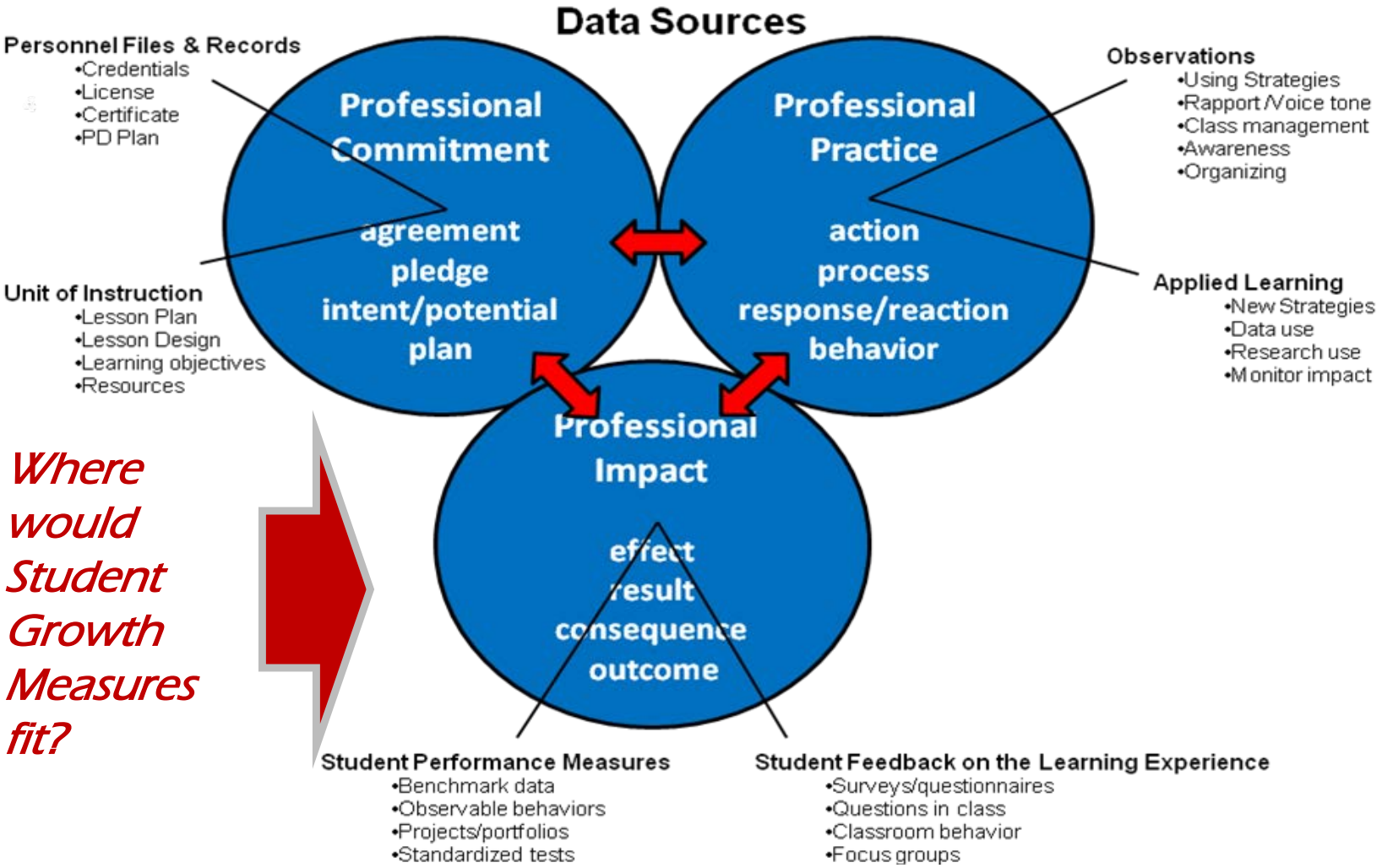
Why Student Growth Measures

Reeves-Decision Making for Results

With a partner, take a moment to reconnect with the 3 Professional Frames…



Professional Frames of the Educator

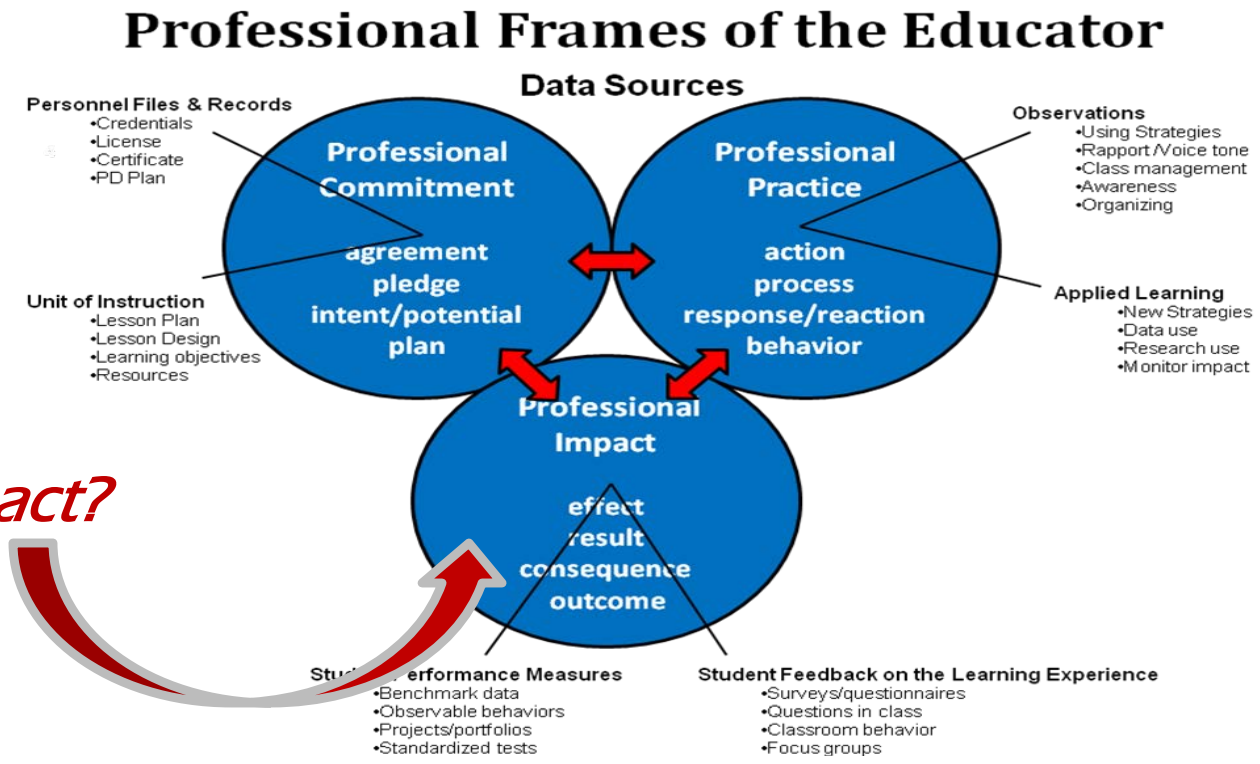


Where would Student Growth Measures fit?

Current Reality: 3 Frames

Reflecting on your current educator evaluation system…***which of the three frames is most used***:

How do you measure and reflect on impact?



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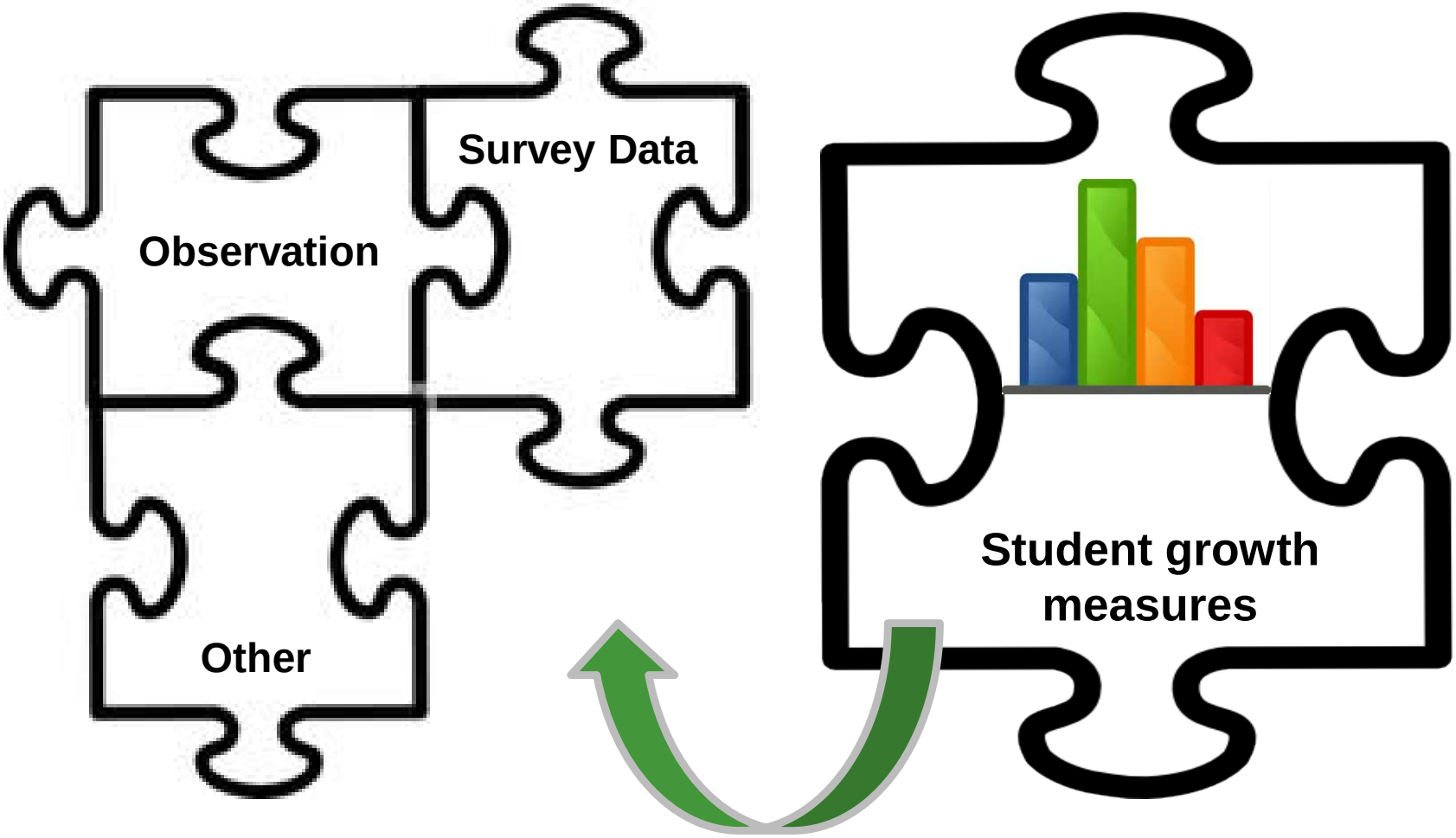


1: Student growth measures are a *significant contributing factor* in educator evaluation

Formative

Assessments used throughout the school year to inform teacher of student learning growth.

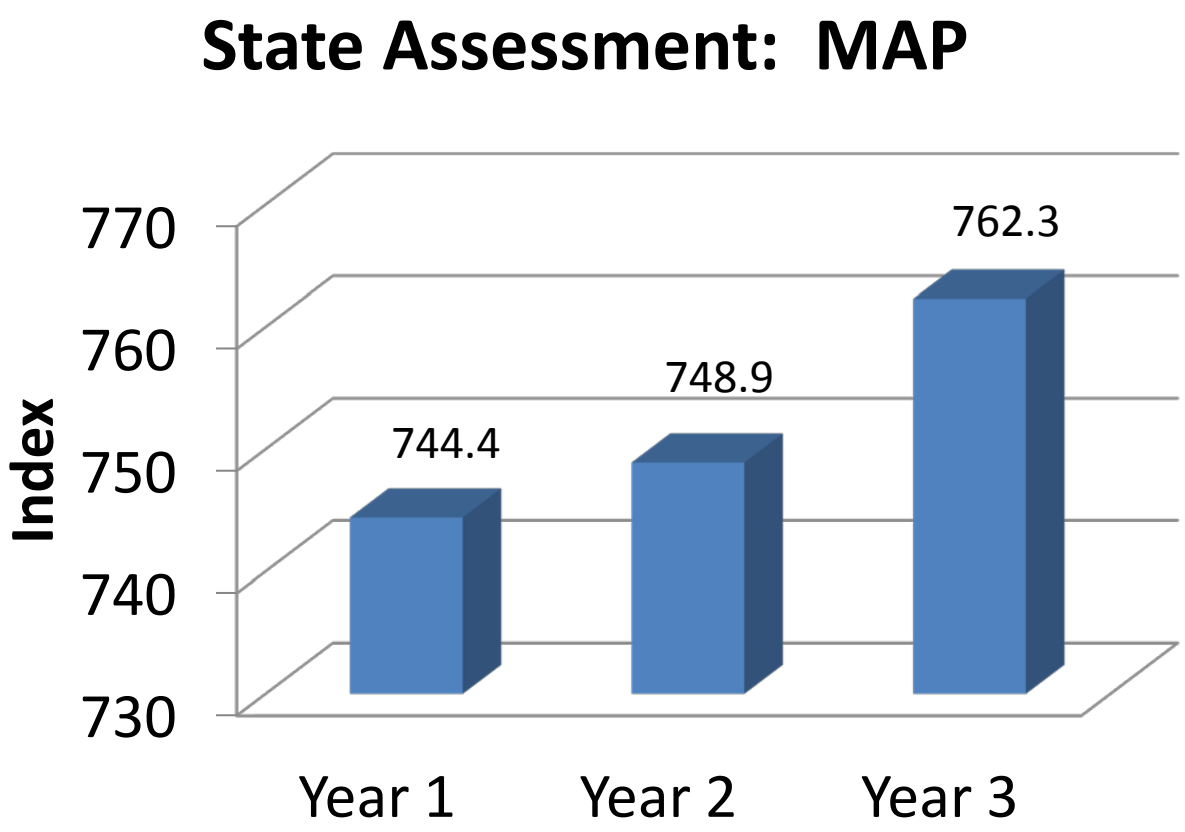
What instructional decisions can I make, based on this information, that will allow me to successfully reach my goal?

Summative

Assessments used by the teacher to determine the "outcome" of student learning.

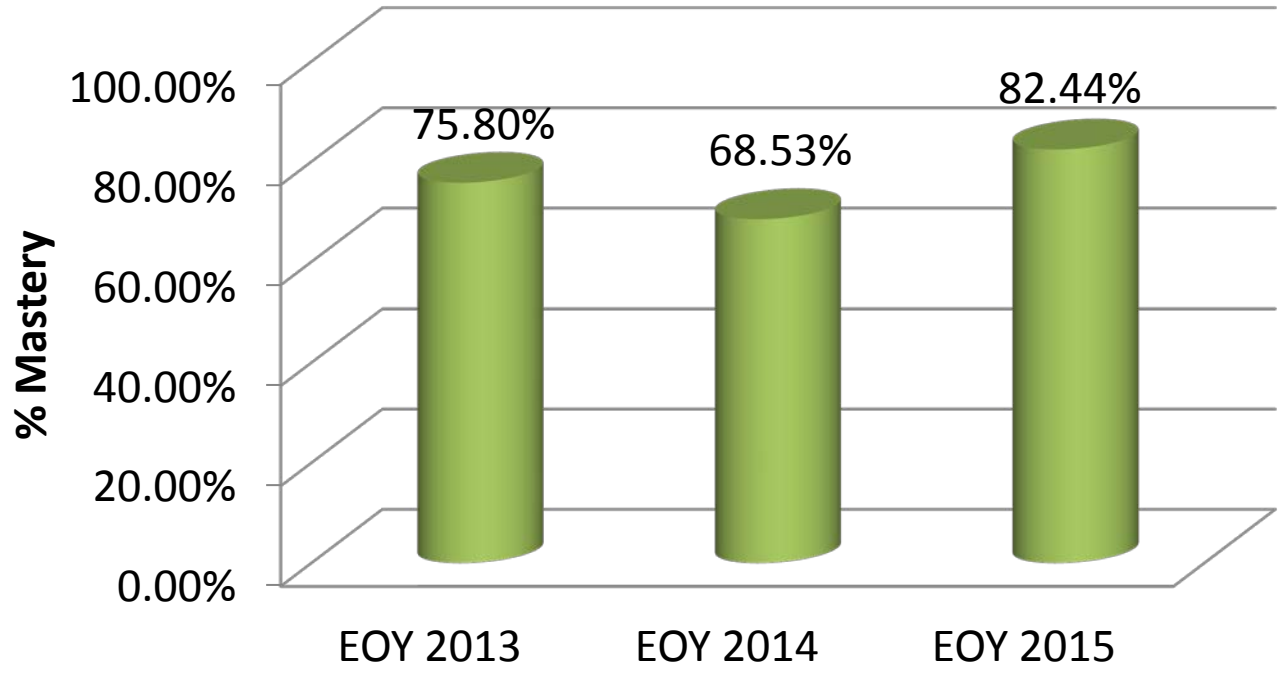
Was the learning goal "met" or "not met"…

2: Uses ***multiple measures*** including formative and summative assessments



3: Includes *multiple years* of comparable student data

Local Assessment: End of Year Benchmark



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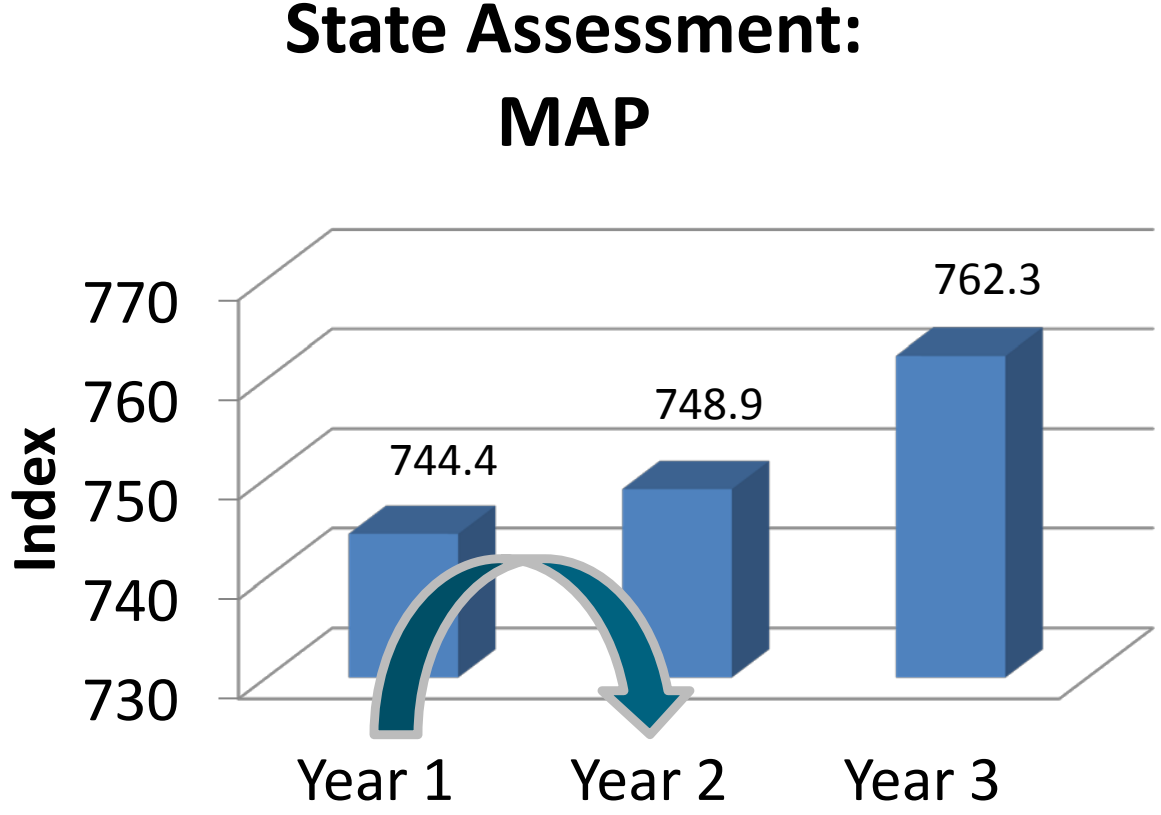
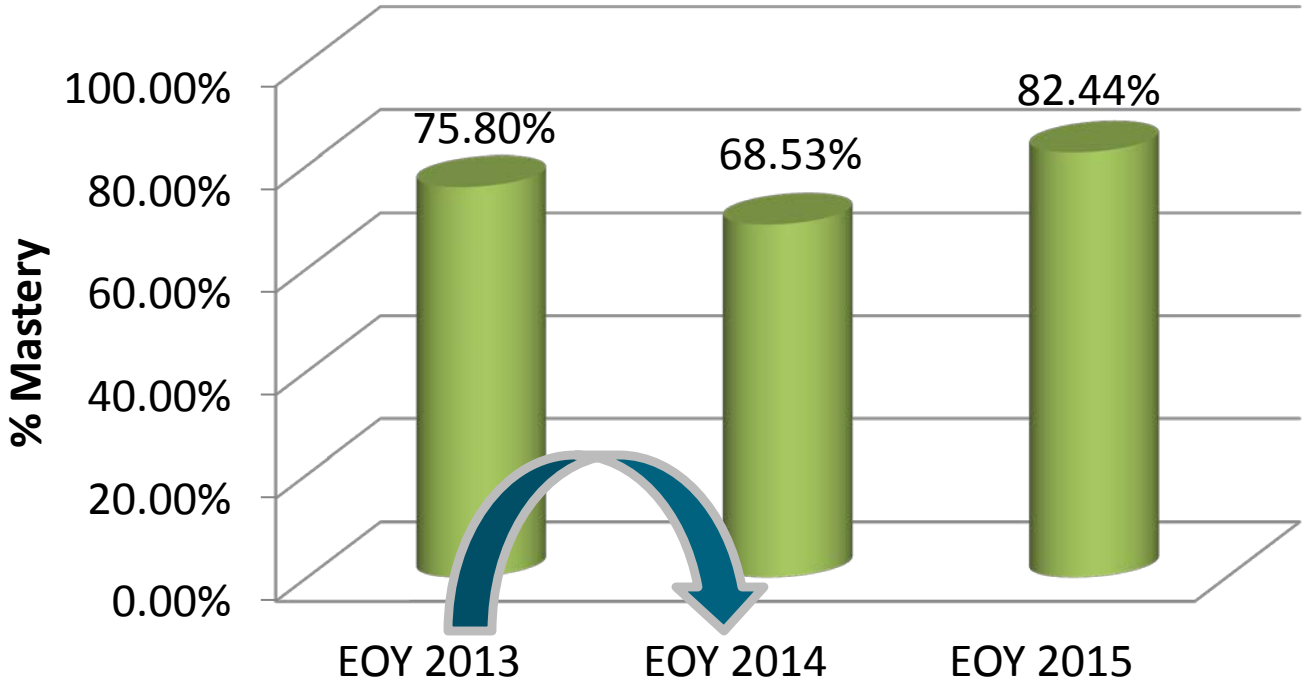


4: Highlights student growth ***across two points in time***

Local Assessment:
End of Year Benchmark



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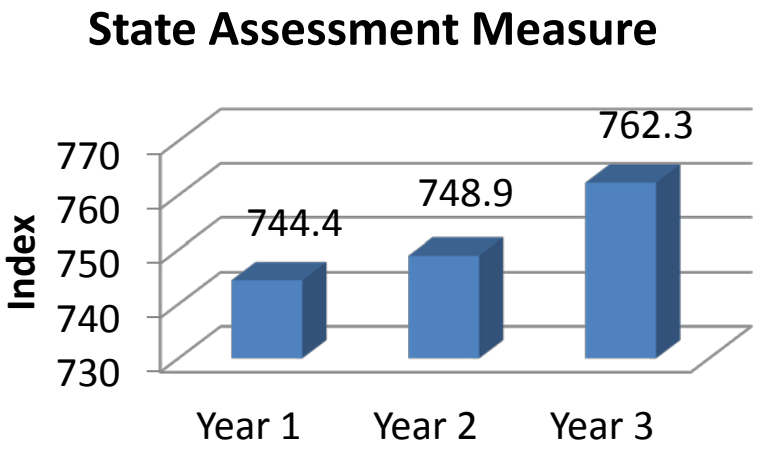
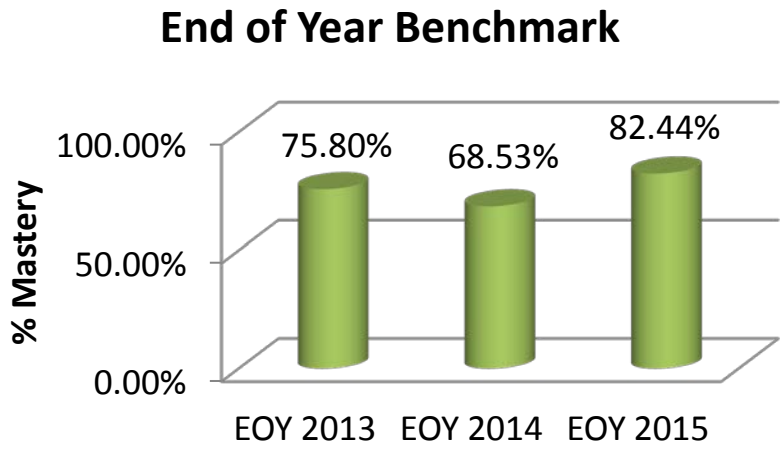
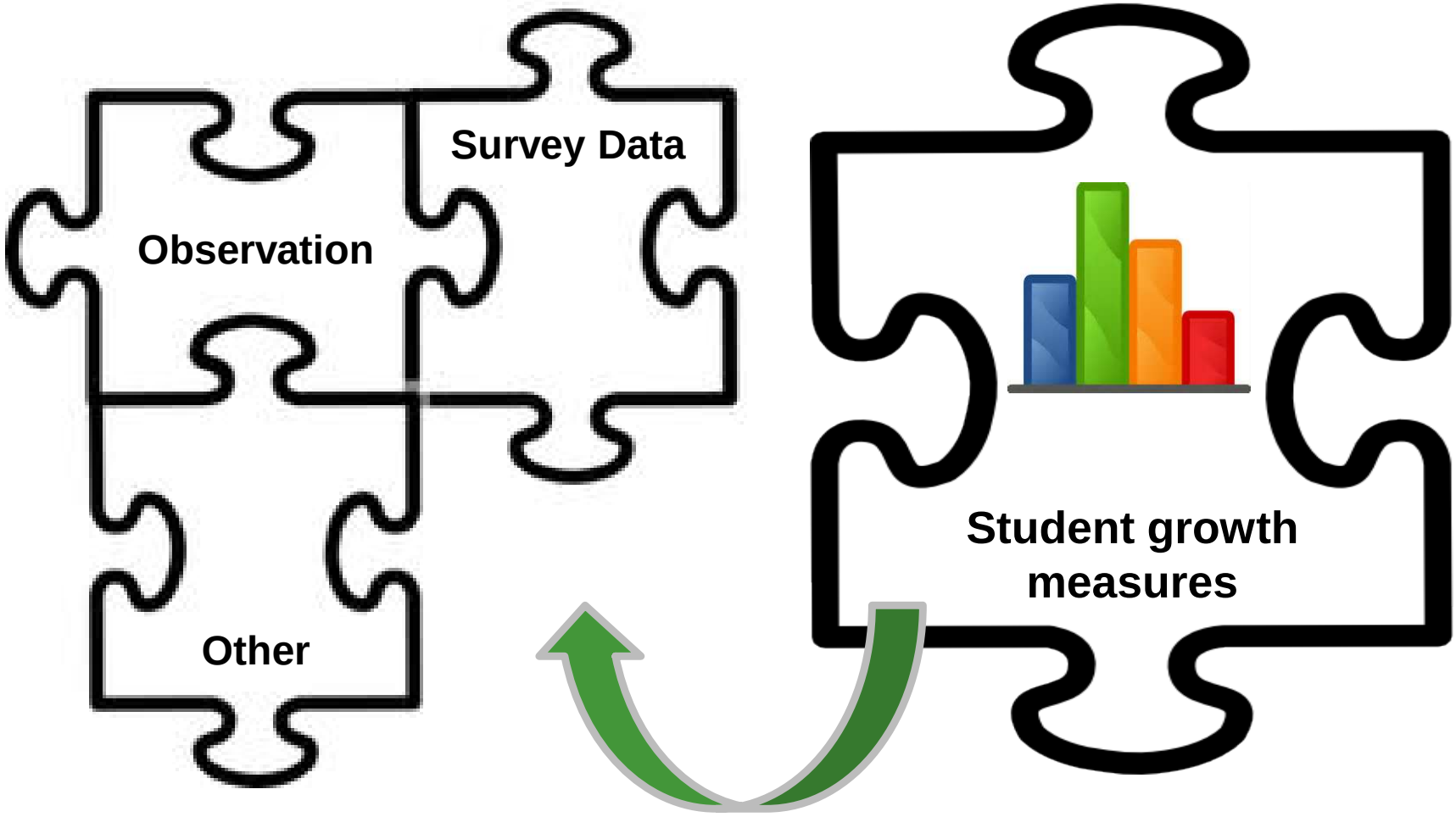




5: Includes the *state assessment where available and appropriate* and *additional district and school determined assessments*

Current Practice?

How is student learning currently monitored or reflected upon in your school?


Survey Data
Observation
Other
Student growth measures

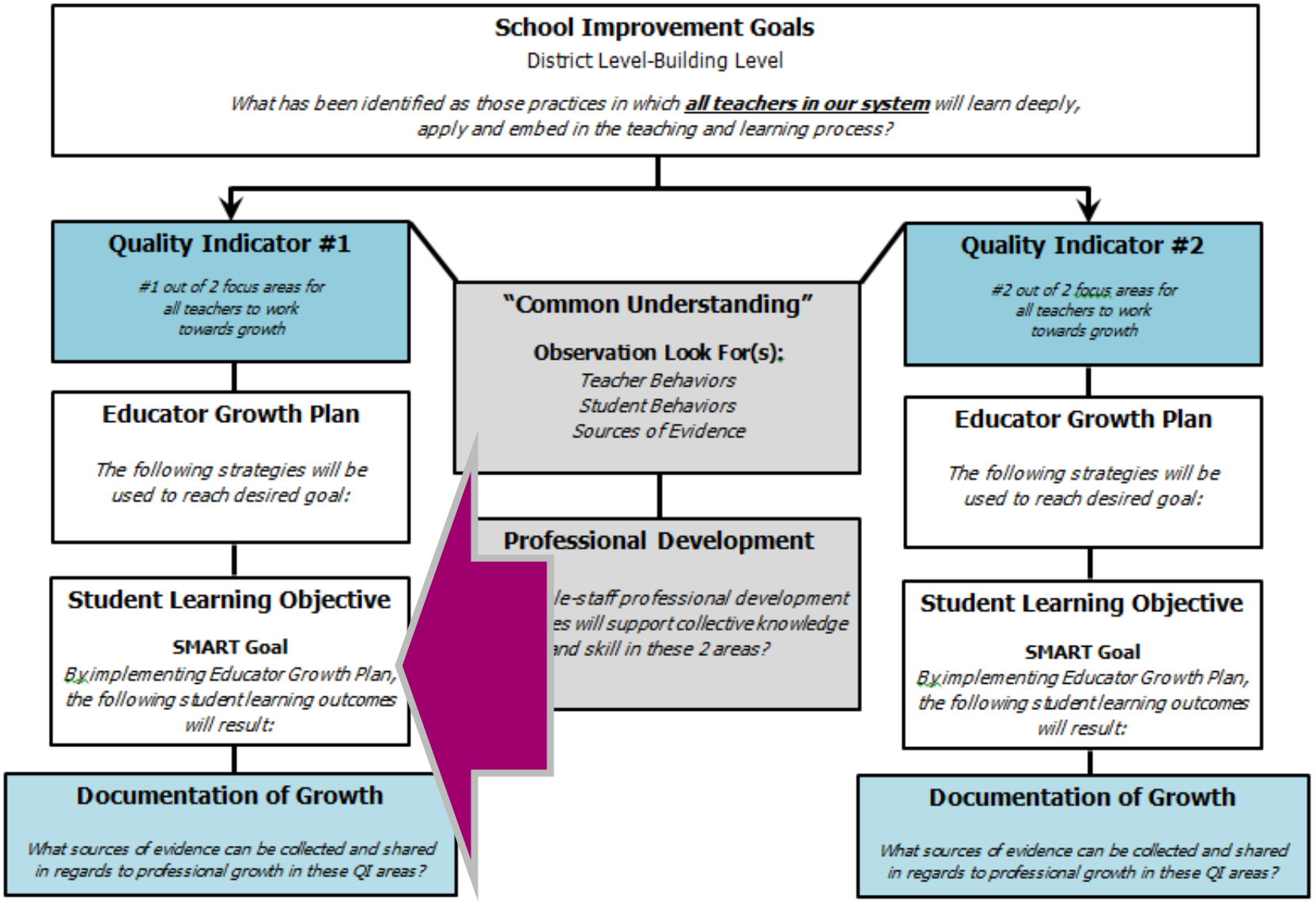
Missouri Model as Example…

Let's take a moment to connect this concept of Student Growth Measures *as "one" component* of an educator evaluation system.

What does this look like in terms of a process?

Educator Evaluation System

Manageability Consideration (System-Wide)



Educator Growth Plan*
(Missouri Model)

1. FOCUS *Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.*	**2. GOAL** *Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?*
3. STRATEGY *Describe the specific strategy(ies) to be im* *that will address the goal statement. This s* *should provide the best plan for effectively* *the FOCUS and include clear action steps a*	**4. RESULTS** *What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*
	We are "adding" to the conversation here…moving beyond only reflecting on teacher observation experiences.

Determining Student Growth Measures

Student Growth Measures

At this time, in table teams, use the below criteria and begin to ***brainstorm*** possible Student Growth Measures:

Core	Non-Core

Includes multiple measures including ***formative and summative*** assessments

Allows for ***multiple years*** of comparable student data

Highlights student growth ***across two points in time***

Common benchmark and formative district-generated assessments

Unit assessments

Individualized student growth objectives defined by the teacher

Results on pre-tests and post tests

Curriculum-Based Measurements

Student work samples such as presentations, papers, projects, portfolios

Measures of Student Growth Examples

Making Purposeful Decisions (when selecting SGMs)

As school leaders, we might think about the **"end in mind"** of using student growth measures as part of the evaluation system.

Might we want to consider selecting measures which will:

-truly measure what is essential for students to master in the learning process?

-give the teacher and leader good "formative" information for future actions/goal setting…

Endures?

What skills and conceptual knowledge will students gain that *last from one academic year to the next*?

Example:
Constructing an informative essay *is something that students need throughout their academic career. It is a skill that endures over time.*

Non-Example:
The same cannot be said, for example, of the requirement that a student ***memorize a poem or passage****.*

Essential for Progress to the Next Level of Instruction?

In a continuing dialogue with teachers at all grade levels, we must determine what is *essential for future success*.

Non-Example:

When 11th grade history teachers are asked what is essential for success in their classes, they rarely respond with items of historical knowledge that should have been memorized in middle school.

Example:

Rather, they typically respond that students should have skills in reading and writing, knowledge of map reading, and an understanding of the difference between democracy and authoritarianism.

Contributes to Understanding of Other Standards?

Standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives.

Example:

In a middle school mathematics class, the properties of a triangle and rectangle might be selected as standards which "contribute to the understanding of other standards", because this understanding will allow students to comprehend information about other shapes – such as rhombus, trapezoid, parallelogram…

Something to Consider…

If we take the time to ensure we are teaching to and monitoring the learning which has the following characteristics:

1) endurance

2) essential for progress to the next level

3) contributes to the understanding of other standards

"The "Safety Net" Curriculum" by Douglas B. Reeves, Ph.D., in Power Standards: Identifying the Standards that Matter the Most, Larry Ainsworth, Advanced Learning Press, 2003.

Something to Consider…

Then we will have a better chance of ensuring that the reflective conversations within the educator evaluation system will have a significant impact on:

- ✓ ***student learning***
- ✓ ***teacher growth and development***

Let's Go Back and Check…

Do the example measures in which you brainstormed have the potential to measure the following:	
Endurance	What skills and knowledge will students gain that last from one academic year to the next?
Essential	What skills are essential for progress to the next level of instruction?
Contributes to…	What skills will contribute to understanding of other standards?

Multiple Measures:

- End of Course Assessment
- Unit Assessment (Pre-Post)
- The Constitution

Example: American Government

Multiple Measures:

- MAP (ELA and MA)
- Reading Comprehension Benchmark Assessment
- Mathematics Fluency

Example: Grade 3

Multiple Measures:

- **Disease Prevention Presentation**
- **Nutritional Goal Plan**
- **Unit Tests (specific standards)**

Example: Health Education

Multiple Measures:

- Performance Event
- Portfolio
- Unit Tests

Example: Art I

Student Growth Measure "List of Examples"

Massachusetts
Department of Elementary and Secondary Education

Full List of Example Assessments for use as District-Determined Measures

http://www.doe.mass.edu/edeval/ddm/example/fulllist.html

Step 1:

Identify the *assessments or evidence sources* that could be used as student growth measures within your school setting.

Action Plan*

Value-Added Approach:
Missouri Growth Model

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Missouri Growth Model

For those teachers who are involved in state assessment…

What is the process for incorporating this type of data?

Please Understand…

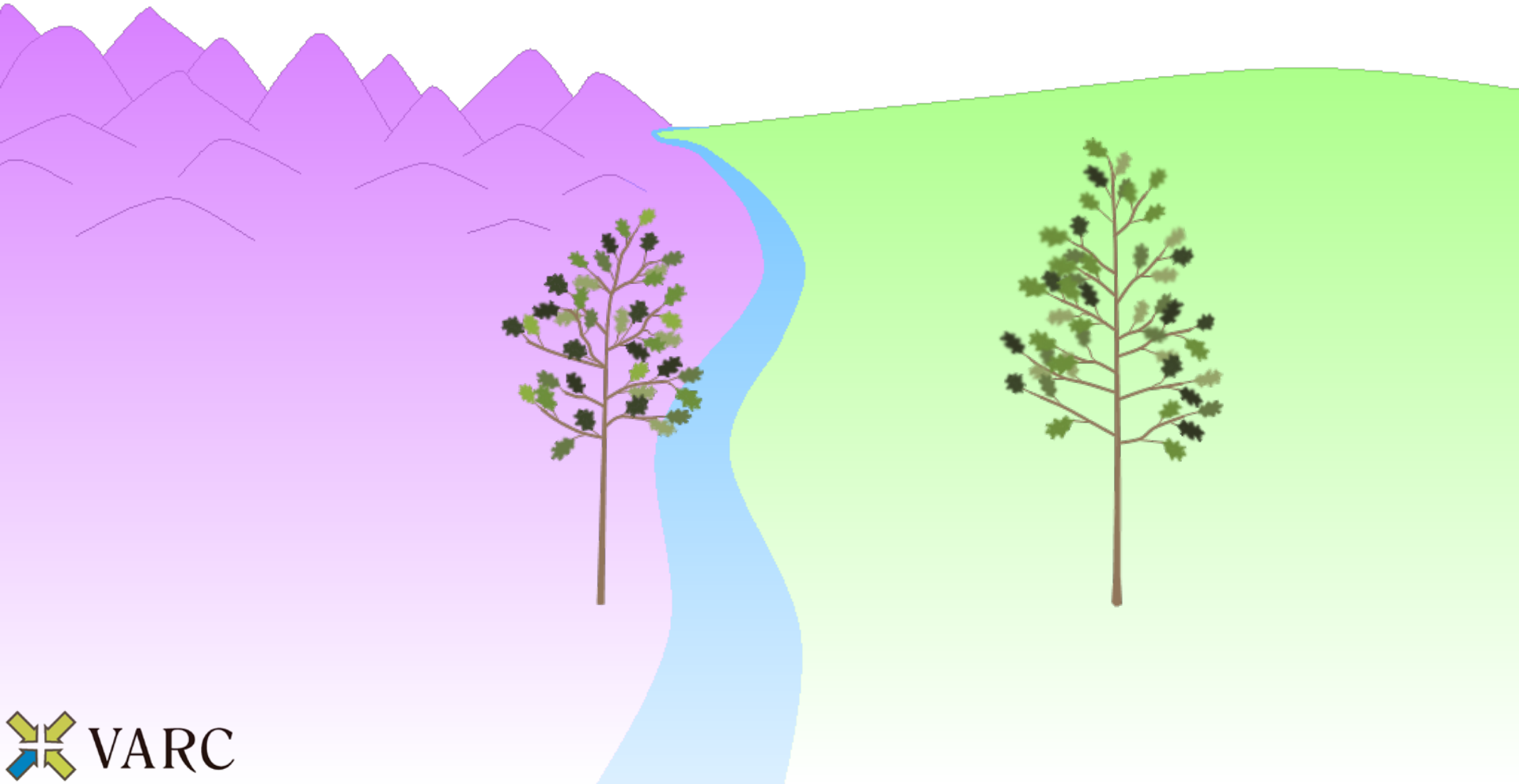
The "What" and "So What":

To facilitate awareness of how the state department will be determining "growth" on the state assessment *so that* districts can thoughtfully address critical component #6

Non-purpose:

To overwhelm you with technical procedures…as these reports will be provided for you.

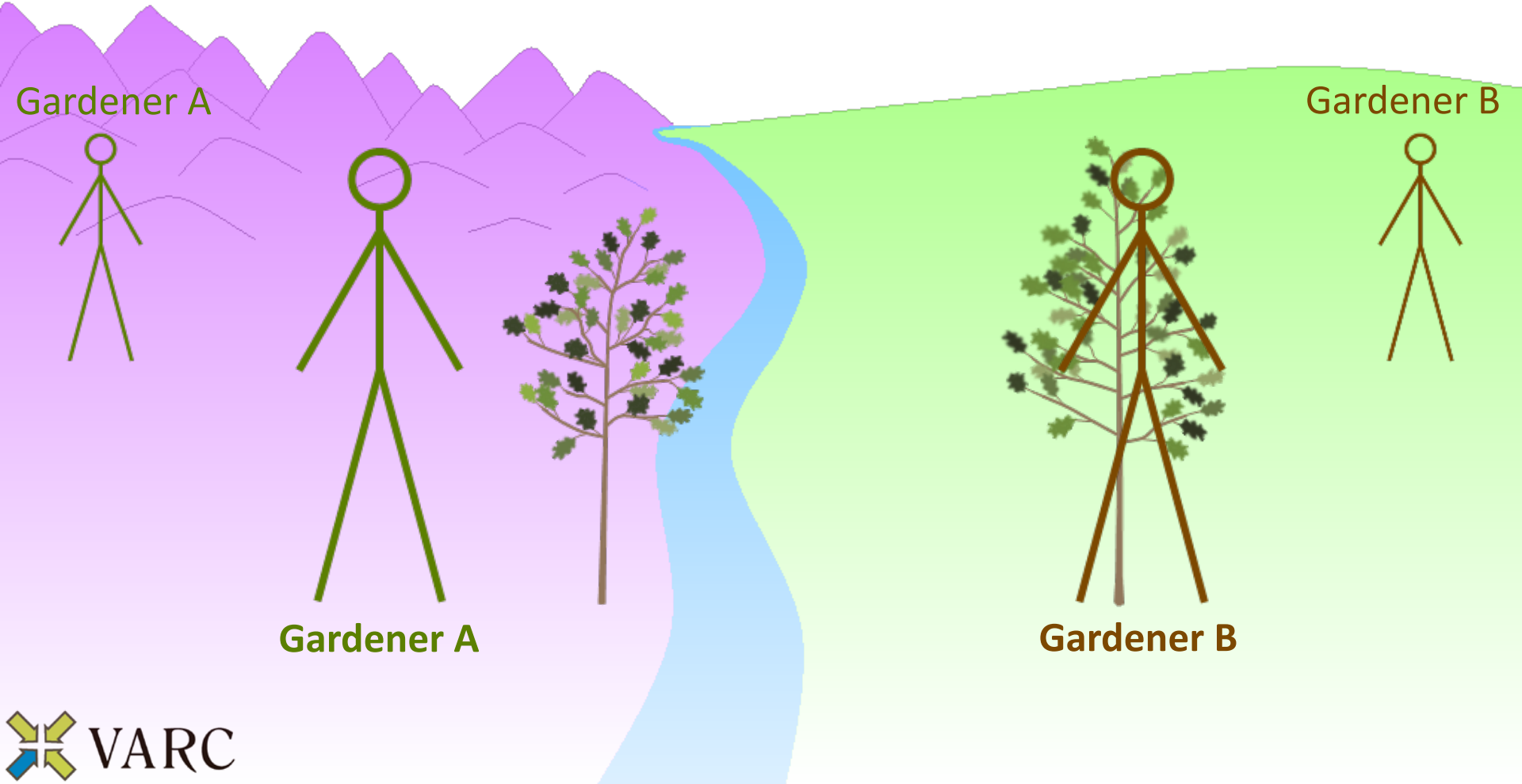
The Oak Tree Analogy



VARC

Explaining the concept of value added by evaluating the performance of two gardeners

- For the past year, these gardeners have been tending to their oak trees trying to maximize the height of the trees.
- Each gardener used a variety of strategies to help their own tree grow… which of these two gardeners was more successful with their strategies?

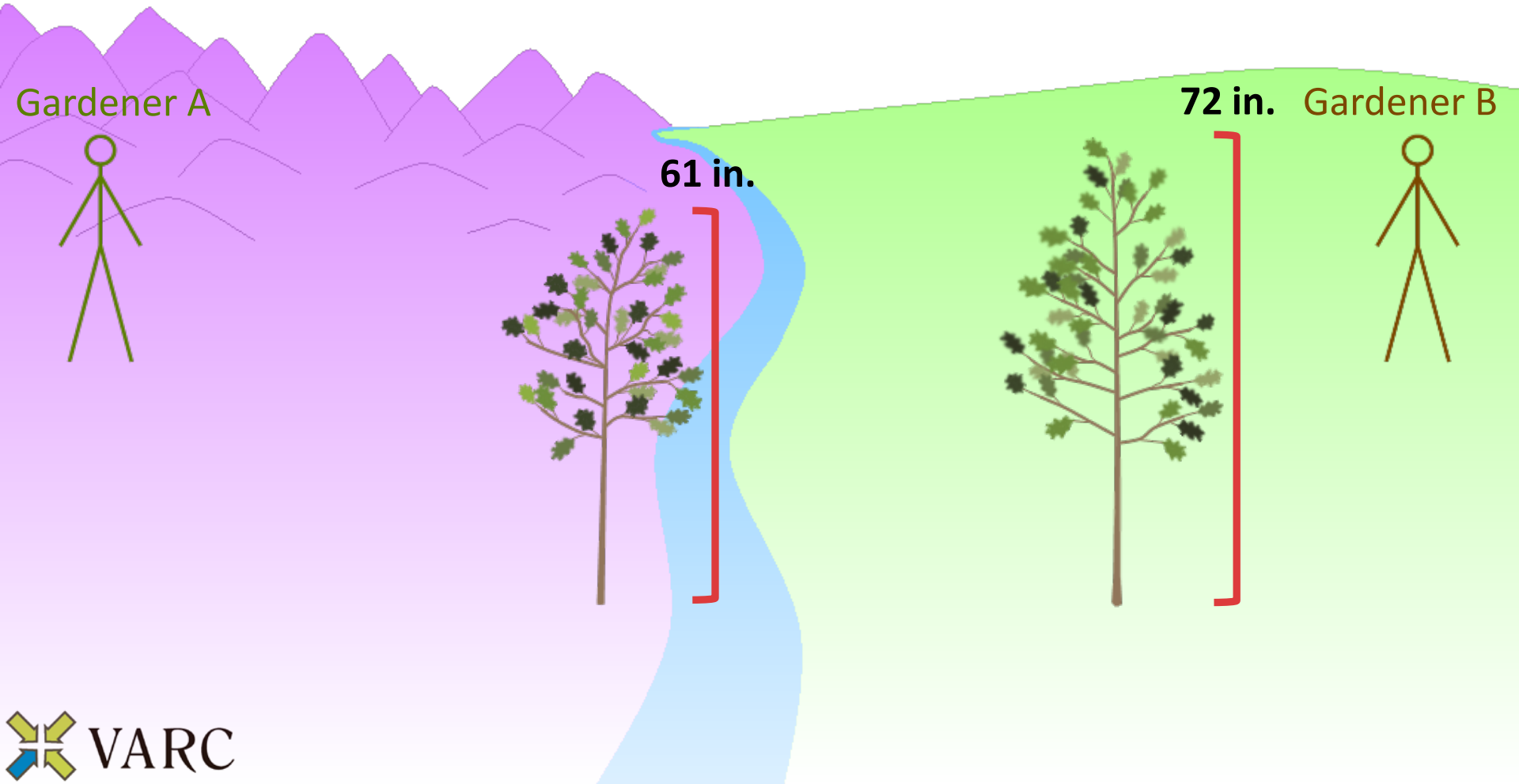


VARC

To measure the performance of the gardeners, we will measure the height of the trees today (1 year after they began tending to the trees).

- Using this method, Gardener B is the better gardener.

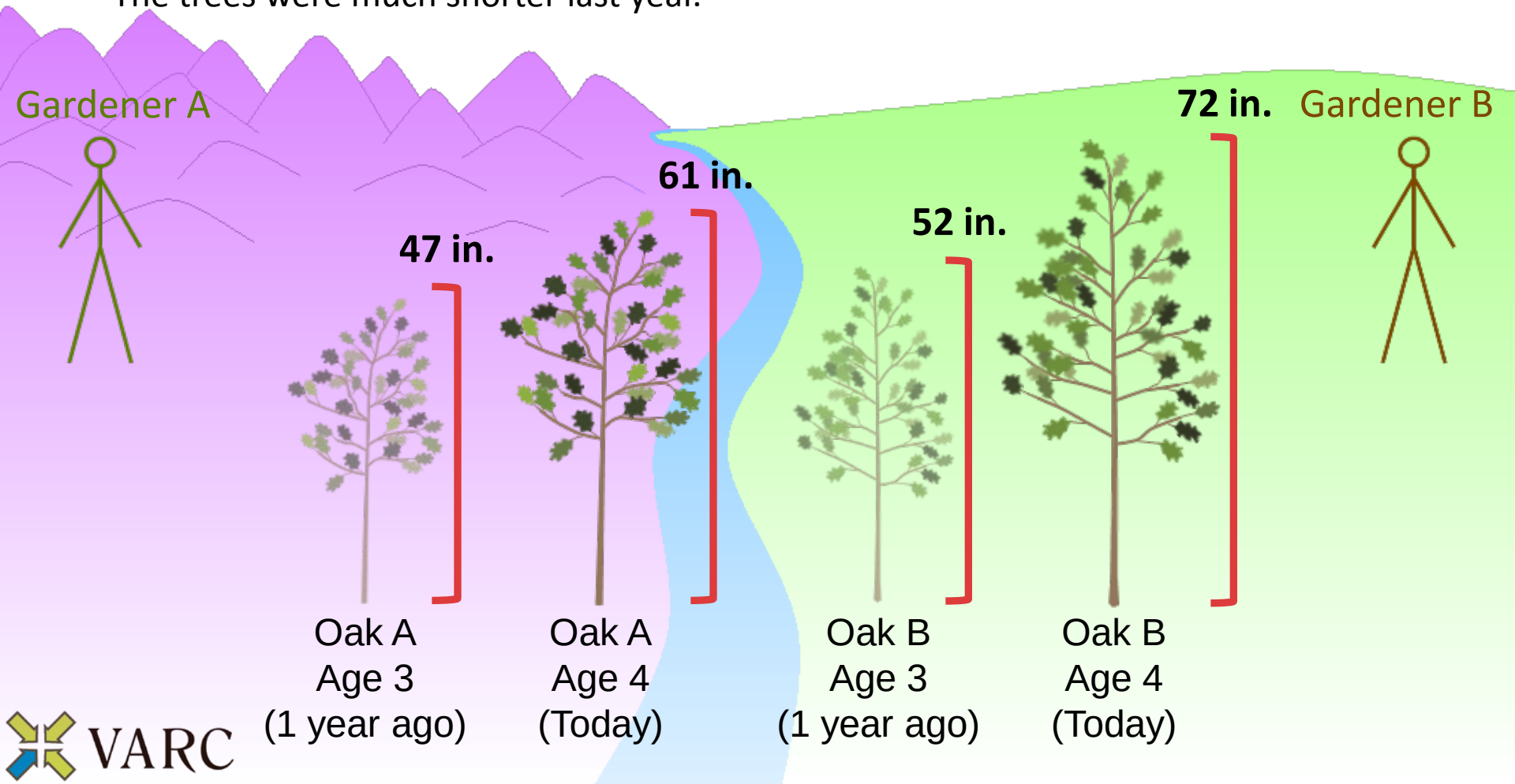
This method is analogous to using an **Achievement Model**.



VARC

… but this achievement result does not tell the whole story.

- These trees are 4 years old.
- We need to find the starting height for each tree in order to more fairly evaluate each gardener's performance during the past year.
- The trees were much shorter last year.



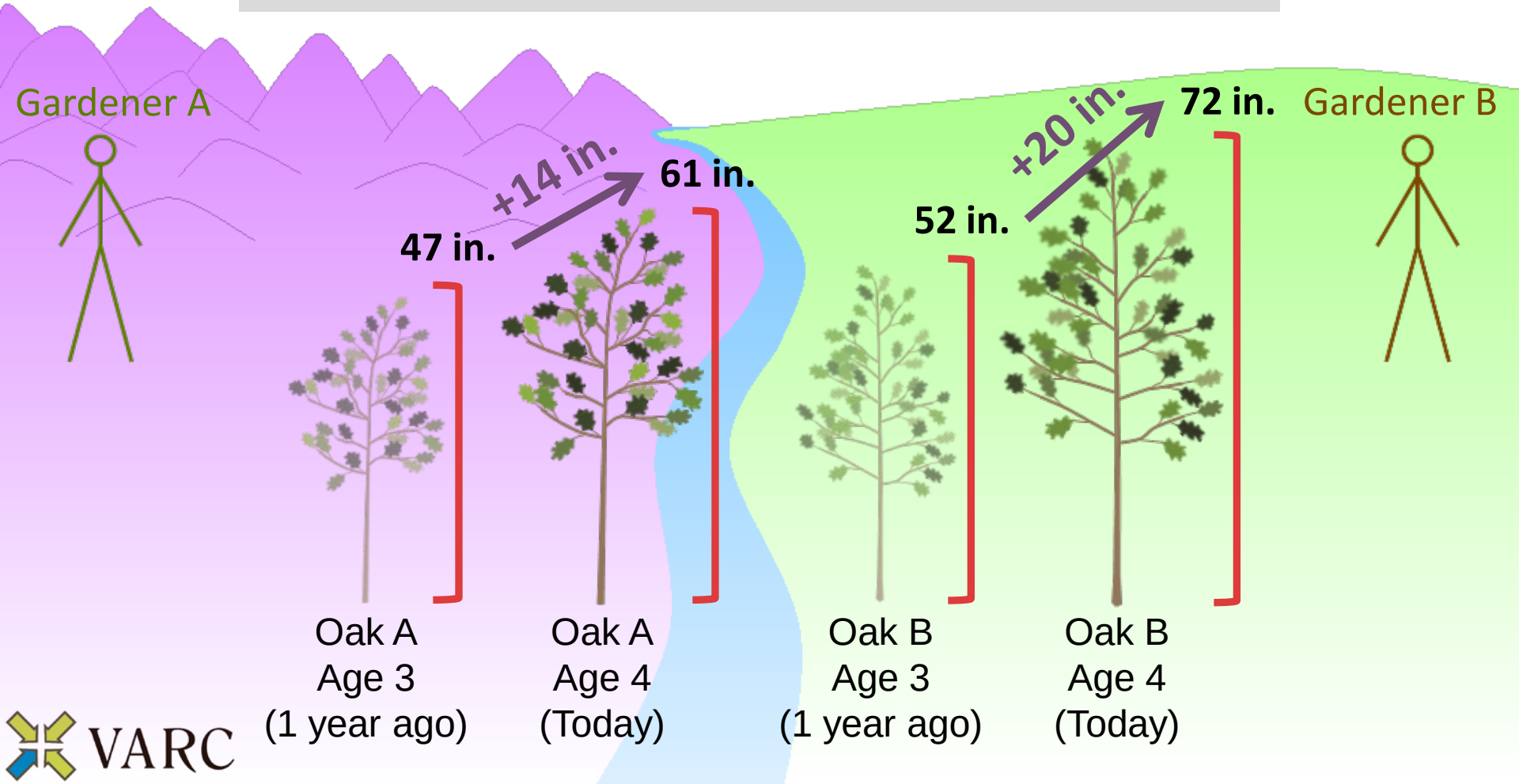
VARC

We can compare the height of the trees one year ago to the height today.

- By finding the difference between these heights, we can determine how many inches the trees grew during the year of gardener's care.

- Oak B had more growth this year, so Gardener B is the better gardener.

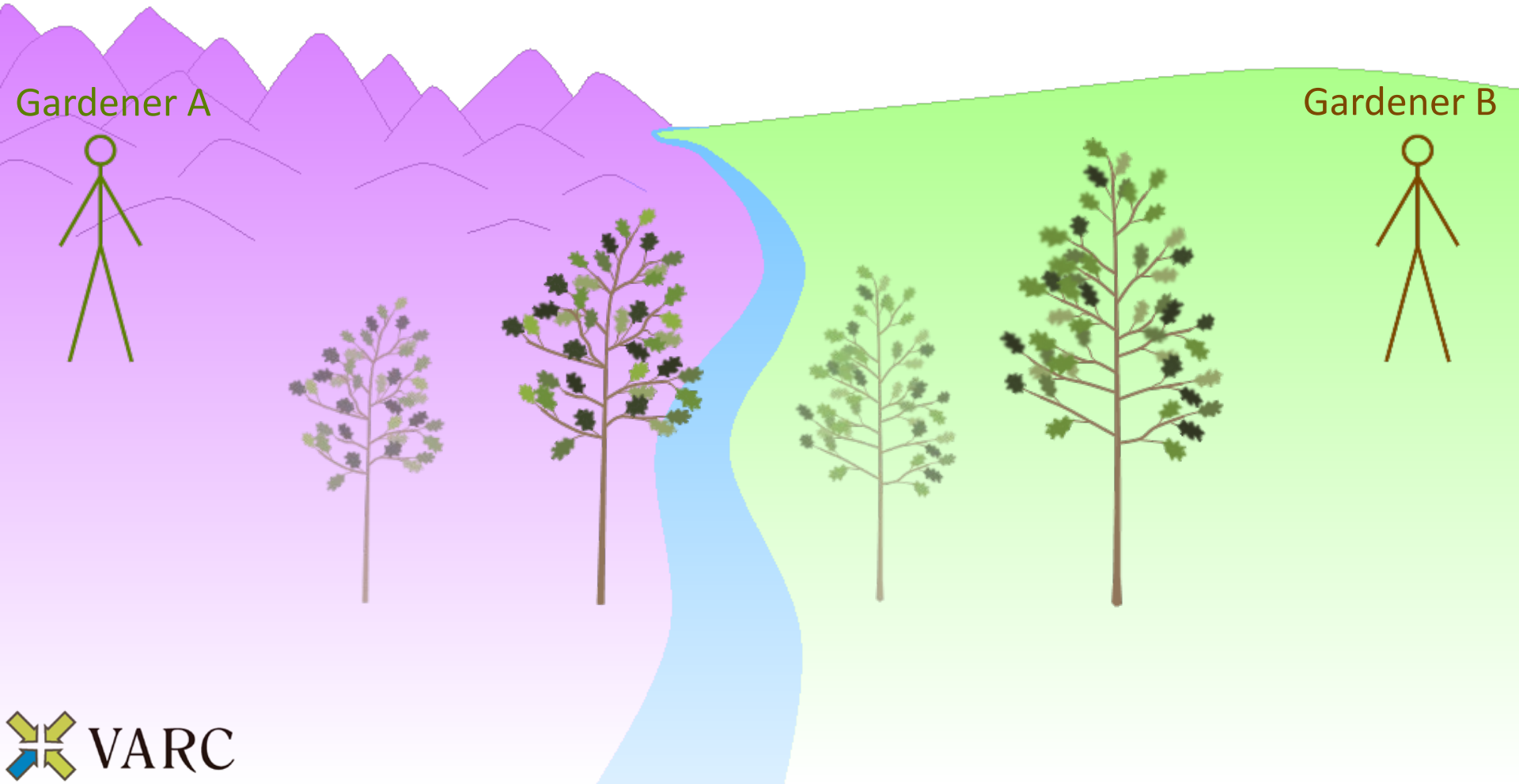
This is analogous to a **Simple Growth Model**, also called **Gain**.



VARC

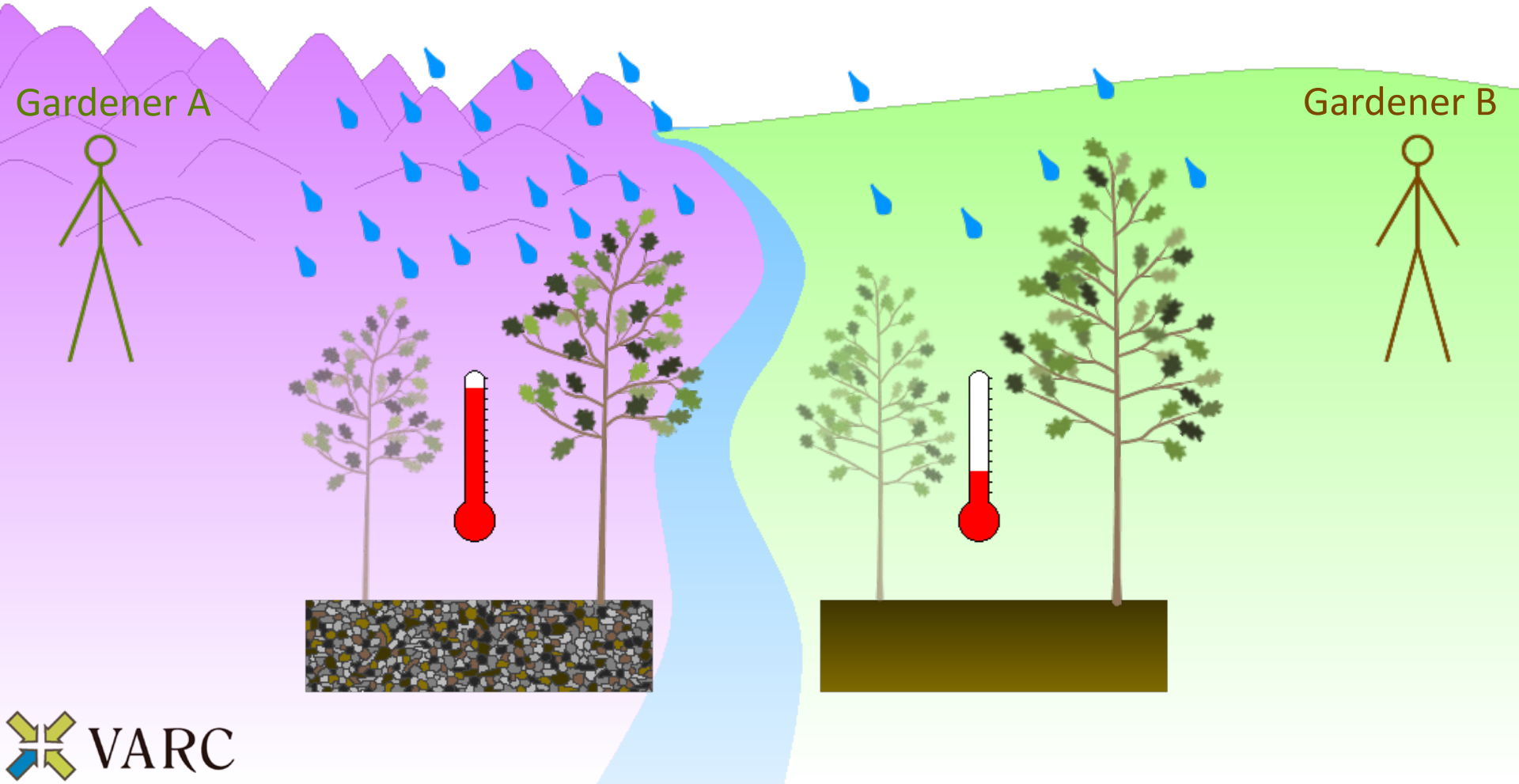
… but this simple growth result does not tell the whole story either.

- We do not yet know how much of this growth was due to the strategies used by the gardeners themselves.
- This is an “apples to oranges” comparison.
- For our oak tree example, three environmental factors we will examine are: **Rainfall**, **Soil Richness**, and **Temperature**.



VARC

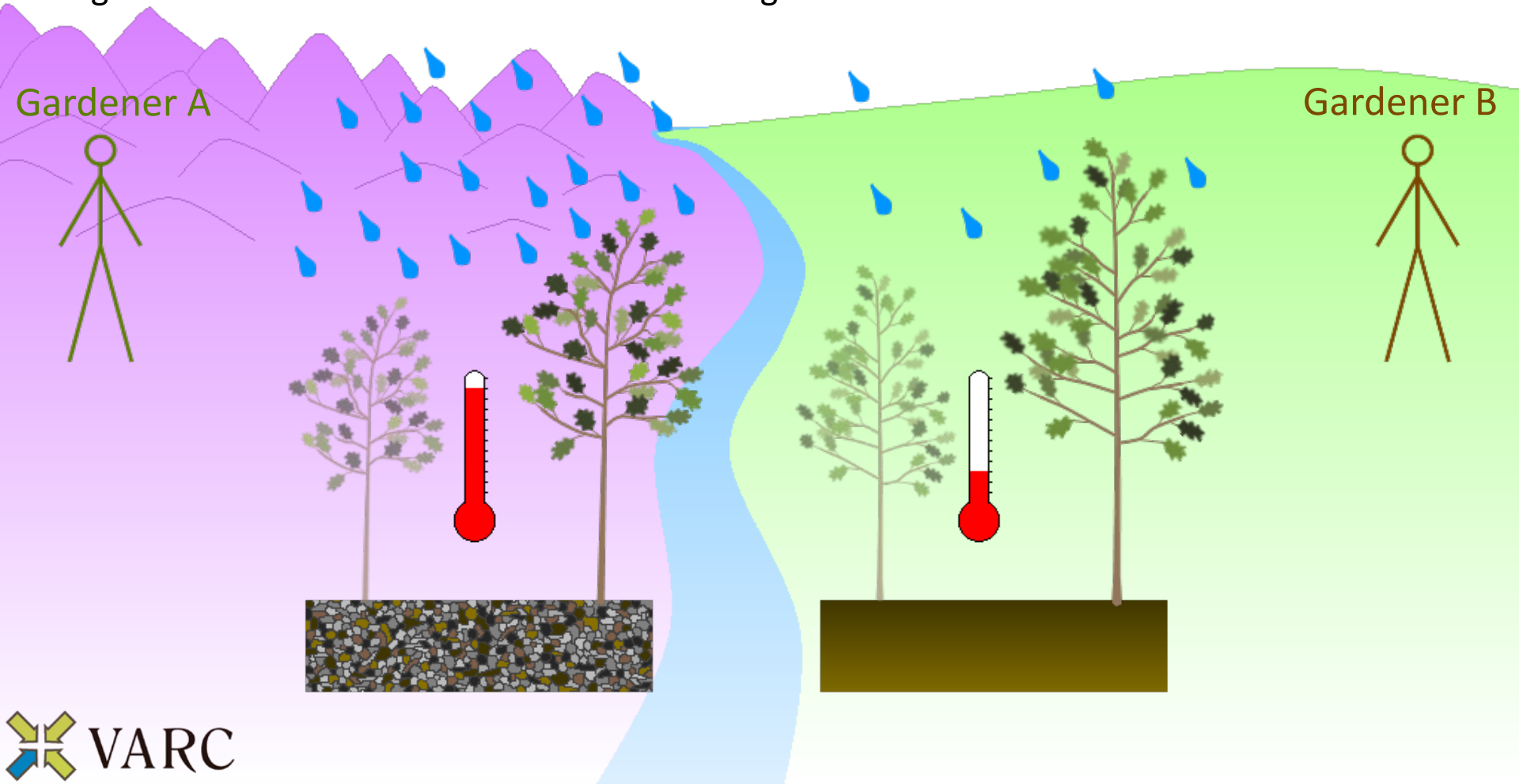
External condition	Oak Tree A	Oak Tree B
Rainfall amount	High	Low
Soil richness	Low	High
Temperature	High	Low



VARC

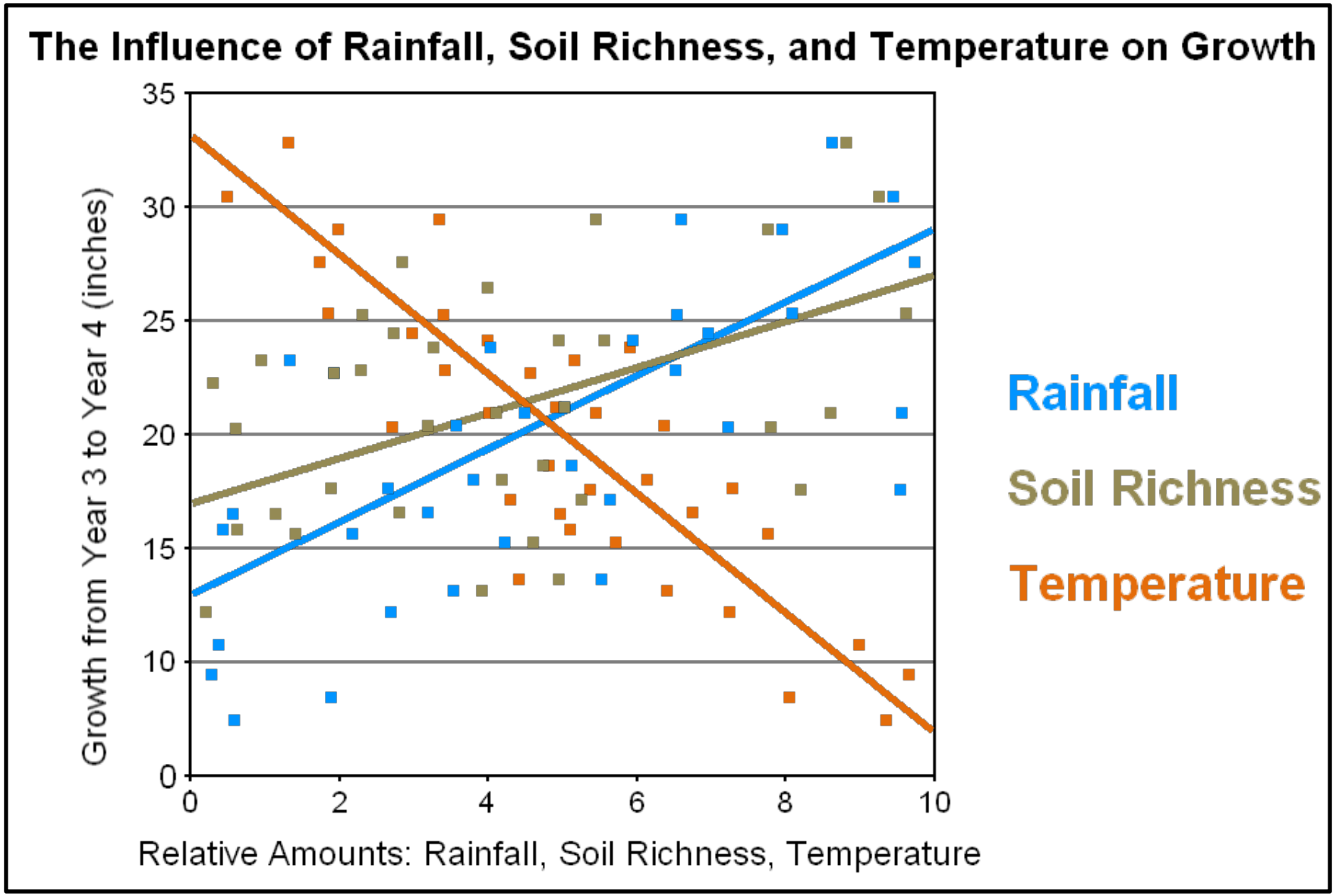
We can use this information to calculate a predicted height for each tree today if it was being cared for by an average gardener in the area…

- We examine all oaks in the region to find an average height improvement for trees.
- We adjust this prediction for the effect of each tree's environmental conditions.
- We compare the actual height of the trees to their predicted heights to determine if the gardener's effect was above or below average.



VARC

In order to find the impact of rainfall, soil richness, and temperature, we will plot the growth of each individual oak in the region compared to its environmental conditions.



Now that we have identified growth trends for each of these environmental factors, we need to convert them into a form usable for our predictions.

Rainfall	Low	Medium	High
Growth in inches relative to the average	-5	-2	+3

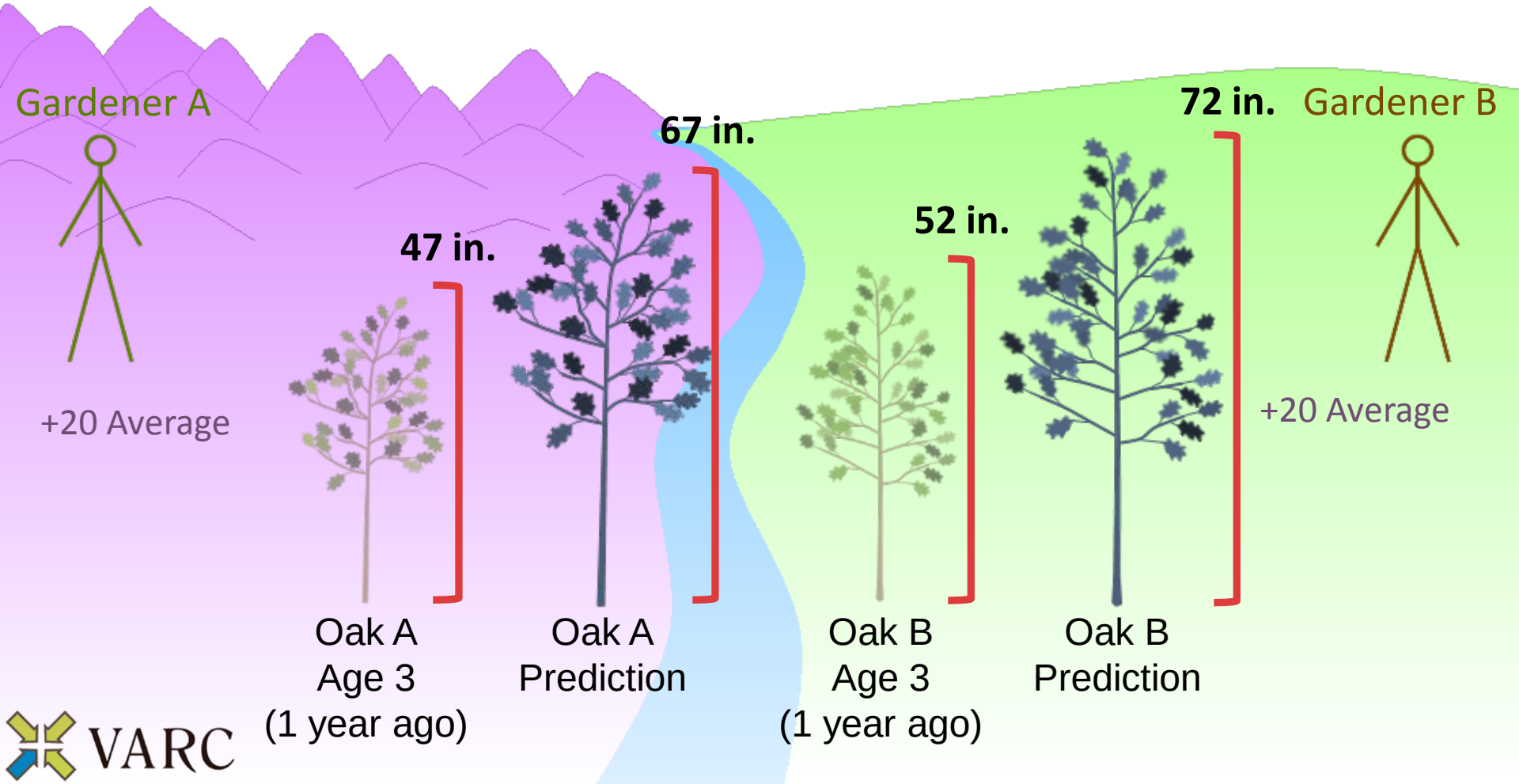
Soil Richness	Low	Medium	High
Growth in inches relative to the average	-3	-1	+2

Temperature	Low	Medium	High
Growth in inches relative to the average	+5	-3	-8

Now we can go back to **Oak A** and **Oak B** to **adjust for their growing conditions**.

To make our initial prediction, we use the average height improvement for all trees

- Based on our data, the average improvement for oak trees in the region was 20 inches during the past year.
- We start with the trees' height at age 3 and add 20 inches for our initial prediction.
- Next, we will refine our prediction based on the growing conditions for each tree. When we are done, we will have an "apples to apples" comparison of the gardeners' effect.

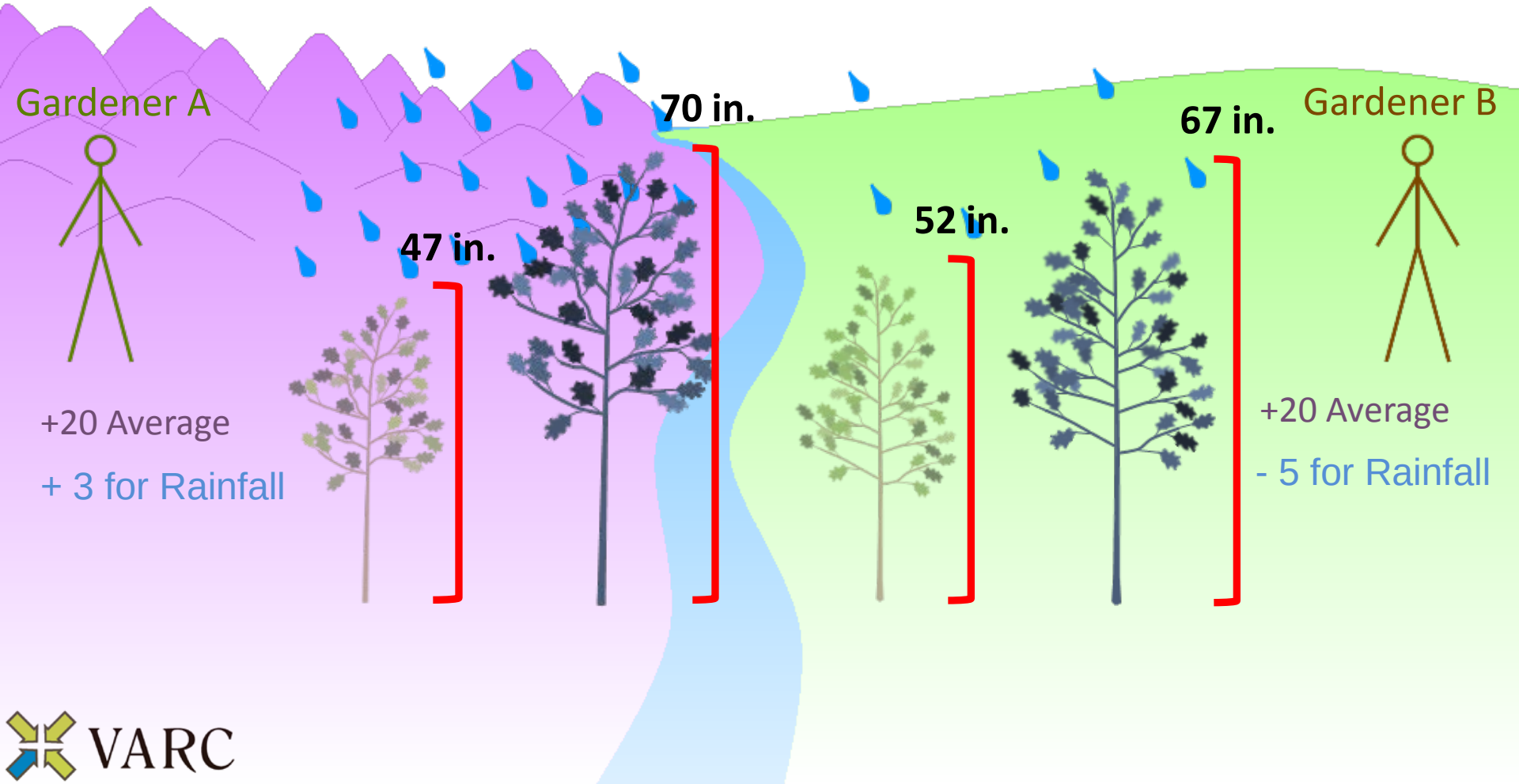


VARC

Based on data for all oak trees in the region, we found that high rainfall resulted in 3 inches of extra growth on average.

For having high rainfall, Oak A's prediction is adjusted by +3 to compensate.

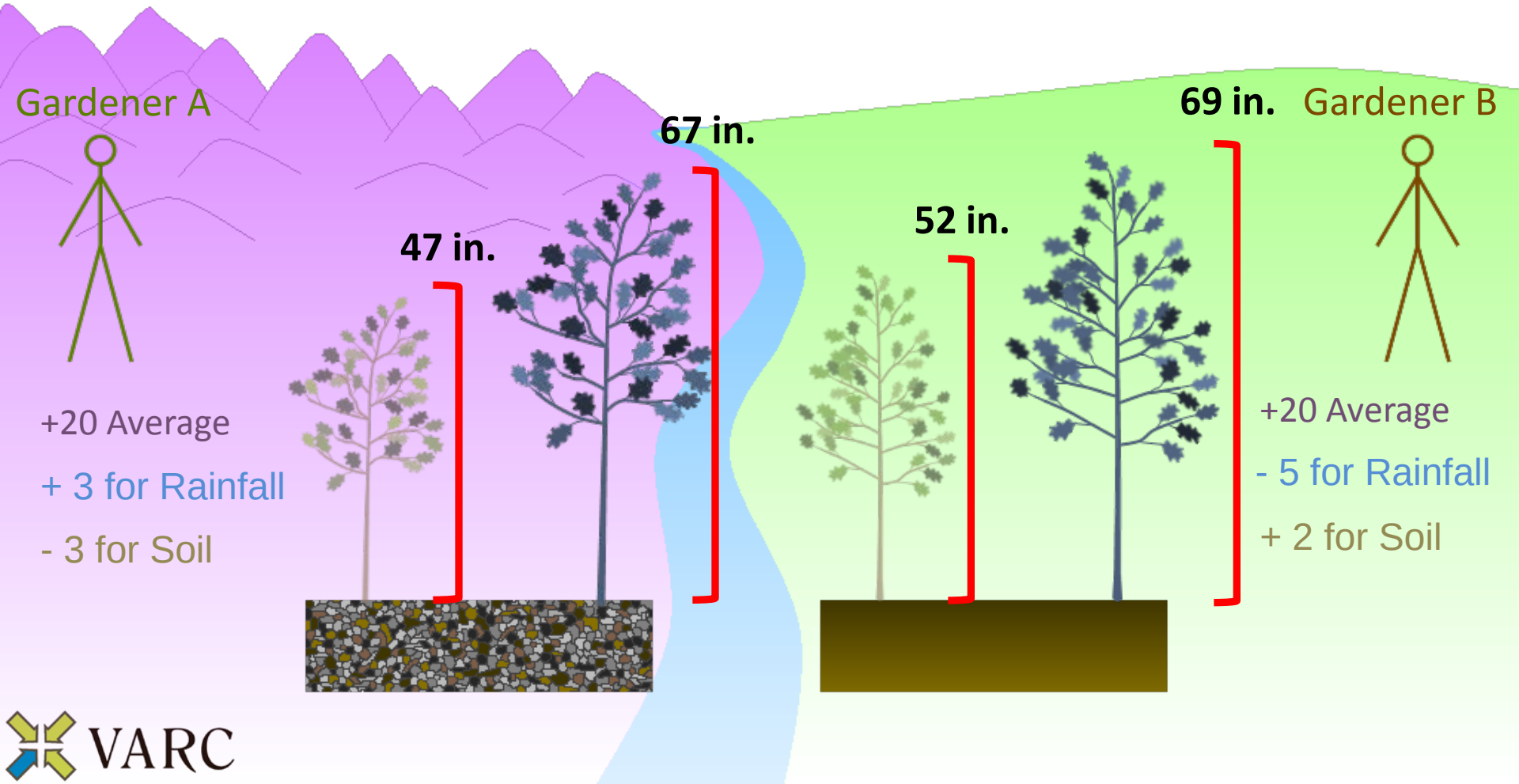
Similarly, for having low rainfall, Oak B's prediction is adjusted by -5 to compensate.



VARC

For having poor soil, Oak A's prediction is adjusted by -3.

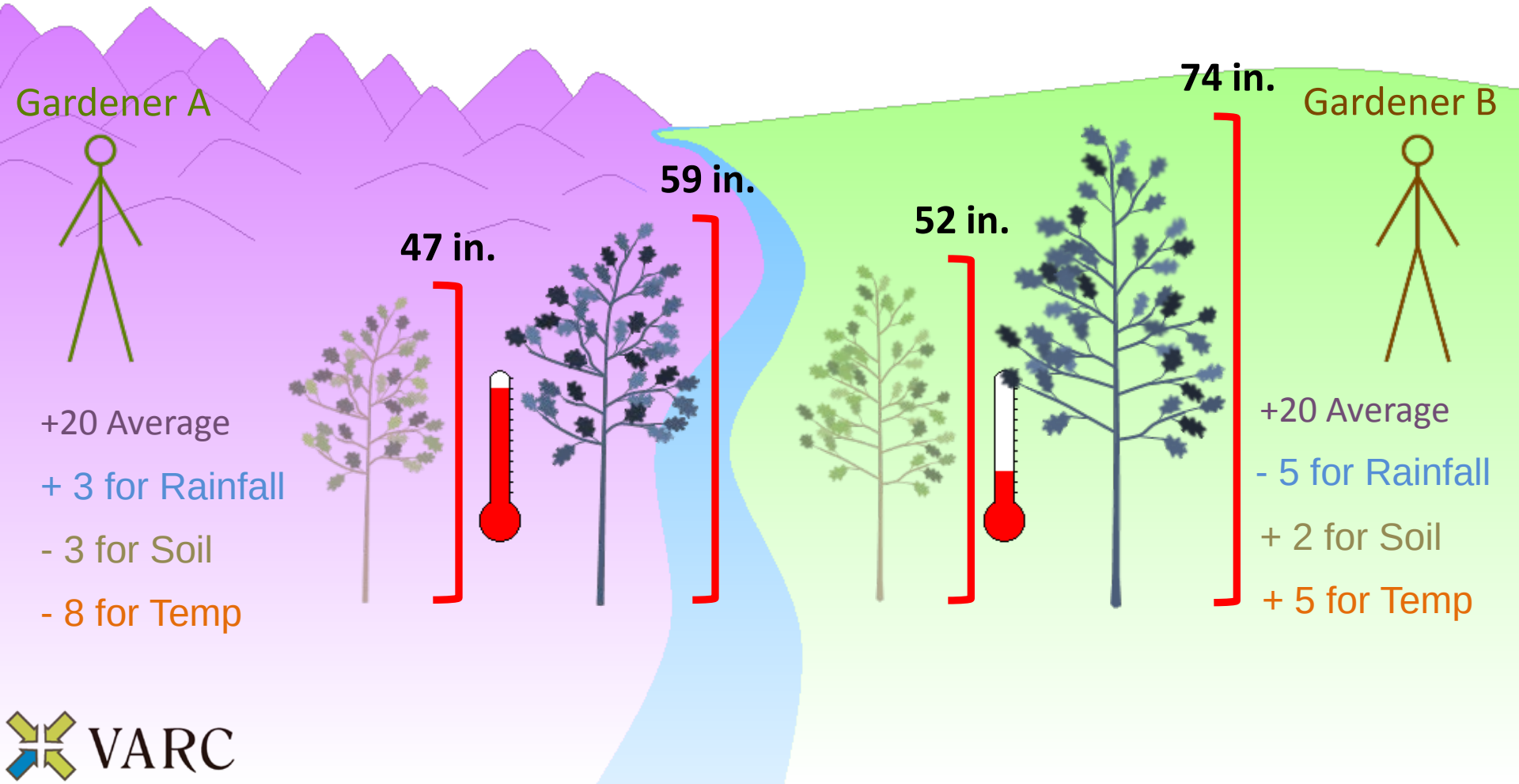
For having rich soil, Oak B's prediction is adjusted by +2.



VARC

For having high temperature, Oak A's prediction is adjusted by -8.

For having low temperature, Oak B's prediction is adjusted by +5.

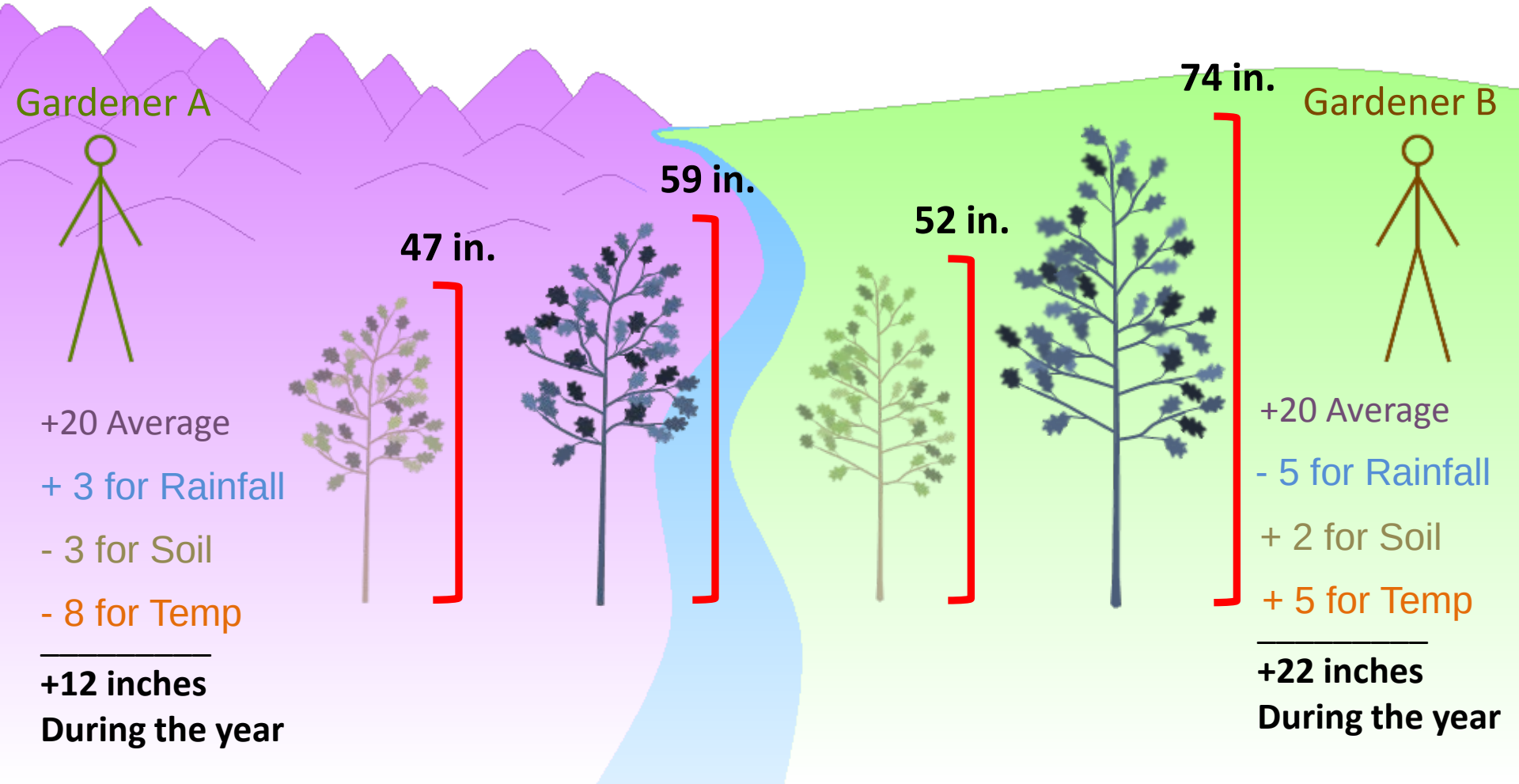


VARC

Now that we have refined our predictions based on the effect of environmental conditions, our gardeners are on a level playing field.

The predicted height for trees in Oak A's conditions is 59 inches.

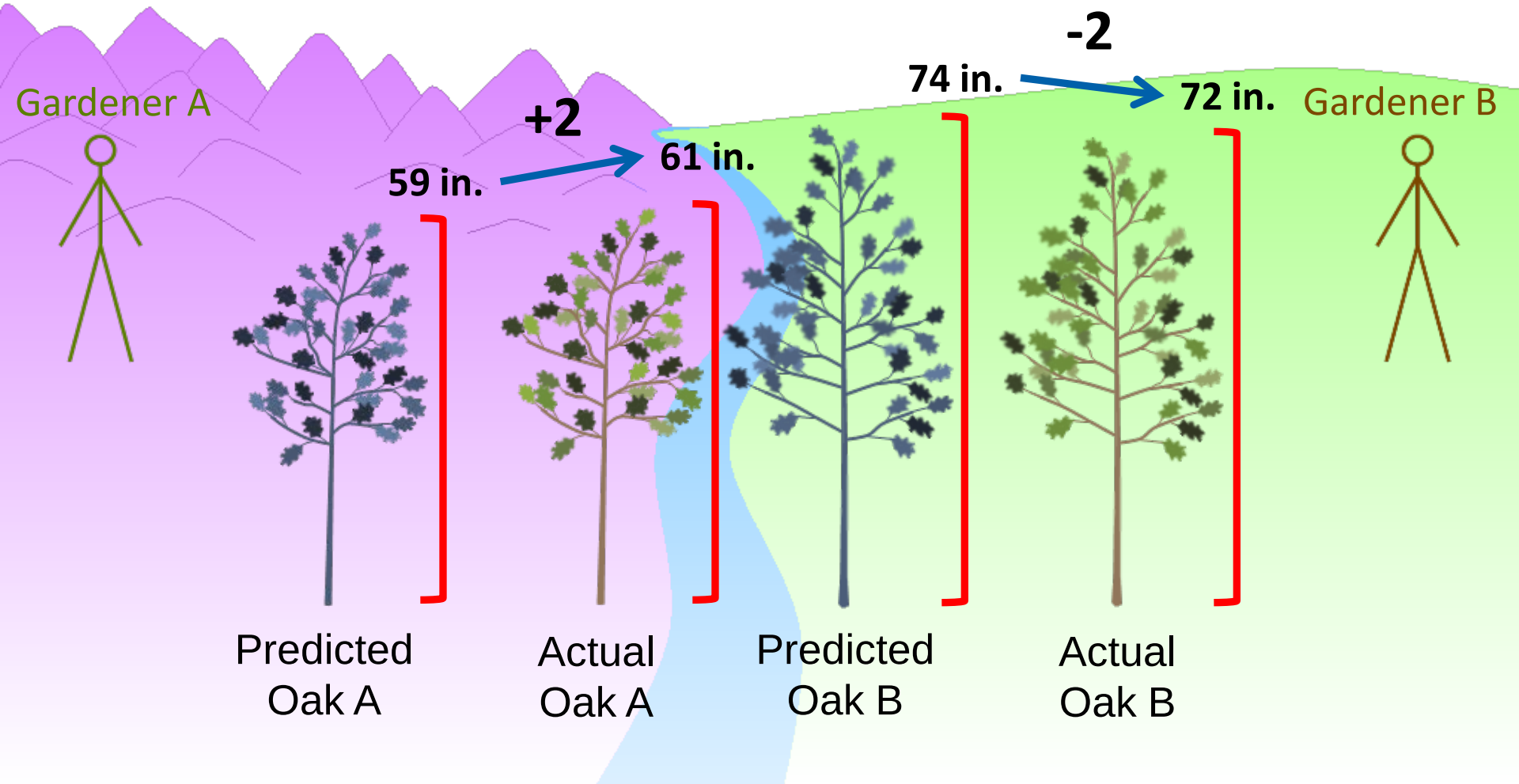
The predicted height for trees in Oak B's conditions is 74 inches.



Finally, we compare the actual height of the trees to our predictions.

Oak A's actual height of 61 inches is 2 inches **more** than we predicted.
We attribute this above-average result to the effect of Gardener A.

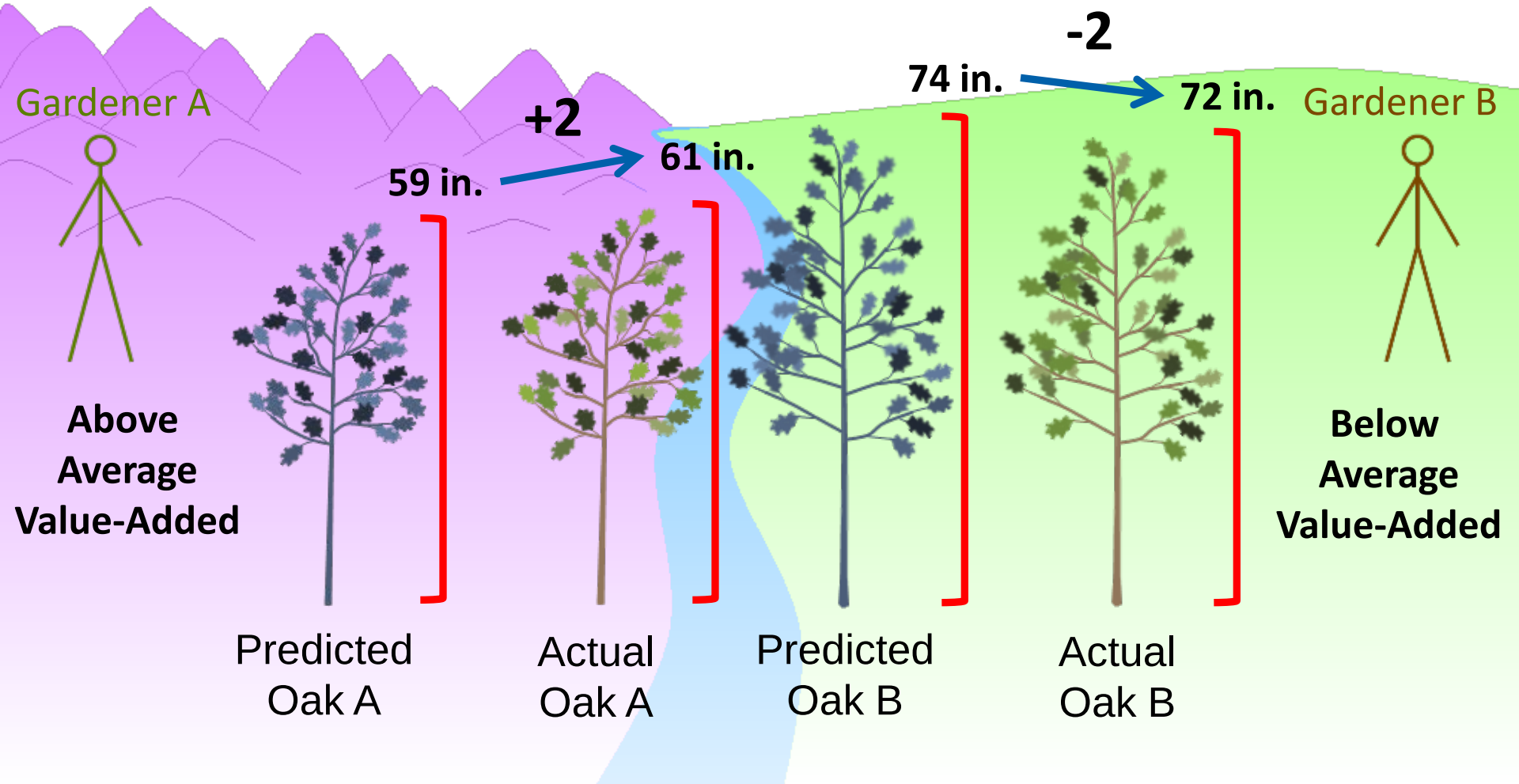
Oak B's actual height of 72 inches is 2 inches **less** than we predicted.
We attribute this below-average result to the effect of Gardener B.



Using this method, **Gardener A is the superior gardener.**

By accounting for last year's height and environmental conditions of the trees during this year, we found the "value" each gardener "added" to the growth of the tree.

This is analogous to **a Value-Added measure**



How does this analogy relate to value added in the education context?

	Oak Tree Analogy	Value-Added in Education
What are we evaluating?	• Gardeners	• Districts • Schools • Grades • Classrooms • Programs and Interventions
What are we using to measure success?	• Relative height improvement in inches	• Relative improvement on standardized test scores
Sample	• Single oak tree	• Groups of students

Control factors	• Rainfall
	• Soil richness
	• Temperature
		• Students' prior test performance (usually most significant predictor)
		
		• Other demographic characteristics such as:
		  • Grade level
		  • Gender
		  • Race / Ethnicity
		  • Low-Income Status
		  • ELL Status
		  • IEP Status
		  • Homelessness
		  • Mobility

Missouri Growth Model

Purpose for this model includes:

- Measuring district-level growth ***against a standard*** tied to state targets
- Using student-level results to ***inform classroom practice***
- Providing districts with growth data to ***incorporate into*** their educator evaluation systems
- Providing growth data for the ***educator preparation program accreditation process***

Benefits of Value-Added Model

- Positive ***correlation between*** student growth measures and other measures of teacher performance (e.g. instructional practice, principal evaluations).

- Evidence that teachers with high value-added scores ***do something different*** (as measured through observations) than teachers with low value-added scores.

- Evidence that teachers with high value-added scores have a ***positive effect on future student achievement*** and other long-term outcomes.

Weber & Lempke (2011)
A Presentation to the Washington State House of Representatives Education Committee
American Institutes of Research

Sample Data Report

1

Student ID	Exam Year	Exam Grade	Previous year math score (NCE units)	Predicted current year math score (NCE units)	Observed current year math score (NCE units)	* Residual (NCE units)	American Indian (=1)	Asian (=1)	Black (=1)	Hispanic (=1)	Multi-Race (=1)	FRL Eligible (=1)	Female (=1)	IEP Flagged (=1)	English as a Second Language (=1)	Student was in building where tested for less than the full school year (=1)	Super-subgroup (=1)
999487625	2010	04	56.1	55.3	72.5	67.3	0	0	0	0	0	0	0	0	0	0	0
999487625	2011	05	72.5	65.8	72.5	56.7	0	0	0	0	0	0	0	0	0	0	0
999487625	2012	06	72.7	66.2	55.3	39.0	0	0	0	0	0	0	0	0	0	0	0
888487625	2010	05	39.5	35.5	47.5	62.0	0	0	0	0	0	1	0	0	0	0	1
888487625	2011	06	47.3	41.2	46.6	55.5	0	0	0	0	0	1	0	0	0	0	1
888487625	2012	07	46.6	40.3	42.8	52.5	0	0	0	0	0	1	0	0	0	0	1
777487625	2010	06	53.8	48.3	59.3	61.0	0	0	0	0	0	1	0	1	0	1	1
777487625	2011	07	59.1	55.5	43.7	38.2	0	0	0	0	0	1	0	1	0	0	1
777487625	2012	08	43.5	45.2	44.5	49.4	0	0	0	0	0	1	0	1	0	0	1

*Note: Achievement data in this report will be in "NCE" units, which resemble percentiles, but can be meaningfully averaged while percentiles cannot. For the residuals—

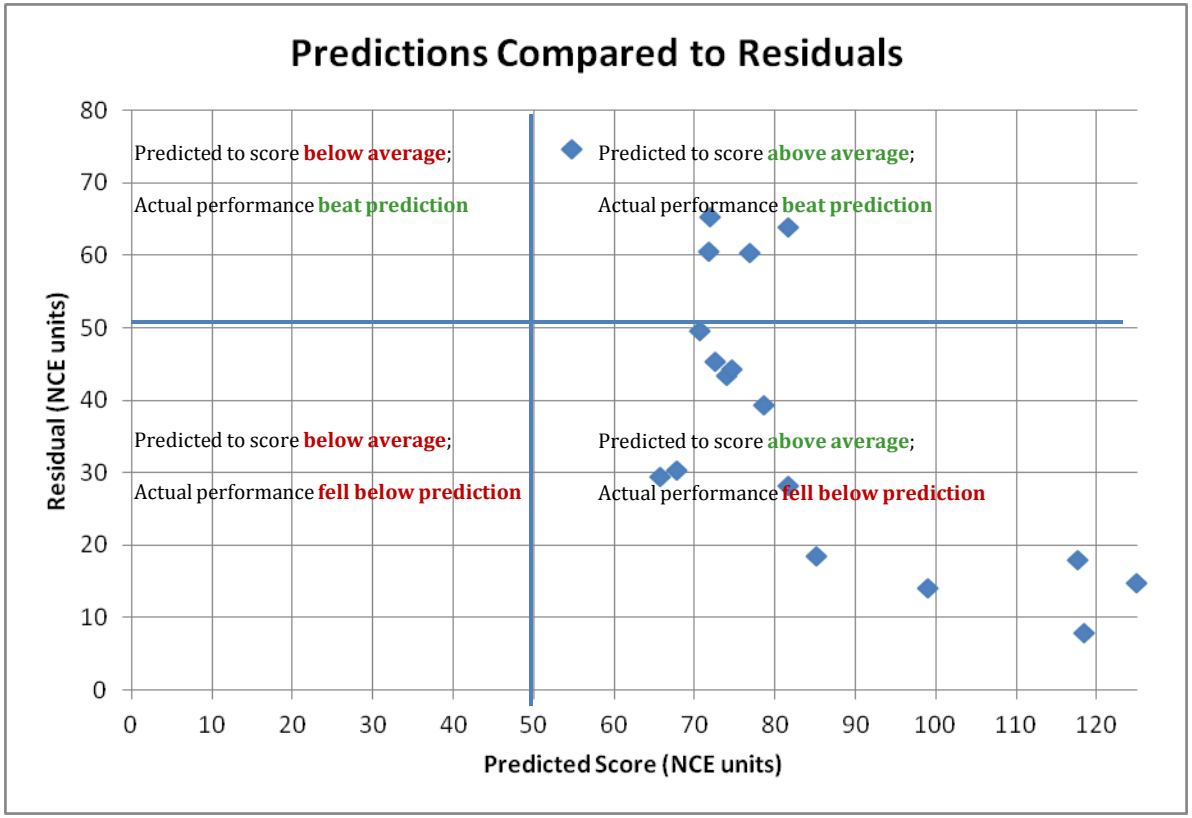
- NCE of 50 indicates performance that met expectation or prediction;
- NCE above 50 indicates performance exceeded prediction or over-performing; and
- NCE below 50 indicates performance fell below prediction or under-performing

Ex.) Mrs. Smith's 5th Grade Students

Student ID	Exam Year	Exam Grade	Previous year math score (NCE units)	Predicted current year math score (NCE units)	Observed current year math score (NCE units)	Residual (NCE units)	American Indian (=1)	Asian (=1)	Black (=1)	Hispanic (=1)	Multi-Race (=1)	FRL Eligible (=1)	Female (=1)	IEP Flagged (=1)	English as a Second Language (=1)	Student was in building where tested for less than the full school year (=1)	Super-subgroup (=1)
1201584660	2012	05	72.6	76.9	87.2	60.3	0	0	0	1	0	0	1	0	0	0	1
2264033293	2012	05	74.5	67.8	48.1	30.3	0	0	0	0	0	0	0	0	0	0	0
9616980865	2012	05	86.6	78.6	67.9	39.3	0	0	0	0	0	0	1	0	0	0	0
4384716091	2012	05	102.5	99.0	63.0	14.0	0	0	0	0	0	0	1	0	0	0	0
2850256300	2012	05	77.5	72.0	87.2	65.2	0	0	0	0	0	0	0	0	0	0	0
6734811894	2012	05	66.5	65.8	45.1	29.4	0	0	0	0	0	0	1	0	0	0	0
2856304259	2012	05	144.5	117.7	85.7	18.0	0	0	0	1	0	0	1	0	0	0	1
4614013981	2012	05	60.4	54.7	79.3	74.6	0	0	0	1	0	1	0	0	0	0	1
2212764205	2012	05	78.1	72.5	67.9	45.4	0	0	0	0	0	0	1	0	0	0	0
1134468727	2012	05	71.4	70.7	70.4	49.6	0	0	0	0	0	1	0	0	0	0	1
2435958350	2012	05	144.5	118.5	76.3	7.9	1	0	0	0	0	1	1	0	0	0	1
1465337416	2012	05	70.2	71.8	82.3	60.5	0	0	0	0	0	0	0	1	0	0	1
5856878993	2012	05	144.5	124.9	89.7	14.8	0	0	0	0	0	0	1	0	0	0	0
3675861126	2012	05	66.5	74.0	67.4	43.4	0	0	0	0	0	0	0	0	0	0	0
3764829920	2012	05	70.2	74.6	68.9	44.3	0	0	0	0	0	0	1	0	0	0	0
6984106711	2012	05	89.7	85.1	53.6	18.4	0	0	0	0	0	0	0	0	0	0	0
3306210873	2012	05	81.8	81.7	60.0	28.3	0	0	0	0	0	0	1	0	0	0	0
9266798379	2012	05	83.6	81.7	95.6	63.9	0	0	0	0	0	0	1	0	0	0	0

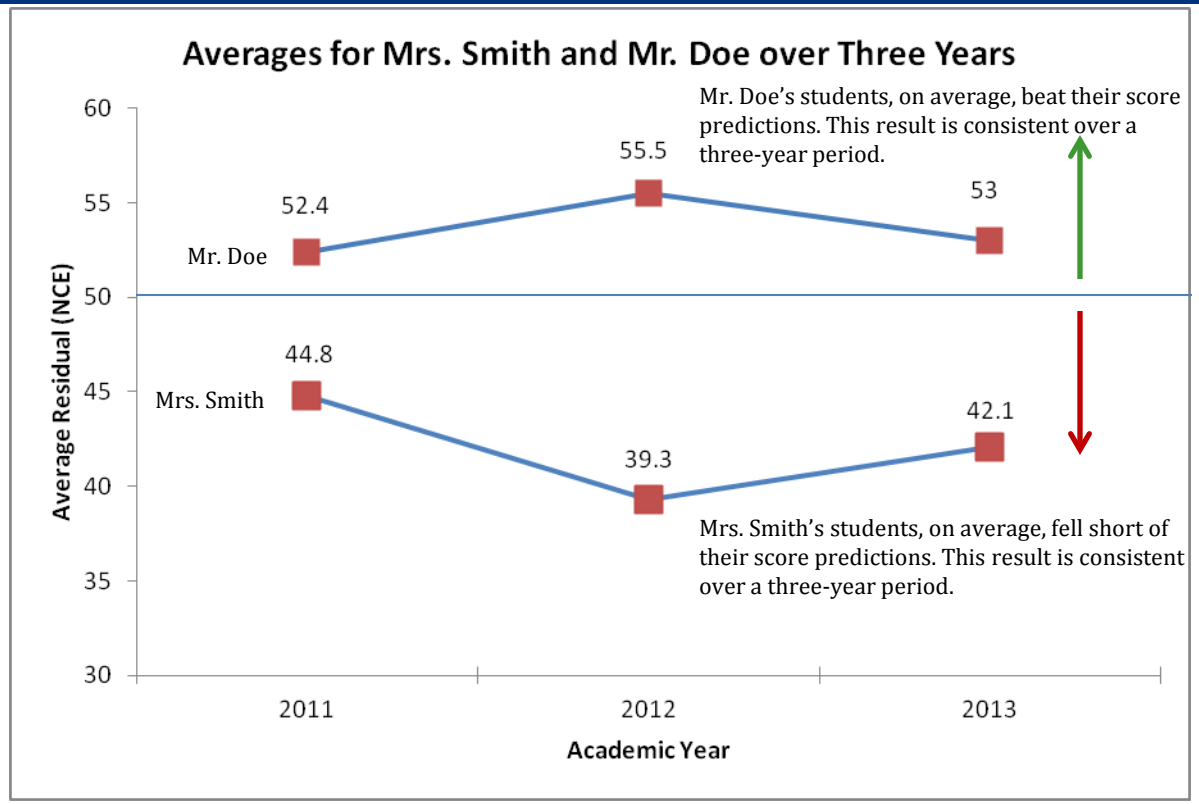
After receiving its 2012 math assessment data, Anytown R-V was able to find growth results for Mrs. Smith's 5th grade classroom of 18 students. The average NCE of these students' residuals was 39.3. However, the residuals making up this average are all spread out, ranging from a low of 7.9 to a high of 74.6.

Another Look at Mrs. Smith's 5th Graders



All of Mrs. Smith's students are predicted to score well, but a significant number of them fall short.

The Long View



Mrs. Smith's 5th graders, on average, fell below prediction (average NCE less than 50) for three consecutive years. Growth data over multiple years can help reveal patterns. Can Mr. Doe help Mrs. Smith try new strategies to raise her students' academic achievement?

Reflections

- **An average residual tells *part of the story*:**

  -Pro: using the average helps keep from putting too much focus on any one student

  -Con: if the data are very spread out, the average may not be as meaningful

- **Graphing the data on *an entire classroom at once* helps tell the full story**

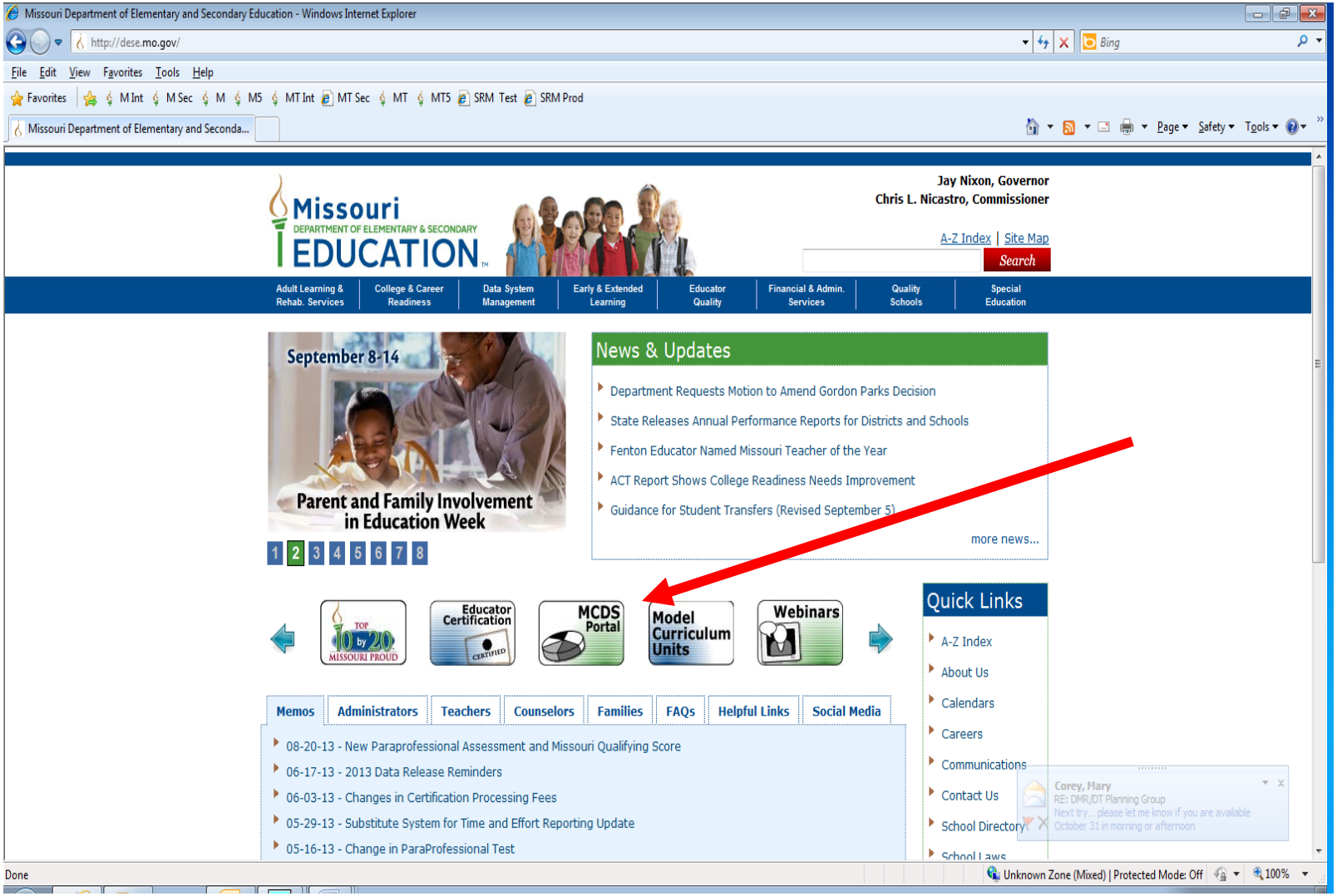
- **One year of data – *was it a fluke?***

- **How does Mrs. Smith *compare to Anytown's* other 5th grade teachers?**

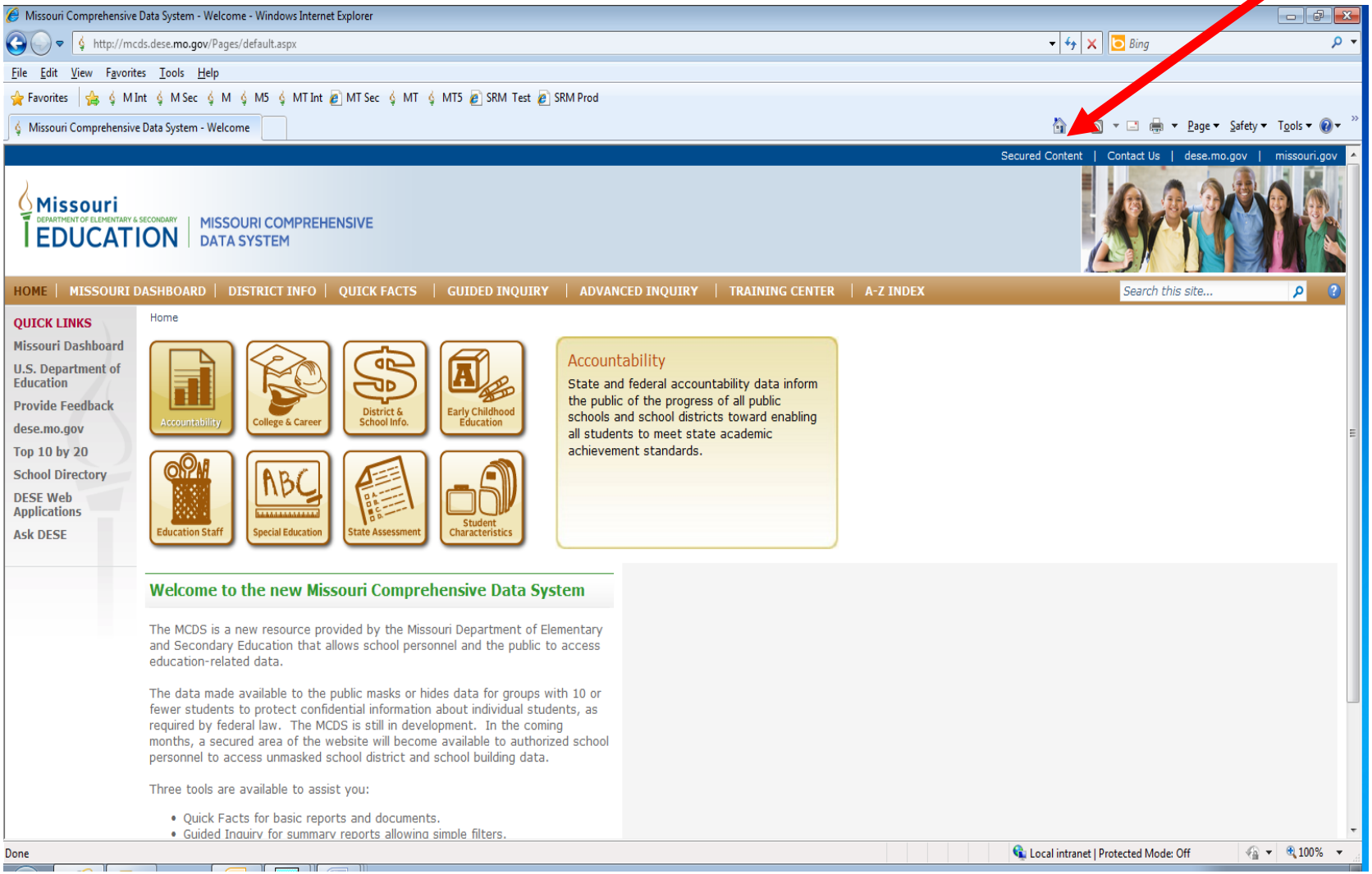
Remember…

- Multiple years of data such as NCEs are used ***as one of multiple measures***

To Access Student Growth Data



To Access Student Growth Data



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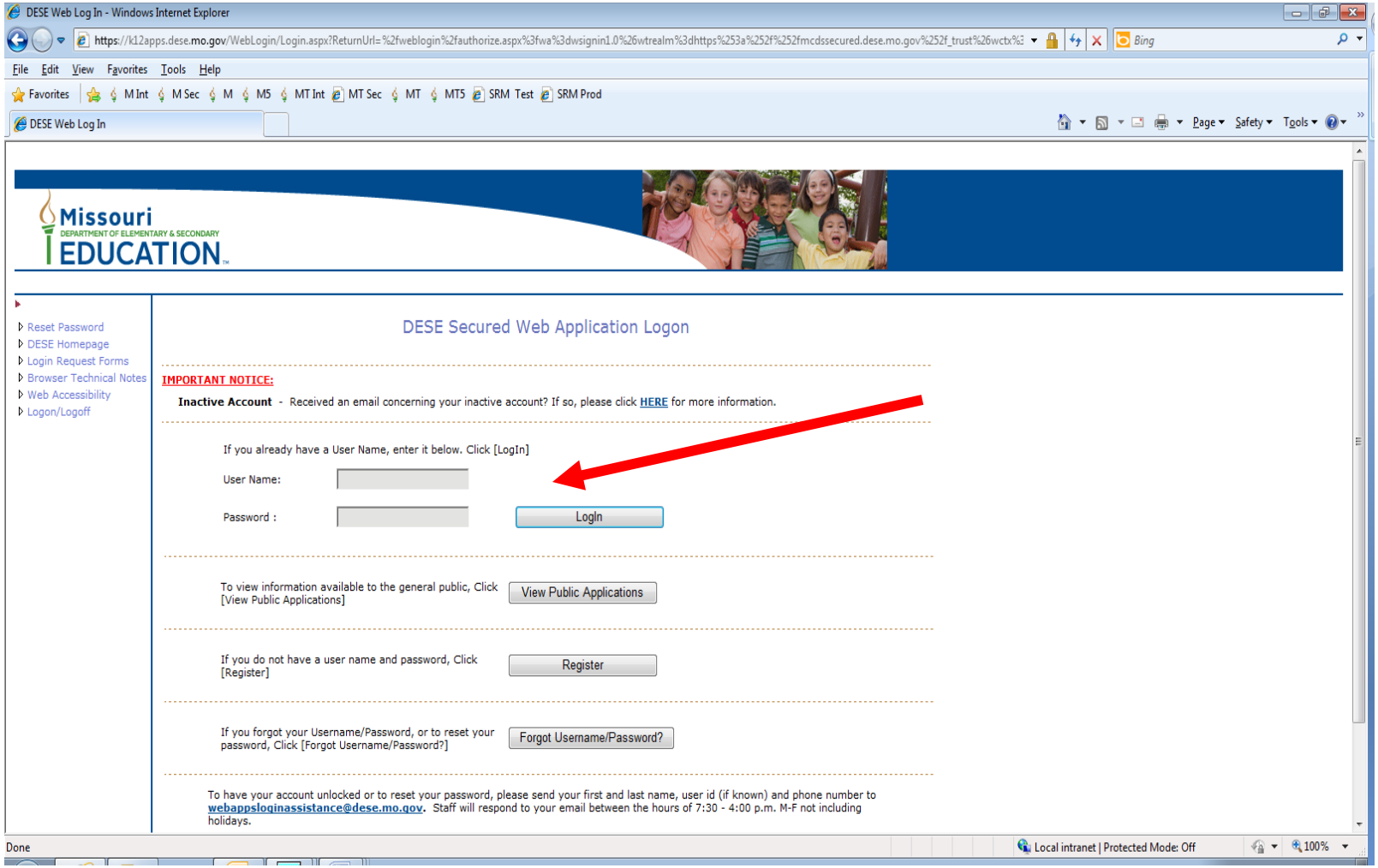
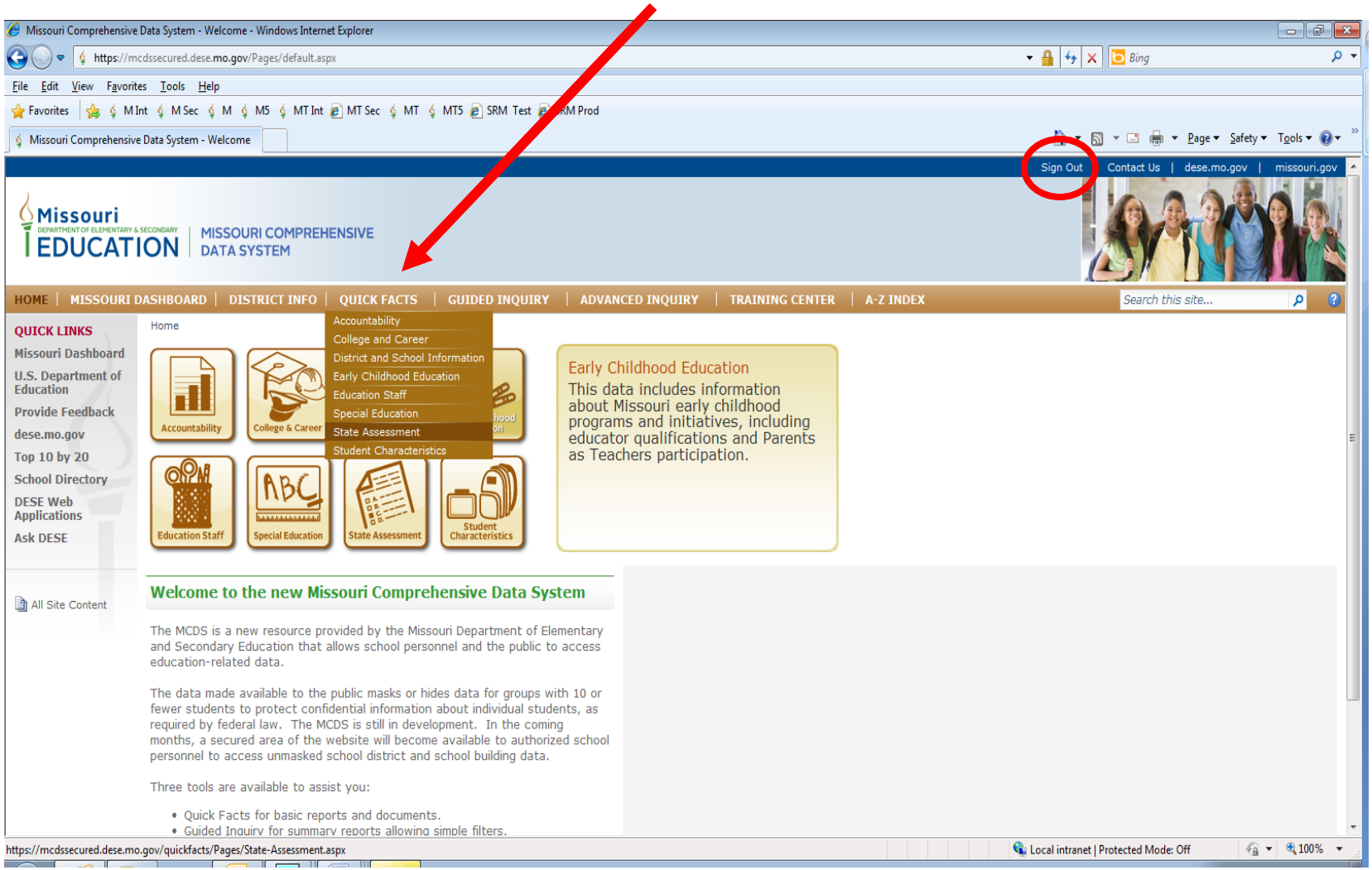
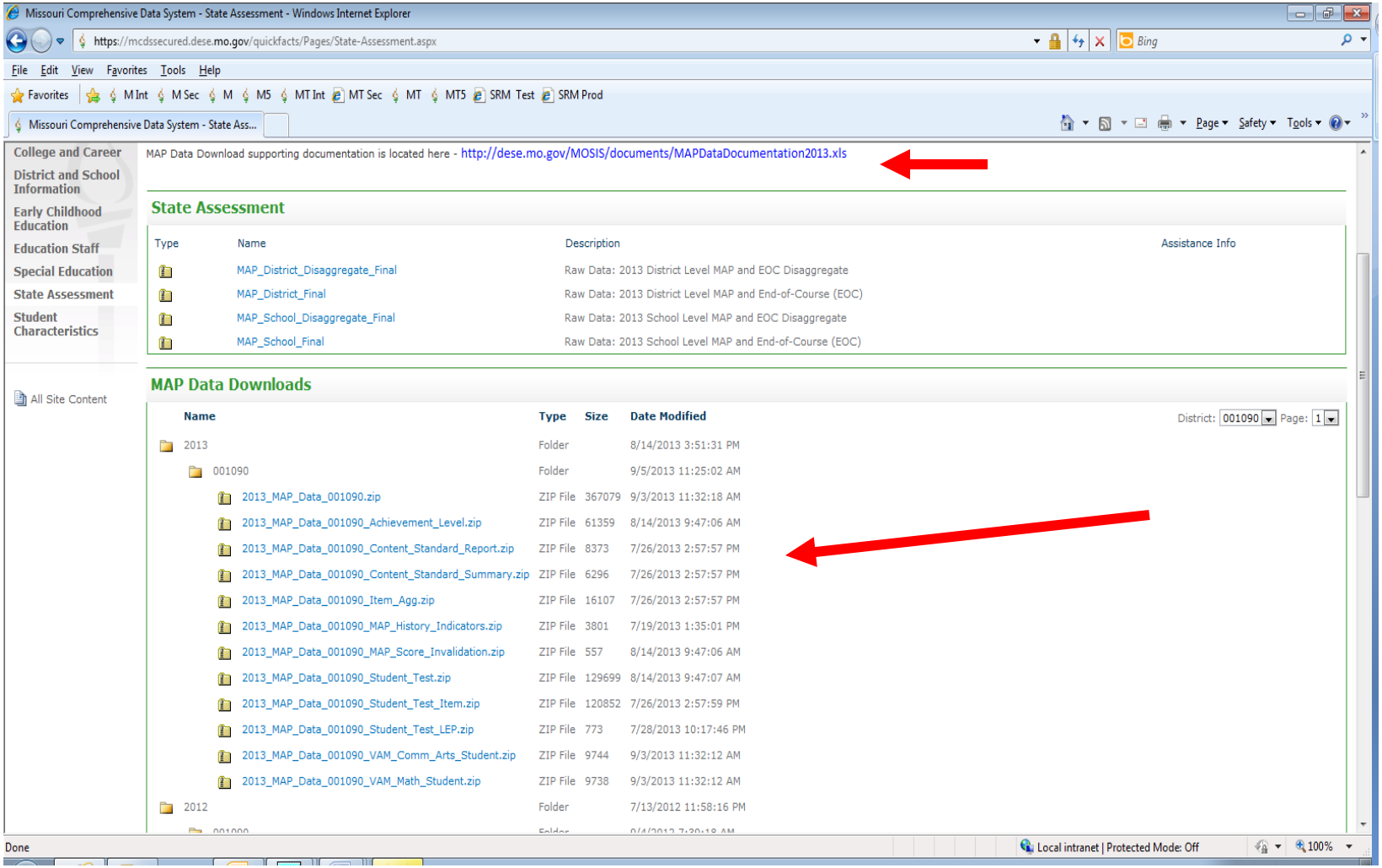


Choose Quick Facts – State Assessment



Download Files



Please Understand…

The "What" and "So What":

To facilitate awareness of how the state department will be determining "growth" on the state assessment *so that* districts can thoughtfully address critical component #6

Non-purpose:

To overwhelm you with technical procedures…as these reports will be provided for you.

Principle #4
Critical Components

1. Student growth measures are a *significant contributing factor* in educator evaluation
2. Uses multiple measures including *formative and summative* assessments
3. Includes *multiple years* of comparable student data
4. Highlights student growth *across two points in time*
5. **Includes the *state assessment where available and appropriate* and additional district and school determined assessments**

Table Talk…

As you consider how your district might possibly address component #5:

1. *What did you learn from this segment that might be helpful?*

2. *What might be important to keep in mind about the use of state assessment results in their EES?*

3. *What person or group in your districts might benefit from this information when they return?*

An Example Process:
Student Learning Objective

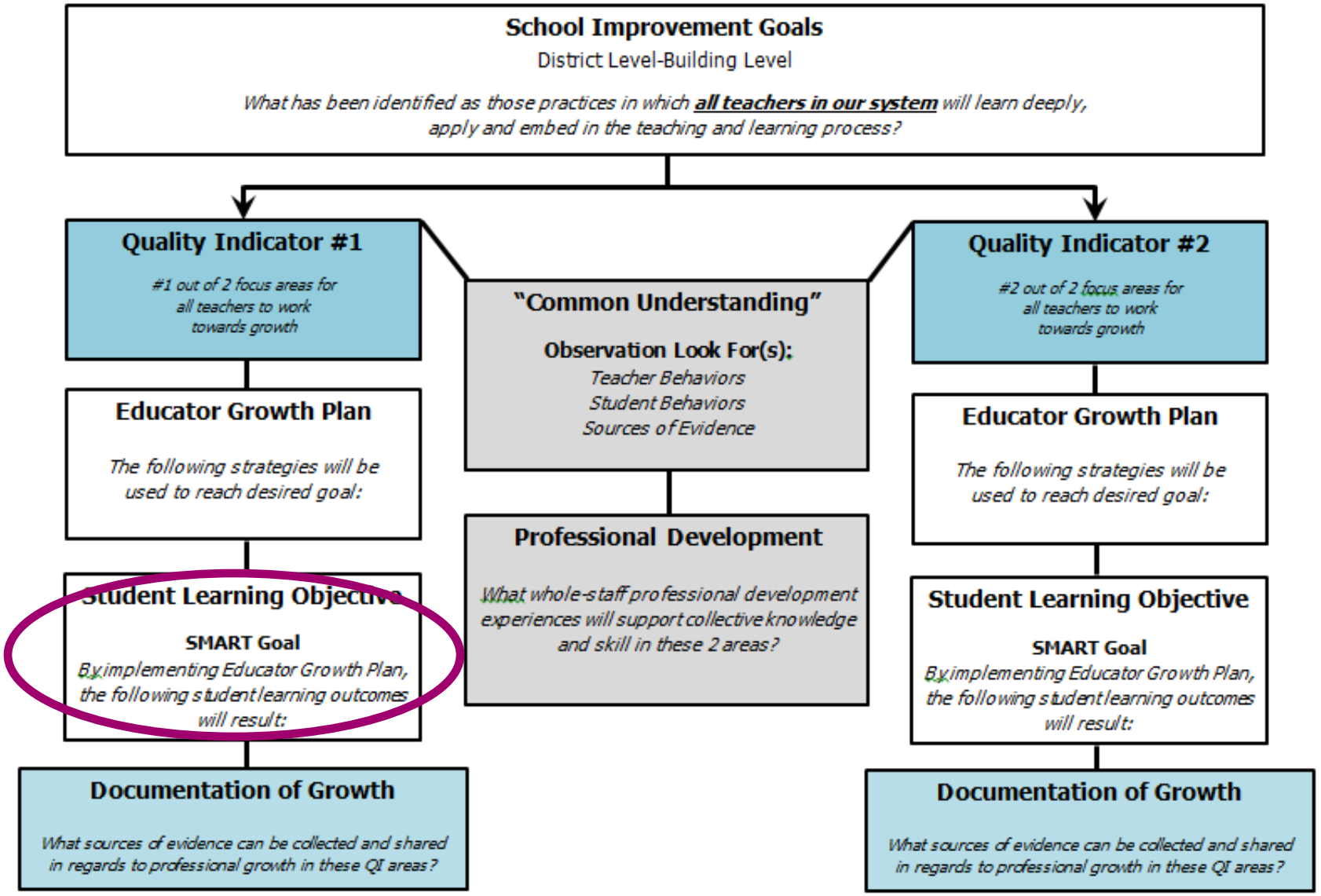
Student Learning Objective: WHY?

States have adopted the Student Learning Objective (SLO) process as a means to incorporate measures of student growth into an educator evaluation system.

SLOs offer a ***documented, focused process for those grades and courses which do not participate in state assessment***.

Educator Evaluation System

Manageability Consideration (System-Wide)



Targeting Growth

Using Student Learning Objectives as a Measure of Educator Effectiveness

As States and districts implement educator evaluation systems that include measures of student growth, one of the challenges they face is identifying measures for non-tested grades and subjects.

Using student learning objectives (SLOs) is one promising approach to addressing this challenge.

SLOs have their origins in the experience of Denver Public Schools, which in 1999 began using them to link teacher pay to student outcomes. Districts like Austin Independent School District and Charlotte-Mecklenburg Schools, as well as States that won Race to the Top grants—including Rhode Island, Georgia, New York and several others—are building on the experience of Denver Public Schools and developing methods for using SLOs as a tool to incorporate measures of student growth for non-tested grades and subjects (NTGS) in their evaluation systems.

What are SLOs?

At the heart of an SLO is a specific learning goal and a specific measure of student learning used to track progress toward that goal. There are many options for student growth measures. It is possible to use large scale standardized tests, even State standards tests for SLOs. However, it is also possible to use other methods for assessing learning, such as end of course exams in secondary courses, student performance demonstrations in electives like art or music, and diagnostic pre- and post-tests in primary grades or other relevant settings.

Teachers, principals and other administrators and their supervisors can set SLOs for any subject, grade or group of students. Groups of teachers in the same subject or grade or in the same school or district can set them as well. With their supervisors, principals can set objectives focused on school-wide learning goals, and district-level administrators can develop SLOs with district goals in mind.

Although many early adopters of SLOs expect them to be set collaboratively by teachers and their evaluators, there is no hard and fast rule for their development. Georgia, for instance, is piloting a process through which SLOs are developed at the district level and then approved by the State.

SLOs show potential as an evaluation method to incorporate student growth measures in the evaluation process, but they are also an important method for improving instructional practice. Research on Denver's use of SLOs found that rigorous and high-quality growth objectives were associated with higher student achievement.[1] Like well-constructed SLOs, good instruction includes gathering data, setting goals based on that data, and then assessing whether the goals have been met.

"If properly implemented, student learning objectives help teachers bring more science to their art, strengthen instructional support to the classrooms, and improve the quality of the outcome."

William J. Slotnik
Founder and Executive Director
Community Training and Assistance Center

*Article:

Solo article

 # off as "Experts"

1. ***What are SLOs?***
2. ***SLOs and Teacher Evaluation***
3. ***Challenges***

Share most important points from assigned "expert" area!

Student Learning Objective

Student Learning Objective				
Population				
MO Learning Standard(s)				
Timeframe				
Assessment Tools/ Data Points				
Baseline Performance				
Target(s) and Scoring	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
OR				
Expected Growth				
Action Steps/Strategies				
Connection to Growth Guide(s) *(Standard/QI)*				

Let's Practice!

Student Learning Objective

Student Learning Objective

Student Learning Objective				
Population				
MO Learning Standard(s)				
Timeframe				
Assessment Tools/ Data Points				
Baseline Performance				
Target(s) and Scoring	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
Expected Growth				
Action Steps/Strategies				
Connection to Growth Guide(s) *(Standard/QI)*				

OR

SLO Activity

Choose One!

Clean Room

Chocolate Chip Cookie

Manicured Lawn

Family Vacation

Create Example SLO

As a team, use the Student Learning Objective template to create a "mock" SLO for your chosen goal.

Teams

Mathematics
English Language Arts
Science
Social Studies
Music
Art
Physical Education
Business/Technology

Create Example SLO

As a team, use the Student Learning Objective template to create a "mock" SLO for your content area.

SLO Activity

Gallery Walk

Post your example SLO on the wall.

 # off 1-5

Begin at the station # which matches your assigned number.

Using post-it notes, provide team feedback to the SLO being reviewed. Use the "Guiding Questions" to assist your feedback.

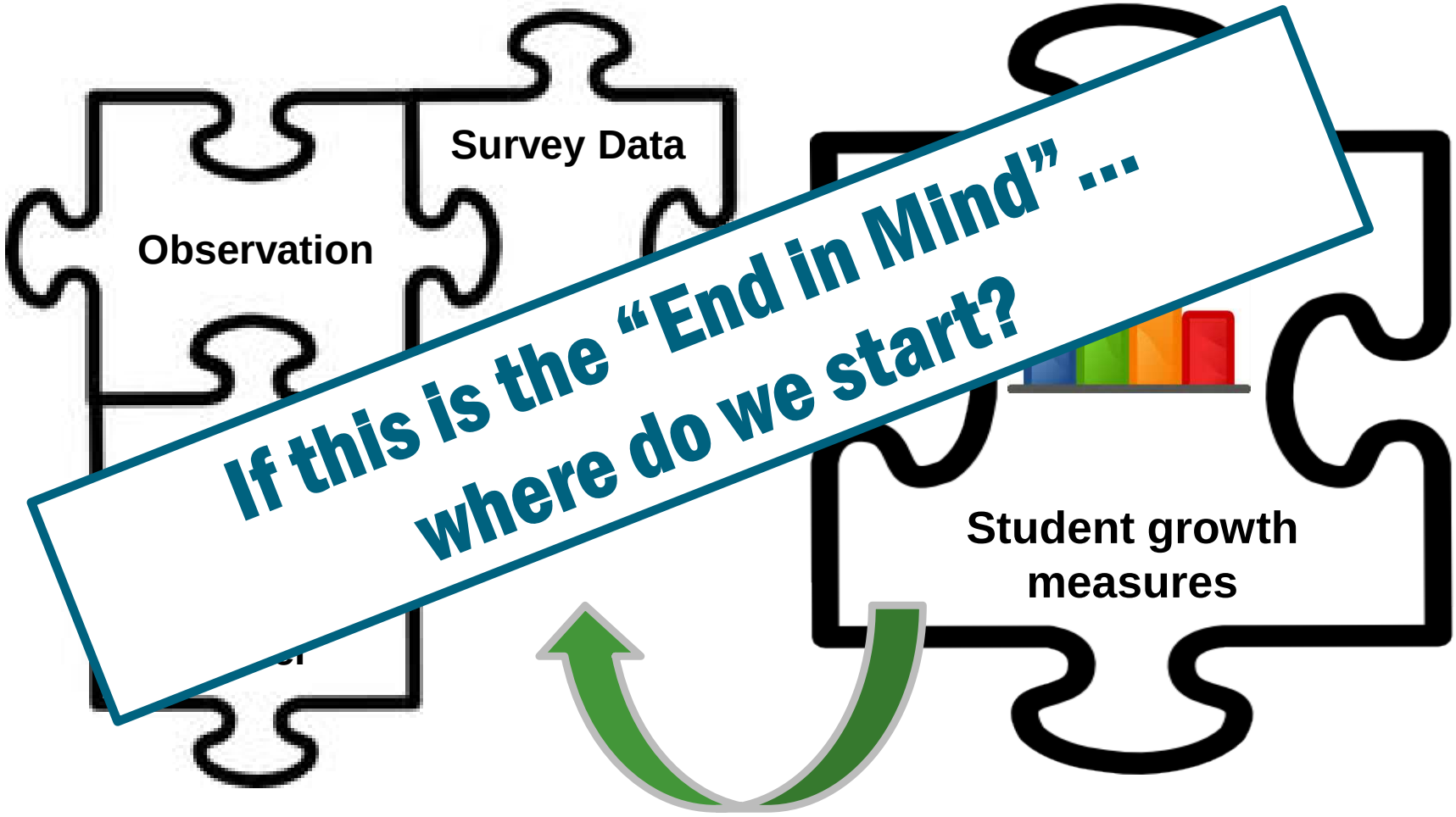
Step 2:

Think about how your school will begin to *develop, or refine, a process* where teachers are setting and monitoring measureable student learning goals.

How might this process be *connected to your educator evaluation system*?

Action Plan*

Getting Started!
Student Growth Measures



If this is the "End in Mind" … where do we start?

1. Determine Measures

- What should be measured in each classroom, each course?
- What measuring tool will be used in order to provide:

multiple measures including formative and summative assessments

multiple years of comparable student data

student growth across two points in time

inclusion of state assessment where available and appropriate and additional district and school determined assessments

Common benchmark and formative district-generated assessments

Individualized student growth objectives defined by the teacher

Peer reviewed performance assessments

Results on pre-tests and post tests

Mutually developed student learning objectives by evaluator / teacher

Student work samples such as presentations, papers, projects, portfolios

Measures of Growth

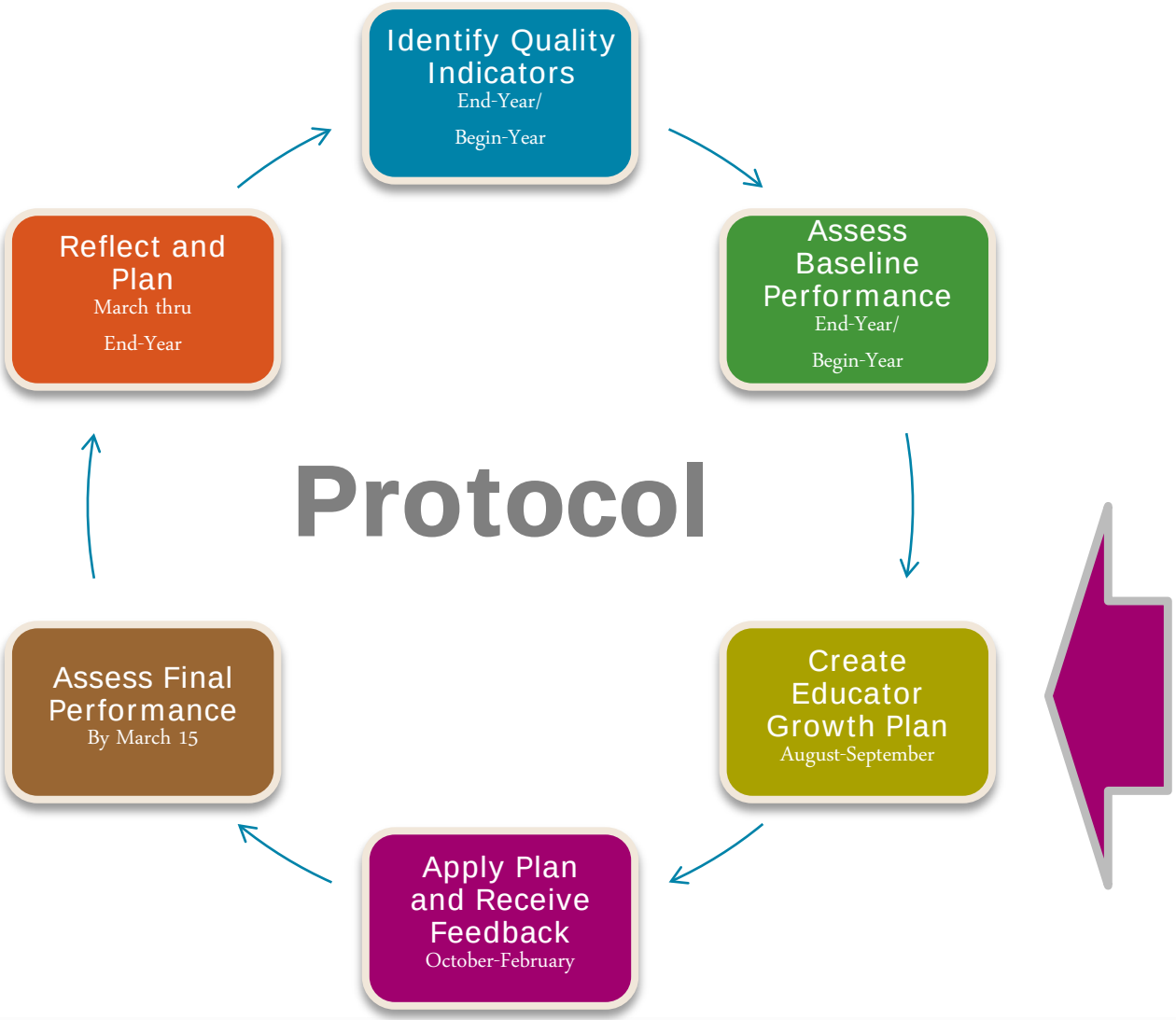
Examples

2. Establish a Process

How can this become a ***systematic process*** where teachers become familiar in focusing their own growth and development toward student learning outcomes?

A process where I, as leader, can have meaningful conversation on the impact of teaching on student learning…

Missouri Educator Evaluation



3. Determine how staff can be educated, modeled to and supported in this defined process.

How can we ***start simplistically*** and focus on one area so that staff are not overwhelmed with the process?

If using the Student Learning Objective format, how might the staff be ***modeled how to construct*** high quality SLOs?

Student Learning Objective				
Population				
MO Learning Standard(s)				
Timeframe				
Assessment Tools/ Data Points				
Baseline Performance				
Target(s) and Scoring	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
Expected Growth				
Action Steps/Strategies				
Connection to Growth Guide(s) *(Standard/QI)*				

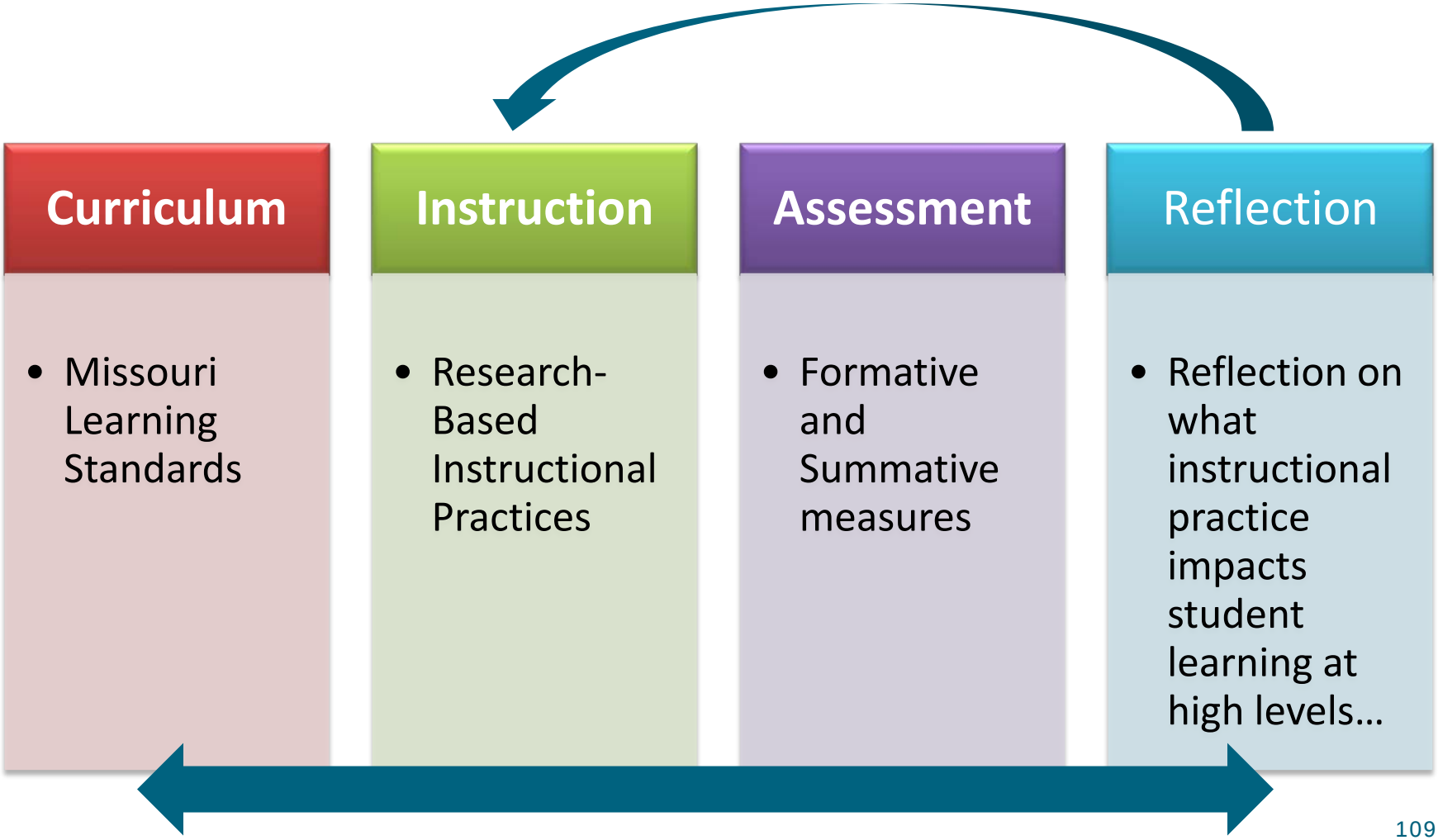
OR

4. Continue to be reflective of the alignment within Curriculum-Instruction-Assessment at your school.

We want to make sure that the Student Growth Measures selected ***match up with the curriculum*** of our school…

When we reflect with teachers about their student growth…we want them to be able to think about instructional techniques that are ***research-based***…

Alignment


Curriculum
Missouri Learning Standards
Instruction
Research-Based Instructional Practices
Assessment
Formative and Summative measures
Reflection
Reflection on what instructional practice impacts student learning at high levels…

PLC Corollary Questions

What do my students need to know and be able to do?

Curriculum

PLC Corollary Questions

How will we "teach" to ensure students learn at high levels?

Instruction

PLC Corollary Questions

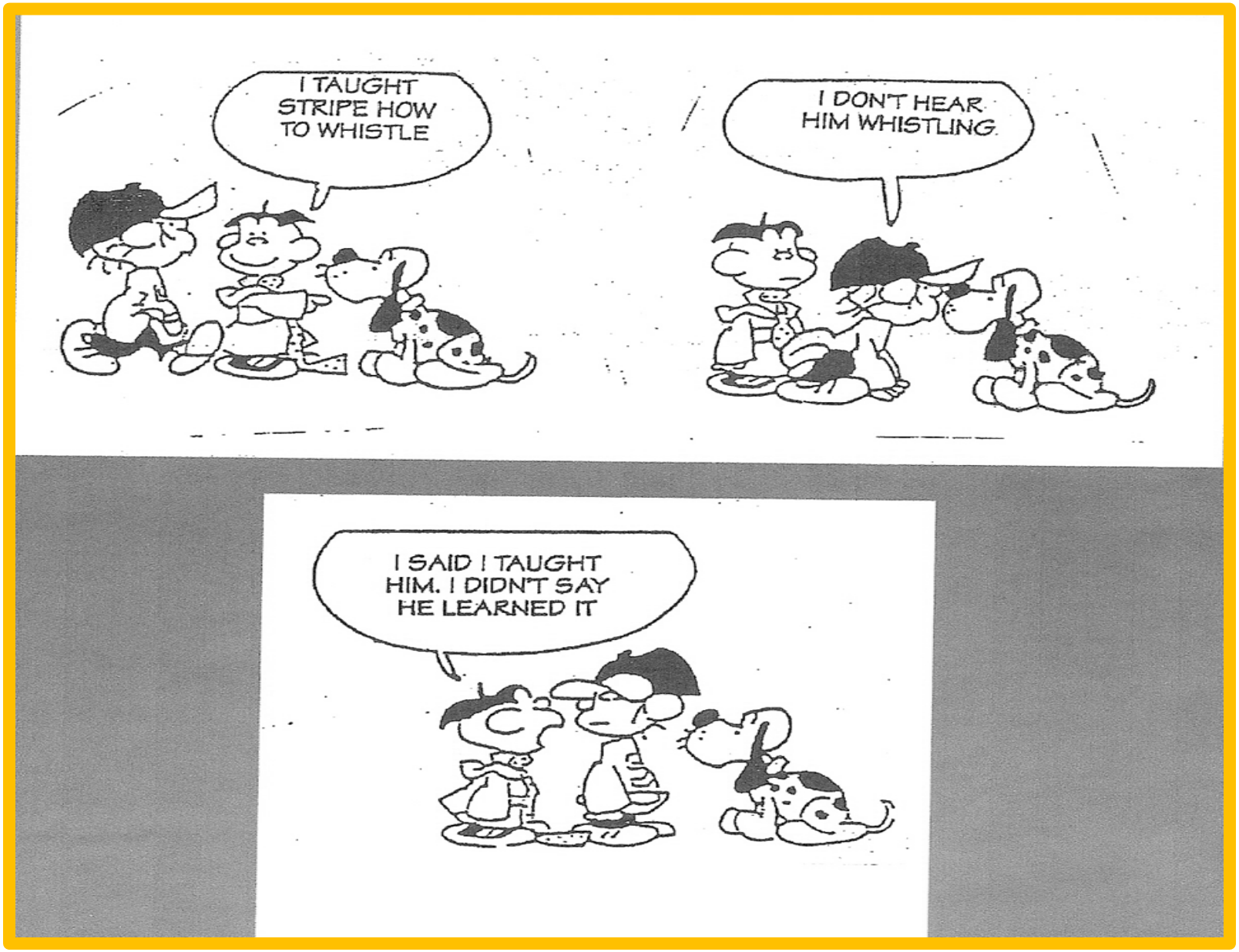
How will we know if our students have learned?

Assessment

Ultimately…

How will our teachers reflect on whether or not students are learning and *whether or not their instructional practices are proving to be effective*?

Reflective Practices


I TAUGHT STRIPE HOW TO WHISTLE
I DON'T HEAR HIM WHISTLING
I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT

Step 3:

As a school team, take the time to *reflect on the alignment* of the following supportive elements to effectively using student growth measures as part of an educator evaluation system:

Curriculum – Instruction – Assessment - Reflective Practice

What is in place? Possibilities?

Action Plan*

Recommendations from MO Schools Sub-Pilot Group (2012-2013)

Common Theme #1:
Create a ***collaborative, trusting culture*** where teachers are trained to look at data, use quality instructional strategies and construct high quality assessments.

Common Theme #2:
Develop ***common benchmark assessments*** utilizing a pre- and post-assessment structure on important (essential) standards.

Common Theme #3:
Evaluators receive specific training on how to use student growth measures in the evaluation process. ***SLO…how to get started?***

Considerations

- The Missouri Growth Model and Student Learning Objectives ***offer a few of many opportunities*** for schools to address Student Growth Measures as their own comprehensive evaluation systems are under development, refinement, or replacement.

- ***Share what you are thinking and doing in your own schools*** with other schools beyond your borders. Develop a network of support by contributing, discussing, piloting, implementing, and assessing your efforts and the efforts of others.

Resources

- **DESE "Guidelines for Use of Student Growth Measures in Educator Evaluation"...**

  a. Are found in the "Essential Principles of Educator Evaluation" section of the Missouri Educator Evaluation System which can be accessed through the DESE website at www.dese.mo.gov...

  b. Offer a solid start for understanding the extreme importance of Student Growth Measures within local school district educator evaluation systems as of 2014-15. This is a must read.

  c. Provide numerous "References and Resources," "State Resources," and "Additional Sample SLOS from other states."

Resource

Massachusetts
Department of Elementary and Secondary Education

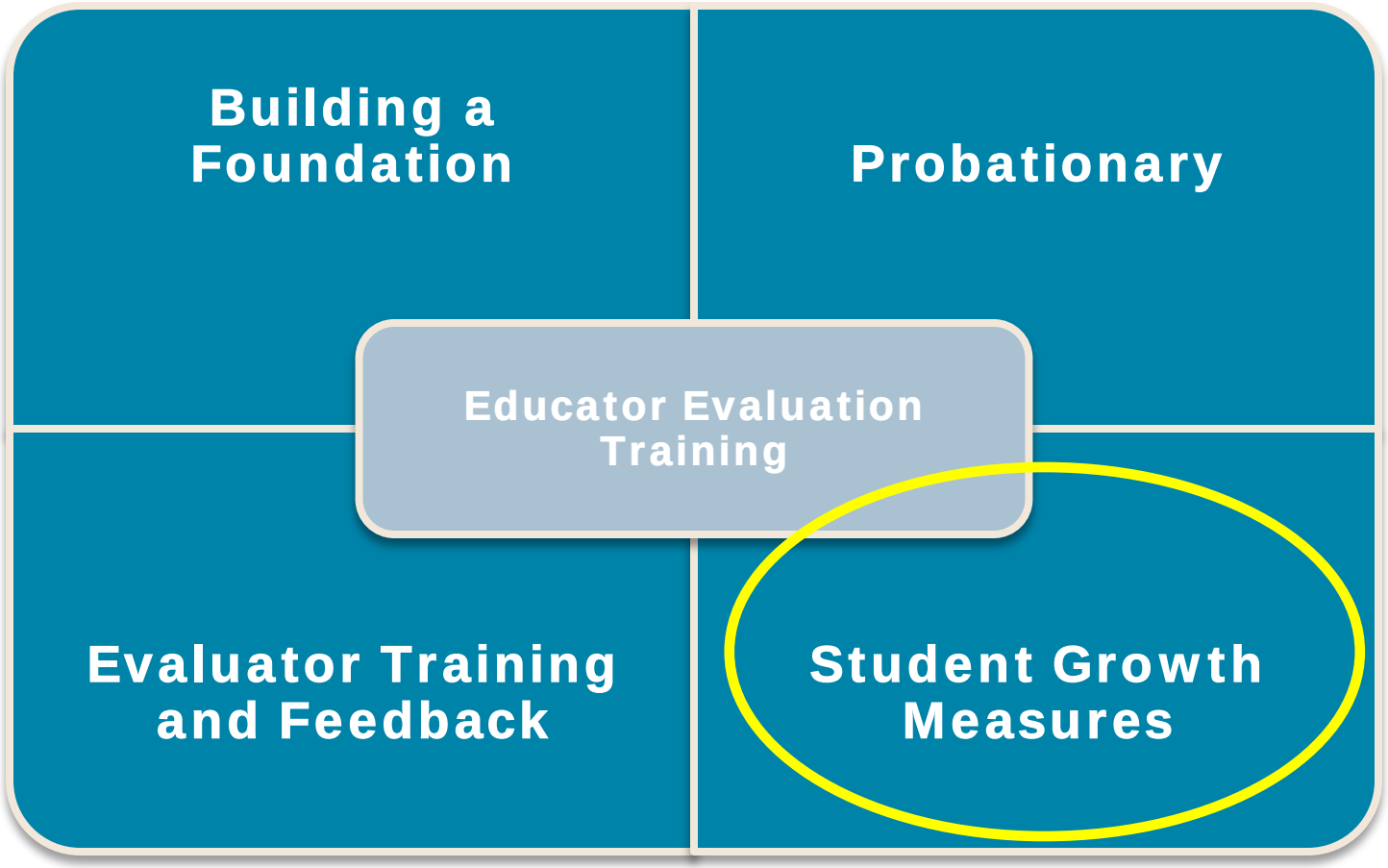
Full List of Example Assessments for use as District-Determined Measures

http://www.doe.mass.edu/edeval/ddm/example/fulllist.html

EES Guideline: Student Growth Measures

http://dese.mo.gov/eq/edeval.htm

2013-2014 Training Roadmap*



Intended Outcomes

1) Understand ***how to include student growth measures*** as one component of an entire educator evaluation system.

2) Be able to ***identify effective student growth measures*** that align with the critical components of Essential Principle #4.

3) Develop an ***example Student Growth Measure*** using the Student Learning Objective (SLO) process.

Contact Us

www.dese.mo.gov
Email: communications@dese.mo.gov
Phone: 573-751-3469

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