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GREAT TEACHERS & LEADERS
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Introduction to Student Learning Objectives

PROFESSIONAL LEARNING MODULE

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Professional Learning Module

Introduction to Student Learning Objectives: Activity Handouts

July 2013

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Contents

Section G—Activity: Lessons Learned From Teacher Incentive Fund Student Learning Objectives (SLOs) Implementers

About This Booklet

This *Introduction to Student Learning Objectives: Activity Handouts* booklet is intended for use with the following additional resources:

- Sample agenda
- Slide presentation
- Facilitator guide

These online resources are available for download on the Professional Learning Modules webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at http://www.gtlcenter.org/technical-assistance/professional-learning-modules/.

Adapting This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

This booklet was modified in whole or in part with permission from the Center on Great Teachers and Leaders.

Section A

Sample Student Learning Objectives: Templates From the Field

Templates Retrieved from:
Ohio Department of Education • Wisconsin Department of Public Instruction • Austin Independent School District • Denver Public Schools • New York State Education Department • National Center for the Improvement of Educational Assessment • Indiana Department of Education

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Student Learning Objective (SLO) Template

*This template should be completed while referring to the **SLO Template Checklist**.*

Teacher Name: _____ Content Area and Course(s): _____ Grade Level(s): _____ Academic Year: _____

Please use the guidance provided in addition to this template to develop components of the Student Learning Objective and populate each component in the space below.

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?

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

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

Standards and Content
What content will the SLO target? To what related standards is the SLO aligned?

Ohio | Department of Education

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Assessment(s)

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

Growth Target(s)

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

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Ohio | Department of Education

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Wisconsin Student/School Learning Objective Selection/Approval Form

Name or Team of Teachers Being Evaluated	Names of Reviewers

Content Area/Grade Level(s)	Review Date *Mo./Day/Yr.*

School Building

Please use additional pages, if necessary, to provide information requested below. Additional guiding questions to support the selection process are located on the Wisconsin Student Learning Objective (SLO) Selection/Approval Rubric

Student Learning Objective (SLO):

Baseline Data and Rationale:
(Why did you choose this objective?)

Learning Content:
(What content will the SLO address?)

Student Population:
(Who are you going to include in this objective?)

Interval:
(How long will you focus on this objective?)

Assessment/Evidence Source(s):
(How will you measure the outcome of your objective?)

Targeted Growth:
(What is your goal for student growth?)

Strategies and Support:
(What methods or interventions will you use to support this objective? What instructional support or professional development is necessary to accomplish the objective?)

Educator/Preparer Signature	Date Signed *Mo./Day/Yr.*
➢	
Supervisor Signature	Date Signed *Mo./Day/Yr.*
➢	

Austin Independent School District

<table>
<tr><td colspan="2" style="text-align:center">1st SLO – Individual SLO
(All Student or Target Group)

Course: ☐ Math ☐ Reading/ELA ☐ Science ☐ Social Studies ☐ Writing ☐ Art ☐ Music ☐ PE ☐ CATE ☐ Communication/Debate ☐ Criminal Justice/EME ☐ Foreign Language ☐ Health ☐ Theater Arts ☐ Other: Please specify</td></tr>
<tr><td colspan="2">Grade and Section ID:</td></tr>
<tr><td colspan="2">Identify Student Group:</td></tr>
<tr><td>Student Needs based on data (What in the data concerns you? Make a list. Be sure to align your needs with the CIP. This SLO can target a specific group.)</td><td></td></tr>
<tr><td>TEKS/TAKS Objective – which ones will you address (Chapter # & objective # for TEKS, Objective # for TAKS)</td><td></td></tr>
<tr><td>Course Student Learning Objective (Reframe the TEKS/TAKS Objective and state your objective in a sentence.)</td><td></td></tr>
<tr><td>Assessment Name and Grading Scale (What will you use for your pre/post to assess the SLO? Please explain your grading scale. How many total points is the assessment worth, how many points is each item worth, and how is it graded?)</td><td></td></tr>
<tr><td>Student Growth Target (How much growth do you expect to achieve and what percentage of students will achieve this growth? Must apply to 75% or more of your students.)</td><td></td></tr>
</table>

Attachments: Spreadsheet, Blank Assessment, Student Work

OBJECTIVE WORKSHEET

1. Rationale:
(Why have you chosen this objective?)

_____

_____

2. Population:
(What students will this objective address?)

_____

_____

_____

3. Interval of Instructional Time:
How long is the interval of instruction (i.e., weeks, quarters, semesters or one school year)?

_____

4. Assessment:
(How are you going to measure student growth?)

_____

_____

5. Expected Gain or Growth:
(How much are your students going to grow?)

_____

_____

_____

_____

6. Learning Content:
(What does the baseline data indicate you need to focus on with your students?)

_____

_____

_____

7. Strategies:
(What will you do to meet your objective?)

_____

_____

_____

New York State Student Learning Objective Template

	All SLOs MUST include the following basic components:
Population	*These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)*
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?*
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?*
Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.*
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?*

Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?*

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0

Rationale	*Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.*

Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District Name	

This template is designed to help teachers create SLOs. A complete SLO must include the information found in the tables provided below.

Course/Grade Level Information	
Course Name	
Brief Course Description	
Grade Level(s)	

Process, Implementation Timeline, and Sign-Offs	
List the names and current job positions of those developing this SLO.	
Administrator Name & Title	
Administrator sign-off of initial SLO	
Date final SLO is due for teaching effectiveness rating	

SLO Template. Part of the Center for Assessment's SLO Toolkit (2013)

A8

Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District Name	

Directions for Establishing a Learning Goal: After completing the entire table, use the planning information and the SMART Review to refine and tailor the description of the learning goal you initially described.

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Learning Goal for this SLO:	
Describe the **learning goal** for this SLO.	
Planning Information for Writing the Learning Goal:	
Which big idea is supported by the learning goal?	
Which content standards are associated with this big idea? *List all standards that apply, including the text of the standards (not just the code).*	
Why is this learning goal important and meaningful for students to learn?	
In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?	
Describe the instruction and strategies you will use to teach this learning goal. *Be specific to the different aspects of the learning goal.*	

SLO Template. Part of the Center for Assessment's SLO Toolkit (2013)

A9

Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District Name	

Learning Goal: A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum.	
Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).	
Explain how this time span is appropriate and sufficient for teaching the learning goal.	
SMART Review of the Learning Goal for this SLO	
Use the SMART protocol to confirm that the Learning Goal has the right size, detail, and depth necessary. Check the boxes that apply.	The Learning Goal is: ☐ **Specific** – focused on the big idea and content standards. ☐ **Measurable** – able to be appropriately and adequately assessed (note the Assessments section will identify the specific assessment to be used). ☐ **Appropriate** – within the teacher's control to effect change and is important, meaningful for students to learn during the identified time span. ☐ **Realistic** – while ambitious, it is achievable for both teachers and students, during the time span identified. ☐ **Time Limited** – can be summatively evaluated within the time under the teacher's control.

SLO Template. Part of the Center for Assessment's SLO Toolkit (2013)

Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District Name	

Directions for Documenting Assessments and Scoring: After completing the entire table, use the planning information to refine and tailor the description and use of assessments you initially described.

Assessments and Scoring: Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SLO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.	
Assessments for this SLO	
Describe the **assessments** (such as performance tasks and their corresponding rubrics) that measure students' understanding of the learning goal[1].	
Planning Information for Explaining the Use of Assessments and Scoring:	
Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.	
How often will you collect data to monitor student progress toward this learning goal?	
How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal?	

---

[1] Assessments and rubrics need to be established as high quality, such as through the Assessment Review Tool.

SLO Template. Part of the Center for Assessment's SLO Toolkit (2013)

Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District Name	

Directions for Establishing Targets: Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

Targets: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Planning Information for Writing the Target Used to Define Teacher Performance:	
Describe the courses, assessments, and/or experiences used to establish starting points and expected outcomes for students' understanding of the learning goal.	
Identify the actual performance (e.g., grades, test scores, etc.) to establish starting points for students.	
Expected Targets for this SLO	
Using students' starting points, identify the **number or percentage of students** expected at each achievement level based on their assessment performance(s). Be sure to include any appropriate subgroups.	
Explain how these expected targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the learning goal.	

SLO Template. Part of the Center for Assessment's SLO Toolkit (2013)

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Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District Name	

Directions: Complete this section at the end of the instructional period.

Actual Outcomes: identify the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Record the **actual** number or percentage of students who achieved the targets. Be sure to include any appropriate subgroups.	
Please provide any comments you wish to include about actual outcomes:	

SLO Template. Part of the Center for Assessment's SLO Toolkit (2013)

A13

Student Learning Objectives (SLO) Template

Teacher Information	
Teacher Name	
School Name	
District Name	

Directions for Teacher Ratings: The table below is to be used by the administrator reviewing the SLO to document the teacher rating based on the targets that were established.

Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets of this SLO, a teacher rating is noted below.		
☐ **Does Not Meet**	☐ **Meets**	☐ **Exceeds**
Based on the students' starting points, students performed worse than expected.	Based on the students' starting points, students performed as expected.	Based on the students' starting points, students performed better than expected.
Administrator comments:		
Date	Administrator Signature	
Date	Teacher Signature (the signature does not necessarily indicate agreement with the rating)	

SLO Template. Part of the Center for Assessment's SLO Toolkit (2013)

A14

Example 4: Elementary Music Teacher

Teacher(s): __*Elementary Music Education Teacher*_____

Pre-Work: Step 1	Approved Assessment	Assessment: *Teacher Created Rubric Assessment*		
	Approved Mastery Score	Score: *6 out of 9 Rubric Points*		
Pre-Work: Step 2	Level of Student Preparedness	High – *5* Medium - *12* Low - *4*		
	Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
	Exceptional number of students achieve content mastery	*Significant number of students achieve content mastery*	*Less than significant number of students achieve content mastery*	*Few students achieve content mastery*
Step 3: Class Learning Objective	*At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*	*At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*	*At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*	*Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.*

Sample Student Learning Objectives: Checklists From the Field

Templates Retrieved from:
Ohio Department of Education • Wisconsin Department of Public Instruction • Austin Independent School District • National Center for the Improvement of Educational Assessment

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Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	*Which students will be included in this SLO? Include course, grade level, and number of students.*	*What is the duration of the course that the SLO will cover? Include beginning and end dates.*	*What content will the SLO target? To what related standards is the SLO aligned?*	*What assessment(s) will be used to measure student growth for this SLO?*	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*	*What is your rationale for setting the target(s) for student growth within the interval of instruction?*
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Includes all students in the class covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ Does not exclude subgroups of students that may have difficulty meeting growth targets	☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ Ensures all students in the course have a growth target ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

Appendix D: Wisconsin Student or School Learning Objective (SLO) Selection and Approval Rubric

Baseline Data and Rationale *Why did you choose this goal?*	Learning Content *Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?*	Population *Which students are included in this goal?*	Interval *What timeframe is involved in this SLO (typically year-long; explain if other)?*	Evidence Sources *How will you measure the amount of learning that students make?*	Targeted Growth *What is your goal for student growth, and how did you arrive at this goal?*
Guiding Questions:					
What source(s) of data did you examine in selecting this/these SLO(s)? *What strengths and weaknesses were identified?* *If this is the same SLO as you submitted last year/last semester, please provide justification for why.*	*Which content standard(s) is/are targeted?* *Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?*	*Which student group(s) is/are targeted?*	*How do you know if you've spent enough or too much time on an objective?*	*What assessment(s) or other evidence sources will be used to measure whether students met the objective?* *What type of assessment or evidence is it, and how are results reported?* *Why is this the best evidence for determining whether students met the objective?*	*What is the target level of growth or performance that students will demonstrate?* *Do I expect all students to make the same amount of growth, regardless of where they start from, or should I set differentiated goals based on students' starting point?*
Criteria:					
Supports school improvement goals Addresses observable student need(s) Based on review of school and classroom data for areas of strength and need Provides summarized baseline data Provides clear focus for instruction and assessment	Targets specific academic concepts, skills or behaviors based on the standards Targets enduring concepts or skills Is rigorous Is measurable	Defines and targets the needs of an identified population Considers demonstrated strengths of identified population	Identifies the time that instruction will occur Matches the amount of time in the curriculum Provides adequate time for content complexity	Uses an agreed upon assessment and follows appropriate guidelines Aligns with the targeted learning content area Relationship with the learning objective is apparent Measures the growth, gain, or change expected Provides a formula for combining more than one assessment if needed Has been demonstrated as reliable and valid for targeted students	Meets or exceeds standards of practice Is a rigorous expectation for students Predicts gain based on past performance of students when available Explains any exceptions

Strategies and Support

What professional development opportunities will best support the student achievement goals set forth in this SLO? What instructional methods will best support the student achievement goals set forth in this SLO?

How will you differentiate instruction in support of this SLO?

What new/existing instructional materials or other resources will best support the student achievement goals set forth in this SLO? What other types of instructional supports do you need in order to support the student achievement goals specified in this SLO?

Student Learning Objective Rigor Rubric — Austin Independent School District

4 Exemplary	3 Proficient	2 Progressing	1 Does not meet standard
Assessment • Variety of levels of questions (Beginning, Progressing, Proficient, Advanced) • At least one very challenging question • Sufficient number of items • Grade level appropriate • Extends and deepens knowledge • Measures what is intended	Assessment • Variety of levels of questions (Beginning, Progressing, Proficient, Advanced) • Sufficient number of items • Grade level appropriate • Measures what is intended	Assessment • Addresses 2 or 3 levels of questions • Spread of questions is insufficient • Grade level appropriate • Mostly measures what is intended	Assessment • Addresses only 1 level of questions • Insufficient number of questions • Not grade level appropriate • Does not measure what is intended
Objective • Reflects a high need • Yearlong objective • Grade level appropriate • Deepens and extends knowledge for all students	Objective • Reflects a significant need • Yearlong objective • Grade level appropriate	Objective • Addresses a need • Yearlong objective • Grade level appropriate	Objective • Does not address a need • Not a yearlong objective • Not grade level appropriate
Growth Target • Addresses more than 75% of students • Substantial growth expected (2 or more years) • Students and teachers exceeding expectations	Growth Target • Addresses 75% of students (exceptions for sped, small classes, etc.) • Significant individual growth (at least one year) • Pushes students and teachers to exceed typical expectations	Growth Target • Addresses fewer than 75% of students • Moderate individual growth (less than one year) • Students and teachers barely meet expectations	Growth Target • Does not address 75% of students • Minor individual student growth (less than ½ year) • Students and teachers do not meet expectations

Draft 7-26-10

Student Learning Objectives
Quality of Entry Checklist

Need
_____ Provides an explanation of need with data

Learning Objective

_____ Grade level appropriate

_____ Indicates a TEK/TAKS Objective

_____ Yearlong goal

Assessment

_____ Assessment is named

_____ Grading scale is explained

Growth Target

_____ Target contains a percentage of students who will achieve

_____ Clear target that shows individual student growth

_____ Does not use percentage growth

Attachments

_____ Excel Sheet – properly named and contains student names and scores

_____ Student Work – properly named

_____ Blank Assessment – properly named and includes a key

Draft 7-15-10

Rubric for Rating the Quality of Student Learning Objectives

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Learning Objectives (SLOs) to make sure the SLO meets an "acceptable quality" rating on this rubric before it is used for teacher performance ratings.

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
Learning Goal A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Appropriately identifies and thoroughly describes an important and meaningful learning goal, with a clear explanation of: ➢ the big idea and the standard(s) that are thoughtfully aligned to and measured by the learning goal, ➢ the critical nature of the learning goal for students in the specific grade/ course, ➢ how the learning goal allows students to demonstrate <u>deep</u> understanding of the content standards within the identified time span, and ➢ specific and appropriate instruction and strategies used to teach the learning goal.	Identifies and provides a description of a learning goal that is either too specific or too general, with a weak explanation of: ➢ the big idea and/or standards that minimally align to the learning goal, ➢ the importance of the learning goal for students in the specific grade/ course, how the learning goal allows students to demonstrate <u>adequate</u> understanding of the content standards within the identified time span, and/or ➢ some generic instruction and strategies used to teach the learning goal.	Identifies and provides an unclear description of a learning goal that is vague, trivial, or unessential, with: ➢ the big idea and/or standards not aligned to the learning goal. ➢ lack of information of the importance of the learning goal for students in the specific grade/course, ➢ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or ➢ questionable and/or vague instruction and strategies used to teach the learning
Assessments and Scoring Assessments should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SLO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Appropriately identifies and clearly describes: ➢ documented high quality assessment(s) used to measure the learning goal, ➢ rubrics that appropriately and thoughtfully differentiate student performance, and ➢ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.	Identifies and provides some description, which may lack specificity, of the: ➢ assessment(s) and partial explanation of how the quality has been established, ➢ rubrics that partially differentiate student performance, and/or ➢ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.	Identifies and provides an unclear, insufficient, or confusing description of the: ➢ assessment(s) with minimal or no reference to how the quality has been established, ➢ scoring rubrics with minimal or no reference of how student performance has been differentiated, and/or ➢ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.
Targets Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Clearly and thoroughly explains how the data are used to define teacher performance, including: ➢ the baseline data/information used to establish and differentiate these targets, and ➢ rigorous targets that are realistic and attainable for each group of students.	Broadly, without specificity, explains how the data are used to define teacher performance, and may include: ➢ unclear baseline data/information used to establish and differentiate these targets, and/or ➢ targets that are imprecise, somewhat realistic and/or attainable for each group of students.	Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include: ➢ baseline data/information not aligned to the SLO, and/or ➢ arbitrary or unattainable targets for each group of students.

Activity: Approaches to SLO Guidance

This activity provides participants with an overview of four state and district examples that use SLOs in their evaluation and compensation systems. During this activity, each participant first reviews the examples. Once they become familiar with the different ways a state or district can implement SLOs, participants break into groups and have a discussion with their colleagues about what they have reviewed.

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New York's Student Learning Objectives (SLO) Process

How do SLOs fit into the evaluation system?

- In New York, 20 percent of a teacher's evaluation is based on student growth on a state assessment or other comparable measure; 20 percent on student achievement on other locally selected measures; and 60 percent on locally negotiated evidence of teacher effectiveness. SLOs can be used as a locally-selected measure option for teachers in grade(s)/subject(s) without a state-approved growth or value-added model.

Who creates SLOs?

- Individual teachers or teacher teams create SLOs.

Teachers working in subject(s)/grade(s) where fewer than half the students are covered by state-provided growth measures must use SLOs as comparable growth measures in their evaluations.

How many SLOs does a teacher or teacher team create?

- The number of SLOs that a teacher creates varies based upon the grade(s) and subject(s) in which the teacher provides instruction.

- In most cases, the SLOs must cover classes with the largest numbers of students until a majority of students are covered. For example, if a social studies teacher taught 100 students divided into five classes of 20 students, she must write SLOs for three sections of students because that would cover the majority of students.

What assessments are used in the SLOs?

The state provides assessment requirements that are sorted by subject and grade and that require the use of common assessments. The following table shows the SLO requirements by teacher type.

Teacher Type	Number of SLOs	Assessment Requirements and Options
K–2 teachers	1 SLO for English language arts (ELA) and 1 SLO for mathematics (as applicable)	Must use one of the following: 1. State-approved third-party assessment 2. District-, regional-, or Boards of Cooperative Educational Services (BOCES)-developed assessment 3. School- or BOCES-wide, group, or team results based on state
3rd-grade teacher	1 SLO for ELA and 1 SLO for mathematics (as applicable)	3rd-grade state assessment (ELA and mathematics)

Teacher Type	Number of SLOs	Assessment Requirements and Options
4th-and 8th-grade science	SLO for each subject/assessment	Science state assessment
6–7th-grade science 6–8th-grade social studies	SLO for each subject/assessment	Must use one of the following options: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments
4–8th-grade other subject teachers	SLO for each subject/assessment	Must use one of the following options: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments 3. School- or BOCES-wide, group, or team results based on state assessments
Teachers with a mix of sections/courses with/without state-provided growth measures	*SLOs must be used if <50% of students are covered by student growth percentiles (SGP)/ value-added (VA).* SLOs must first be in courses using SGP/VA where available, then SLOs must be in the largest remaining sections until the majority of students are covered.	Must use SGP/VA where available SLOs follow assessment requirements associated with grade/subject teacher
Self-contained teachers	*SLOs must be used if <50% of students are covered by SGP/VA.* 1 SLO for ELA and 1 SLO for mathematics (as applicable)	Use state assessment if one exists If not, must use one of the following: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments 3. School- or BOCES-wide, group, or team results based on state assessments
Any push-in/pull-out	*SLOs must be used if there is no state-provided measure.* 1 SLO for subject-area focus or can use group/team growth on state assessment or collaborative goal setting with classroom teachers	Use state assessment if one exists If not, must use one of the following: 1. State-approved third-party assessments 2. District, regional, or BOCES-development assessments 3. School- or BOCES-wide, group, or team results based on state assessments

Source: http://engageny.org/sites/default/files/resource/attachments/assessment_options_for_slos.pdf

How are SLOs scored?

New York recommends that districts create rating scales to evaluate SLOs. These scales help standardize the process across schools while recognizing that achievement targets may differ based on the assessment used and the grade level of students. For example, a rating rubric might be used by all teachers of ninth-grade mathematics with a district-specified assessment. The rating is derived from the percentage of students who met the growth target.

The following table is an example of a rating scale. In this example, a teacher needs 55 percent to 79 percent of her students to meet or exceed the growth target in order to receive a rating of "effective" for the SLO.

Rating	Highly Effective (18–20 points)	Effective (9–17 points)	Developing (3–8 points)	Ineffective (0–2 points)
Percentage of students who meet their growth target	80%+	55–79%	30–54%	0–29%

Source: http://public.grads360.org/rsn/slo/new-york-slo-guidance-manual.pdf

Ohio's SLO Process

How do SLOs fit into the evaluation system?

- Teacher evaluations are composed of two evenly weighted measures: professional practice and student growth. SLOs fit under the student growth component of the evaluation. SLOs are considered a local education agency (LEA) measure and can be used with all teachers except those working exclusively in grades and subjects with value-added measures. Shared attribution is another locally selected measure that can be used for teachers without a value-added report.

Who creates SLOs?

- Districts determine who must create SLOs through their district evaluation plan.

- Ohio Department of Education (ODE) encourages districts to use SLOs with teachers working in grades and subjects where value-added scores and vendor assessment scores are not available.

- ODE encourages SLOs developed by teacher teams; however, the district may decide whether the teacher, teacher team, or district sets the growth targets.

How many SLOs do teachers create?

- ODE requires that any teacher using SLOs write two SLOs, but it recommends that teachers create between two and four SLOs.

- Districts can provide additional guidance/requirements regarding how many SLOs teachers must set.

What assessments are used in the SLOs?

- ODE ranks assessment types based on the likelihood of their alignment to standards, stretch, validity, and reliability. The order of assessment rankings are as follows:
  - State assessment items in proportion to the content specified in the SLO
  - Commercially available assessments
  - District- or team-created assessments
  - Teacher-created assessments

- ODE encourages teachers to use the highest ranking assessment

- ODE strongly discourages use of teacher-created assessments except in rare cases where the teacher must create an assessment that is unique to his or her classroom. When this occurs, the assessment may be created by the individual teacher but must be reviewed

and vetted by an administrator, assessment expert, a special educator, an English language learner specialist, and/or a content team member.

- ODE created the checklist, *Guidance for Selecting Appropriate Assessments*, to support districts and teachers in selecting appropriate assessments. It also provides a module on assessments in its SLO training sequence.

Guidance for Selecting Appropriate Assessments

Alignment to Standards:			
Is the Learning Objective clearly reflected in the assessment measure?			
Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The items or task match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher order thinking where appropriate.
Comments:			
Stretch:			
Will all students be able to demonstrate growth on this assessment?			
Yes	Somewhat	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			
Validity and Reliability:			
Is the assessment measure a valid and reliable tool for the intended purpose?			
Yes	Somewhat	No	
			The assessment does not include overly complex vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
			The teacher has a plan for administering assessments consistently across classes.
Comments:			

Source: http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=131878.

How are SLOs scored?

- An SLO final score represents the percentage of students that met their growth targets.

- The percentage of students that met the growth target then falls within a range that corresponds to one of five descriptive and numerical ratings.

- This approach provides districts a streamlined process improves efficiency and fairness. It is the responsibility of the teacher to organize and present evidence to the evaluator or local committee. The following is a table that outlines the percentages and performance rating for SLOs.

SLO Scoring Matrix

Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1

Source: http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=143173

McMinnville School District's SLO Process

McMinnville School District is located in Oregon

How do SLOs fit into the evaluation system?

- SLOs are one measure used in McMinnville's Effective Educators performance-based compensation system. Additional measures include the following:
  - Schoolwide achievement
  - Additional leadership duties
  - Classroom observation and collaboration with instructional coaches

Who creates student learning goals?

- Teachers participating in Investing in Effective Educators write student learning goals. When writing student learning goals, teachers use common growth targets.
- Teachers whose students participate in a state assessment must use that assessment in one of their goals and then use an assessment group two or three for the second goal.

How many student learning goals do teachers create?

- All participating teachers create two learning goals.

What assessments are used in student learning goals?

- McMinnville School District divides assessment types into three groups:
  - State or national standardized tests
  - National, state/district common assessments
  - Classroom-based/standards-based assessments
- The classroom-based/standards-based assessments are collaboratively developed by teams of teachers.
- While creating the classroom-based/standards-based assessments, the teacher team sets growth targets for students. These common benchmarks are used to determine growth within five performance levels.
- All teachers are expected to move students two growth levels within the year to earn the full number of points for the classroom-based assessment component of the evaluation.
- After the classroom-based/standards-based assessments have been developed, a small group of teachers vet the assessments to ensure they are aligned to the power standards.
- After approval of the assessments, all teachers within the same grade level or subject administer the assessments several times throughout the year.

How are SLOs scored?

- Because SLO growth targets are embedded in the assessments they use, SLOs are either "Met" or "Not Met" based on whether the student moved two levels.

Indiana's SLO Process

How do SLOs fit into the evaluation system?

- SLOs are one measure used in the Indiana RISE evaluation system. The evaluation system has two components with several measures embedded under each component: professional practice and student growth. SLOs fit under the student growth component.

Who creates SLOs?

- All teachers create SLOs.

- Indiana Department of Education (IDOE) guidance encourages teachers to collaborate with other educators in the building when writing SLOs. Individual teachers and teacher teams may write SLOs.

How many SLOs do teachers create?

- In 2012–13, each teacher sets two SLOs for one of their classes.

- One SLO is a class objective, meaning that it covers all students in the class.

- One SLO is a targeted objective focused on the lowest-performing students.

What assessments are used in SLOs?

- IDOE ranks assessments and requires teachers to use the highest ranking assessment in their class objective.

- Teachers can use any type of assessment in the targeted learning objective, provided it is approved by the administrator. The order of assessment rankings are as follows:

  - State assessments

  - Common corporation assessments (i.e. district assessments)

  - Common school assessments

  - Classroom assessments

- Assessment and education experts pre-approved some state assessments and vendor-created assessments for use in SLOs. The list of aligned assessments can be found here: http://www.doe.in.gov/achievement/assessment/indiana-course-aligned-assessments.

- When a school- or classroom-level assessment is used in an SLO, the evaluator must approve the assessment. The criteria for approval are alignment and stretch; rigor and complexity; and format. The full form can be found at http://www.riseindiana.org/sites/default/files/files/Student%20Learning/Step%201%20Forms%201_0.docx.

How are SLOs scored?

- Teacher ratings are embedded within the SLO. Teachers determine (and evaluators approve) each teacher performance level (Highly Effective, Effective, Improvement Necessary, and Ineffective) by setting the number of students who must meet the mastery score on the assessment used in the SLO. Teachers are scored according to the number of students that met the mastery score. The following table shows how the teacher's performance rating is based on the student growth of her students. Scoring is built into the SLO template, making for a streamlined approach.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Exceptional number of students achieve content mastery	Significant number of students achieve content mastery	Less than significant number of students achieve content mastery	Few students achieve content mastery
Step 3: Class Learning Objective	At least 8 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.	At least 6 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.	At least 4 or 10 red or yellow students increase one color level between the fall and spring test. Almost no student's level decreases.	Fewer than 4 of 10 students increase one color level and/or many students decrease in level between the fall and spring test.

Source: http://www.riseindiana.org/sites/default/files/files/Student%20Learning/Example%20SLOs%201_0.pdf

Activity: Reviewing SLOs

This activity allows participants to review sample SLOs that represent different grades and subjects from different states. Once participants review the examples, participants engage in a small-group discussion and identify questions about each of the components of the SLOs. The activity concludes with an example of a low-quality SLO, example feedback from an SLO reviewer, and a revised SLO based on the feedback.

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Grades 9-12 Financial Literacy

Student Learning Objective (SLO) Template
This template should be completed while referring to the SLO Template Checklist.

Teacher Name:_____ Content Area and Course(s): <u>Financial Literacy</u>   Grade Level(s): <u>9-12</u>   Academic Year:_____

Baseline and Trend Data

What information is being used to inform the creation of the objective and establish the amount of growth that should take place within the time period?

Students have no experience taking courses in personal finance. However, I administered a 25-question district-created survey of personal financial literacy to determine students' background knowledge and experiences in managing their finances. Results of the survey suggest that approximately 30 percent of students hold occasional or part-time jobs and are responsible for managing the money that they earn. A majority of students (76 percent) intend to attend college, but listed limited financial options for financing college. Students indicated they understood the basics of income and sales taxes, and insurance. However, many students seem to lack background knowledge on planning and money management, consumerism, investing, and credit and debit.

The survey was scored out of 50 points, with 50 being that students indicate the completely understand, know, and can explain topics of the course, and 0 points being that students have no background experience or knowledge of concepts of the course. The distribution of survey results were the following:

Survey Score Range	Number of Students Receiving that Score
0-10	4
11-20	20
21-30	23
31-40	17
41-50	1

This survey was administered for the first time this year, so we do not have trend data from prior years. However, trend data from unit tests and end-of-course examinations from the past three years are as follows:

	2009-10 average score	2010-11 average score	2011-12 average score
Unit 1 Test: Financial Responsibility/Decision Making	85	84	87
Unit 2 Test: Income and Careers	80	85	82
Unit 3 Test: Planning and Money Management	70	75	78
Unit 4 Test: Consumerism	82	84	80
Unit 5 Test: Investing	70	71	73
Unit 6 Test: Credit/debit	73	72	70
Unit 7 Test: Risk Management and Insurance	80	78	80
End-of-Course Exam	**75**	**78**	**76**

These data suggest that historically students do well on the first two units, financial responsibility/decision making, income and careers, and consumerism. Even though students this year and in past years indicate a lack of background knowledge in these areas, new learning can be situated fairly easily within a student's real-world experience. Students struggle most on units on investing and credit/debit. These units contain terminology that is new to many students, which may require additional time or instruction in order for students to fully grasp the terms and new concepts.

Student Population

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

This SLO will apply to the 65 students taking this course in the first semester. Students across the three classes range in terms of their strengths, challenges, and abilities. The students are in grades 9-12. Fifteen students are taking advanced classes, including advanced math. These students may grasp concepts more quickly than their peers and require lesson extension. Six students have IEPs (disabilities include Asperger's syndrome, hearing impairment, emotional disturbance, dyslexia, aphasia, and multiple disorders) and an additional four students have 504 plans for ADHD.

Interval of Instruction

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

The course's duration is one semester. The SLO will cover January 2013 to May 2013.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

The SLO will target the Financial Literacy Academic Content Standards, which are comprised of 27 content statements. These content statements are organized into 7 topics:

- Financial responsibility/decision making
- Income and careers
- Planning and money management
- Consumerism
- Investing
- Credit/debt
- Risk management and insurance

The curriculum of the course I teach is divided into 7 units that align with the topics mentioned above. By the time students graduate the course, they should be able to read, analyze, manage, and talk about personal financial conditions that impact their financial well-being.

Assessment(s)

What assessment(s) will be used to measure student growth for this objective?

Students will be assessed using a district-created end-of-course exam created by curriculum experts. The assessment is comprised of 30 multiple-choice questions (2 points each, worth 60 points) and five short-answers (worth 8 points each) that require students to explain their understanding of concepts and provide financial guidance to someone based upon a written scenario. The test will be administered during the first week of May 2013. All students will have 2 class periods (90 minutes total) to complete the exam, except for those students with IEPs and504 plans who require extended time (students with aphasia, dysgraphia, and ADHD). One student with ADHD and one student with emotional disturbance have short breaks listed as a testing accommodation; these students will be able to take 2 five-minute breaks during testing administration.

Growth Target(s)

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

Survey Score (on survey distributed in September 2012)	Growth Target (expected performance on the end-of-course exam administered in May 2013, out of 100 points
0-20 points	70 points
21-40 points	85 points
41-50 points	95 points plus capstone activity

Rationale for Targeted Student Growth within the Interval of Instruction

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Results of the 2008 Survey of Personal Financial Literacy Among High School Students demonstrated a need for greater focus on personal financial literacy in high school. The survey was distributed to nearly 7,000 high school seniors in 2008, and the mean score of high school seniors was 47.5 percent. Results of a district-created student survey administered in September suggests that students have some experience monitoring their own finances, but are not fully aware of their financial options and the economic factors that impact them. This SLO targets not only areas of student weakness but areas of student strength to ensure that students leave the course with a comprehensive understanding of financial literacy topics and how they relate to one another.

This SLO aligns not only with the state's new focus on improving students' financial literacy but also with our district's goal of ensuring that all students graduate college- and career-ready. Part of being college- and career-ready is being able to independently manage your finances and make financial decisions. By attaining the above growth targets, students will demonstrate that they are reasonably aware of the fundamentals of personal finance and will leave the class able to perform basic financial tasks on their own.

 Students who lack prior knowledge will be expected to demonstrate the most growth in order to meet course-level expectations and to ensure they are prepared to manage their finances effectively. I am using the results of the survey to inform my growth target. Students who already have strong background knowledge in this area will be expected to exceed basic expectations for the course (passing the end-of-course exam). One student who demonstrated strong background knowledge will complete a capstone activity in order to demonstrate developmentally- appropriate growth in the subject. If students master content quickly during the course, then I will make sure to accelerate or extend instruction and, if needed, assign the capstone activity to more students so that they can fully demonstrate how much they have grown.

STUDENT LEARNING OBJECTIVE – TEACHER

Content Area: Mathematics   **Grade Level:** Gr. 1

Objective Statement:

Students will demonstrate grade-level proficiency in the following areas:

- Students will demonstrate understanding of numerical operations in a variety of contexts by applying appropriate strategies and representing and solving addition and subtraction problems within 20. Problem-solving strategies include using objects or drawings, representing and using equations, using the counting sequence, and applying properties of operations.

- Students will demonstrate understanding of place value by counting by 2s, 5s, and 10s, by comparing two-digit numbers to determine which is greater, and by using place value to solve addition and subtraction problems within 100.

Rationale:

The objective focuses on two of the four CCSS critical areas for Grade 1: Operations and Algebraic Thinking as well as Number and Operations in Base Ten. The CCSS outline the mathematics concepts that should be the focus of instruction in Grade 1 and while each area is important for laying the foundation for future study of mathematics, these two are considered to be most predictive of future mathematics learning. Students who leave first grade with a proficient grasp of these two concepts and skills will largely be prepared to begin second grade mathematics.

Aligned Standards:

Represent and solve problems involving addition and subtraction.
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.
1.OA.3 Apply properties of operations as strategies to add and subtract.
1.OA.4 Understand subtraction as an unknown-addend problem.

Add and subtract within 20.
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving
        addition and subtraction are true or false.
1.OA.8 Determine the unknown whole number in an addition or subtraction equation
        relating three whole numbers.

Extend the counting sequence.
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write
        numerals and represent a number of objects with a written numeral.

Understand place value.
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens
        and ones. Understand the following as special cases:
    • 10 can be thought of as a bundle of ten ones — called a "ten."
    • The numbers from 11 to 19 are composed of a ten and one, two, three, four, five,
      six, seven, eight, or nine ones.
    • The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six,
      seven, eight, or nine tens (and 0 ones).
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits,
        recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and
        adding a two-digit number and a multiple of 10, using concrete models or drawings and
        strategies based on place value, properties of operations, and/or the relationship between
        addition and subtraction; relate the strategy to a written method and explain the reasoning
        used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones;
        and sometimes it is necessary to compose a ten.
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number,
        without having to count; explain the reasoning used.
1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90
        (positive or zero differences), using concrete models or drawings and strategies
        based on place value, properties of operations, and/or the relationship between
        addition and subtraction; relate the strategy to a written method and explain the reasoning
        used.

Students:
All 26 first-grade students (all first-grade teachers will be utilizing this SLO, with targets tiered to
their individual students).

Interval of Instruction:
SY2012-2013

Baseline Data:
An assessment based on Kindergarten mathematics standards was administered during the first
week of school. Based on that data, we were able to determine that 80% of students are entering
first grade with the necessary prerequisite mathematical content and skills, specifically in the area
of counting from 0-20. 20% of students are entering first grade lacking some prerequisite content
and skills, specifically in knowing number names and the count sequence as well as adding and
subtracting within 5.

Target(s):
1. 100% of students will reach proficiency (75% or higher) on the final administration of the district mathematics assessment (which is administered in October, February, and June).
   a. The 80% of students who entered with the prerequisite skills will score 85% proficiency or higher.
   b. The 20% of students who entered without the prerequisite skills will score 75% proficiency or higher.
2. 100% of students will complete a portfolio that demonstrates proficiency in the critical areas of Operations and Algebraic Thinking as well as Number and Operations in Base Ten (at least 4 pieces of work per area). Portfolio can include tests, quizzes, and in-class assignments (no homework or worksheets intended for practice). At least 1 of the 4 pieces of work for each area must be a common task (used in all 3 first grade classrooms).
   a. For the 80% of student who entered with the prerequisite skills work must demonstrate 85% accuracy or better to be included in the portfolio. Each student must also include a Challenge Task demonstrating their ability to stretch their learning by applying knowledge to more complicated problems.
   b. For the 20% of students who entered without the prerequisite skills work must demonstrate 75% accuracy or better to be included in the portfolio.

Rationale for Target(s):
Ultimately our first grade team feels it is essential that all students end the year prepared for achievement as 2nd graders. While a gap already exists in this cohort of students we believe through individualized learning plans and strategic supports, we can significantly close this gap and ensure that all students meet a base proficiency in these two content areas. The targets set for the 80% of students entering on grade level were set based upon the progress that we have observed in our students in past years on the district common assessment and the portfolio assessment. We believe these students can be supported to reach the objectives at high levels. The targets for the 20% of students entering below grade level reflect adequate progress, based upon the performance of similar students in past years. Though we will work closely with these students to address this gap, we feel it is appropriate to set a modified target to account for their differing baseline.

Evidence Source(s):
1. The district mathematics assessment was collaboratively created and aligned to CCSS as well as the Response to Intervention guidelines for core instruction.
2. The portfolio, its requirements, and rubric were created by the first-grade team with our math coach, and it aligns with other rubrics used throughout our elementary school.

Administration:
1. The district mathematics assessment will be administered three times per year. It is administered one-on-one by the classroom teacher, our math coach, or the district testing coordinator.
2. Students will be told in advance if certain tasks are eligible for portfolio submission and they will work with teachers to determine which tasks to submit for their portfolio.

Scoring:
1. The district mathematics assessment is scored by whoever administers the test, including the classroom teacher, our math coach, or the district testing coordinator.
2. The portfolio will be built over the course of the year. Most work will be scored by me, the classroom teacher, though common tasks will be scored collaboratively by all three first grade teachers.

Indiana SLO Example

High School 10th Grade English Teacher

Pre-Work Step 1:	**Approved Assessment**			
Pre-Work Step 2:	**Approved Mastery Score**	Score: Pass		
	Level of Student Preparedness	High – 3 Medium – 17 Low – 6		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Exceptional number of students achieve mastery	*Significant number of students achieve mastery*	*Less than significant number of students achieve mastery*	*Few number of students achieve mastery*
Step 3: Class Learning Objective	At least 24 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.	At least 21 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.	At least 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.	Fewer than 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.

Section E
Handouts for Use After Discussion

July 2013

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Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	*Which students will be included in this SLO? Include course, grade level, and number of students.*	*What is the duration of the course that the SLO will cover? Include beginning and end dates.*	*What content will the SLO target? To what related standards is the SLO aligned?*	*What assessment(s) will be used to measure student growth for this SLO?*	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*	*What is your rationale for setting the target(s) for student growth within the interval of instruction?*
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Includes all students in the class covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ Does not exclude subgroups of students that may have difficulty meeting growth targets	☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ Ensures all students in the course have a growth target ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

Choir SLO Before Revisions

Teacher Name: <u>Ms. Blumenthal</u>

Content Area and Course(s): <u>Choir </u>Grade Level(s): <u>9, 10, 11, 12</u> Academic Year: <u>2012–13</u>

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

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?

In prior years, the student choir assessment included an individual student assessment of participation and effort, student self- assessment, and student skill during class and performances.

I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). Based on conversations at the end of last year (2011–12), students often felt they lacked a clear understanding of the techniques and specific strategies needed to improve.

A preassessment was administered. Results showed that across the eight categories in the rubric, students had the greatest difficulty with pitch and note accuracy, verbal clarity, and combining timing with all elements to correctly deliver part singing within a piece.

Student Population

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

94 students in my four choir classes

The course contains freshmen, sophomore, junior, and senior students.

Interval of Instruction

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

January 2013 to April 2013: The course duration is one semester.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

This SLO aligns to California content standards.

Assessment(s)

What assessment(s) will be used to measure student growth for this objective?

To assess my students, I will use a post-assessment. The assessment is structured as follows:

60%	***Music theory and problem solving:*** *Students will be given 10 short-answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the 10 questions incorporate a problem-solving and interpretation component related to composition.*
40%	***Performance:*** *Students will be assessed in the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of subcategories as well. This includes two performances.*

Growth Target(s)

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

On the posttest (average of the performance assessments conducted at two points in the year after the first pretest, plus the final music theory and problem-solving test), students should demonstrate at least 33 percent growth.

Rationale for Targeted Student Growth Within the Interval of Instruction

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

All students have the opportunity to demonstrate growth within the assessment. Growth targets are based on total growth across the eight performance categories and the music theory and problem-solving pretest. In setting growth targets, I felt it important to keep in mind that some students will never reach a perfect score on the rubric.

Annotated Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a checkmark completed by an SLO evaluator.

Baseline and Trend Data	Student Population
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	*Which students will be included in this SLO? Include course, grade level, and number of students.*
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws on trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded, and if they are covered in another SLO
Probably wouldn't check first box. She did give a preassessment, but she doesn't identify its structure, who created it, and what content it covered. Probably no for second box. Doesn't really go into trend data, such as typically students do poorly in reading music, performance, etc. No for third box. She identifies weaknesses, but not strengths. Also, she needs to summarize the data overall (how did the students score on the pretest?). Questions to ask the teacher: • What is the structure of the pretest? • What content attainment does the SLO measure? • Who developed the assessments? • When was the pre-assessment administered? • Were all students assessed? • What were the results of the pre-assessment? • Are performance data available from prior years and, if so, what does it tell you about student performance in the past?	Yes to first. No for second. Are there any special needs, ELL, 504, etc.? No for the third box because we are unsure. Teachers should state "No subgroups are excluded" to ensure a check on this box. Questions to ask the teacher: • Do any students audition for the elective course? • Are there course prerequisites? • Do students have any special needs or talents? • How representative is this group of students of all the students the teacher instructs? For example, does the teacher generally instruct students in ninth grade, but for this course he or she instructs all grade levels?

Interval of Instruction	Standards and Content
What is the duration of the course that the SLO will cover? Include beginning and end dates.	*What content will the SLO target? To what related standards is the SLO aligned?*
☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Specifies how the SLO will address applicable standards ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)
Yes, BUT teacher could add whether or not class meets daily and for how long. More information is better than not enough as it benefits the teacher and the approval committee. Questions to ask the teacher: • How frequently does the course meet and for how long?	No. The teacher does not clearly specify which standards apply to his/her subject area. No for second box. The content of these standards is unclear. *How will teacher focus on, teach, and assess ALL indicators? Not enough time in the day for that.* Questions to ask the teacher: • What specific content will this SLO target? • Would you please summarize the main foci of these standards?

Assessment(s)	Growth Target(s)
What assessment(s) will be used to measure student growth for this SLO?	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*
☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ All students in the class have a growth target in at least one SLO. ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets
No to first box. She doesn't specify who created and/or reviewed the tests. No to second box. She doesn't state that the test has a prerequisite as well as advanced knowledge/skills to allow sufficient stretch for both low- and high-achieving students. No to third box. Says she will combine scores on tests but doesn't explain how. No to last box because we can't check any of the boxes above. Not sure if it was reviewed by content experts. Questions to ask the teacher: 1. Who created and/or reviewed the assessment? 2. How do you know that this assessment is valid and reliable? 3. How do you know that this assessment has enough stretch for both low- and high-achieving students? 4. How will you combine assessments? 5. Will the assessments have different weightings? 6. How will you ensure that the assessments are graded consistently? Are you using a rubric?	No to first box. She doesn't state this. We do not see specific growth targets. Were there different skill levels based on pretest? We don't know. No to second box. She never specified her baseline or pretest data so she couldn't have referenced it. No to third box. We don't know if the targets are developmentally appropriate because we don't know where kids started and if any have special needs/talents. No for fourth box. She doesn't have specific targets for all kids, much less tiered targets. No for final box. No specific targets, so we can't tell if they are rigorous enough. She said they would grow by 33 percent, but percentages are easy to misinterpret. What if I got an 80 percent on the pretest? Questions to ask the teacher: 1. Were there different skill levels based upon the pretest? 2. How was baseline data used to inform the growth targets? 3. How do you know these targets are developmentally appropriate? 4. Can you explain this growth target? How could you better differentiate the targets for your students?

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Rationale for Growth Target(s)
What is your rationale for setting the target(s) for student growth within the interval of instruction?
☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

No to first box. She should identify their strengths/weaknesses in relation to course content.
No to second box. Her targets are not specific enough to apply to the class ability levels.
The third box is a maybe. She did state their weaknesses earlier, but not here.
No to fourth box. She does not provide a clear explanation for how she selected the growth targets and why these targets are appropriate for students.
 	
No to fifth box. She says nothing about school/district goals.
 	
No for last box. Again, we can't tell if they are rigorous enough because we don't know how they did on the pretest.
 	
Questions to ask the teacher:
    1. How does your SLO address identified student needs?
    2. How are these targets appropriate?
    3. What is your explanation for selecting the growth targets?
    4. How do you know these growth targets are appropriate for your students?
    5. How does this SLO align with school or district goals?

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Approved Choir SLO

Teacher Name: <u>Ms. Blumenthal</u>   Content Area and Course(s): <u>Choir</u>

Grade Level(s): <u>9, 10, 11, 12</u>   Academic Year: <u>2012–13</u>

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

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?

In prior years, assessment of my students included individual student assessments of participation and effort, student self- reflection, and an overall evaluation of student skill during class and during performances. Last year, I provided feedback to students on their progress half way through the semester as well as at the end of the semester (with their final grade). Typically, at both reviews, nearly all students receive full credit for their participation. We always receive positive feedback on choir performances, but I lack extensive data on individualized student performance. Through progress meetings I have learned that 50 percent of these students lack a clear understanding of the techniques and specific strategies needed to improve.

Given the lack of baseline data, I administered a pre-assessment in 2012. The pretest consisted of two parts: 1) a performance rubric that scored student performance in eight categories (5 points each, for a total of 40 points) and 2) a music theory and problem solving section, containing 10 short answer questions (6 points each, for a total of 60 points). The assessment is district-developed and was created in collaboration with all high school music teachers in the district. (Trend data are not available.)

The pretest results for my 94 choir students were the following:

Distribution of Scores on the Performance Rubric

Score Range (out of 40)	Number of Students
0-10	3
11-20	23
21-30	45
31-40	23

Distribution of Scores on the Music Theory and Problem Solving Section

Score Range (out of 60)	Number of Students
1-15	6
16-30	42
31-45	20
46-60	26

Distribution of Scores on the Combined Assessment

Score Range (out of 100)	Number of Students
0-40	6
41-50	18
51-60	44
61-80	16
81-90*	10

　*None of my students scored above 90 on the pre-assessment.

The distribution of scores shows that most students struggle more with music theory than they do with performances. From analysis of the rubrics used to grade the performance task, it is clear that students display effort and are comfortable with ensemble singing, but they can strengthen their skills in interpretation and pitch.

Student Population

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

This SLO applies to my 94 students in choir. This course includes freshmen (26), sophomore (34), junior (15), and senior (19) students. These students are distributed into four classes (of 20, 24, 22, and 28 students). The population is a mix of students who have remained in the elective for multiple years and students who are joining choir for the first time. These students do not need to audition for the choir to participate. In general, these students have a lower background knowledge and skill in vocal music than those students in the 2nd period select choir. However, some students (3) take private vocal lessons outside of the class. This student population does not include ELLs or students with IEPs or 504s.

My schedule also includes instructing two other courses: select choir during 2nd period, for which student auditions are required for participation, and Music Composition and Technology during 3rd and 7th periods. These courses are covered under separate SLOs.

Interval of Instruction

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

The duration of the course is one semester, from January 2013 to April 2013. Students meet every day for 40 minutes. The choir also has three two-hour evening rehearsals prior to the April concert and several out-of-school time performances throughout the year.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

This SLO aligns to the *Visual and Performing Arts: Music Content Standards for California Public Schools* in grades nine through twelve – proficient. These standards cover five key areas identified in the standards that require students to be able to: 1) read, notate, analyze, and describe music using music terminology; 2) apply vocal musical skills in performing a variety of music and compose or arrange music when appropriate; 3) analyze the role of music in cultures throughout the world; 4) assess and derive meaning from works of music and the performance of musicians; 5) analyze the role of music in other arts and in television/media.

This SLO applies to the following standards:
- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.2 Sing music written in three or four parts with and without accompaniment.
- 2.6 Compose music, using musical elements for expressive effect.
- 2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
- 2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
- 2.9 Improvise harmonizing parts, using an appropriate style.
- 2.10 Improvise original melodies over given chord progressions.
- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.
- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.
- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

Assessment(s)

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

To assess my students, I will use a district-created post-assessment that has been created by a district team and approved for use in SLOs because it is aligned to content, is valid and reliable, and contains stretch. The assessment is structured as follows and will be combined for a final score of 100 pts.:

60%	*Music theory and problem solving: Students will be given 10 short-answer questions assessing their theoretical and technical knowledge of selected sample compositions, and knowledge of vocal exercises and vocal health. Two of the 10 questions incorporate a problem-solving and interpretation component related to composition.*
40%	*Performance: Students will be assessed in the following main categories: presentation, accuracy, verbal clarity, effort, tone quality, part singing, interpretation, and behavior. Each main category consists of subcategories as well. This portion of the assessment consists of two performances that are averaged together for the final score.*

The performance assessments will be graded using a district-created rubric. All music teachers in the district have been trained on the rubric and have attended a calibration session to improve scoring consistency. Performances will be video-recorded so that another music teacher may double-score selected performances if needed.

Growth Target(s)

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

Baseline Score Range (on 100-pt. district-created pre- assessment administered in January 2013)	Growth Targets (expected performance on 100-pt. district-created post-assessment administered in April 2013)
0-40 (6 students)	Minimum score of 65
41-50 (18 students)	Increase score by 25 points
51-60 (44 students)	Increase score by 20 points
61-80 (16 students)	Increase score by 10 points
81-90 (10 students)	Increase score by 7 points

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

I set tiered growth targets to ensure that all students will be able to demonstrate appropriate growth and meet district expectations. District expectations for this assessment are that all students will pass the assessment and anyone scoring greater than 50 on the baseline assessment will score at least a 70 on the post-assessment. Given this information, students with lower baseline ranges will be expected to, at a minimum, reach basic thresholds of passing, which on this assessment is 65. This goal is attainable if I support these students consistently with individualized instruction and feedback. All students, even those who are already high-performing, will need to demonstrate growth and are expected to demonstrate significant skill and progress in vocal music.

In the past, students have lacked specific strategies for improving their performance. This SLO targets skills related to performance as well as knowledge of music theory that students will need to apply during vocal performances. If students build these knowledge and skills, they will be better able to self-monitor their vocal performances and identify areas of strength and weakness on their own.

Attainment of these growth targets will prepare students for continued participation in vocal music or other performing arts. Students will build upon the foundational knowledge they already have and develop performance, music theory, and problem solving skills. Such skills will help students become better-rounded.

Our school improvement plan is focused on using assessment data to inform instruction. In addition, the district music department has asked us to focus on authentic assessment of student performances. This SLO incorporates assessments that align with this departmental priority and the SLO process aligns with our school improvement plan.

Activity: Writing an SLO

This activity provides participants with an opportunity to write an SLO within the context of a given scenario, using student data and information provided. There are two SLO templates and two SLO checklists that can be used with the activity. This allows participants to test differing formats to consider which might work best in their context. The activity ends with a group discussion, prompted by reflection questions.

July 2013

This activity has been adapted from materials developed for the Teacher Incentive Fund Technical Assistance Network by Lisa Lachlan-Haché and Lauren Matlach.

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Student Learning Objective (SLO) Writing Activity

Pretend it is fall 2013. You are a first-year teacher and need to write an SLO for seventh-grade science.

Information about your students:

- You instruct 127 seventh-grade students, divided into five sections.

- The course is year-long, and each class meets daily. The students meet for 40 minutes three days a week in class and 80 minutes two days a week for labs.

- The course aligns to the Common Core State Standards (CCSS) for Grades 6–8—Literacy in Science and Technical Subjects and the seventh-grade Science Content Standards for California Public Schools.

- Two students are English language learners.

- None of your students has been identified as gifted and talented. Students who have been identified as gifted take a separate honors course.

- Nine students have individualized education programs (IEPs) or 504 plans. At the beginning of the year, you received a summary snapshot from the special educator that provides additional detail on these students:

IEP Disability Code/504 Plan	Accommodations/Modifications	Testing Accommodations
2—Hearing Impairment	Preferential seating Visual cues Teacher use of microphone	Reader/written copy of all oral directions
4—Speech/Language	None	None
5—Visual Impairment	Preferential seating Use of assistive technology Magnification Fewer items per page	Oral reading of directions as needed Magnification Fewer items per page
8—Other Health Impairment	Modified workload Graphic organizers Preferential seating	Extended time
9—Specific Learning Disability	Chunking	Extended time

IEP Disability Code/504 Plan	Accommodations/Modifications	Testing Accommodations
14—Autism	Written daily schedule Preferential seating Frequent breaks Use of assistive technology Use of stress ball Extended time	Extended time Frequent breaks
504 plan—Attention deficit hyperactivity disorder (ADHD)	Preferential seating	Extended time Study carrel
504 plan—ADHD	Frequent breaks Use of stress ball	Extended time Study carrel
504 plan—ADHD	Frequent breaks Chunking	Extended time Study carrel

Assessment information

Assessments available to you include the following:

- District-created pre-assessment and post-assessment, consisting of multiple-choice, short-answer, and performance tasks

- Four middle school team-created unit tests consisting of multiple-choice and short-answer questions

- Two teacher-created performance assessments that cover investigation and experimentation

You have already administered the course pre-assessment. Scores on the pre-assessment (out of ranged from 5 to 59. (Data have already been entered into the student learning objective template for you.)

Results of the Seventh-Grade Pre-assessment for 2012–13

Unit/Skill Area	Mean Percentage of Questions Correct	Median Percentage of Questions Correct
Cell biology	33%	37%
Genetics and evolution	25%	25%
Earth and life history	50%	42%
Structure, function, and physical principals in living systems	25%	25%
Investigation and experimentation	17%	20%
Overall Score (out of 100)	**33**	**37**

This year is your first year teaching, so you do not have trend data available to you at this time. However, you know from your science Professional Learning Community (PLC) the following information:

- Last year, on average, students increased their overall scores between the pre-assessment and post-assessment by 40 points, with students at the lower and higher ends of distribution showing less growth.

- You shared your pre-assessment data with your PLC, and teachers indicated that your results are consistent with prior year pre-assessment results.

- The district is focusing this year on improving the performance of its lowest performing students. You have already discussed some strategies for reaching these students in your PLC.

SLO Format 1 Template

This template should be completed while referring to the SLO Checklist. When submitted, the accompanying baseline data and assessment should be attached for review.

Teacher Name: _____ Content Area and Course(s): Seventh-grade science

Grade Level(s): 7   Academic Year: 2013–14

Please use the guidance provided in addition to this template to develop components of the SLO and populate each component in the space below.

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?

I administered a district-created course pre-assessment in September 2013. This pre-assessment is aligned to both the Common Core State Standards for Technical Subjects and to the Science Content Standards for California Public Schools. Results by subject area are as follows:

Unit/Skill Area	Mean Percentage of Questions Correct	Median Percentage of Questions Correct
Cell biology	33%	37%
Genetics and evolution	25%	25%
Earth and life history	50%	42%
Structure, function, and physical principals in living systems	25%	25%
Investigation and experimentation	17%	20%
Overall Score (out of 100)	**33**	**37**

Results suggest that…

Student Population

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

Interval of Instruction

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

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

This SLO aligns to the Common Core State Standards for Technical Subjects and the Science Content Standards for California Public Schools. By the end of seventh grade, students are expected to master the following standards (taken directly from the standards):

1. All living organisms are composed of cells.
2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.
3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations.
4. Evidence from rocks allows us to understand the evolution of life on Earth.
5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.
6. Physical principles underlie biological structures and functions.
7. Scientific progress is made by asking meaningful questions and conducting careful investigations.

Assessment(s)

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

Growth Target(s)

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

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

SLO Format 1 Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	*Which students will be included in this SLO? Include course, grade level, and number of students.*	*What is the duration of the course that the SLO will cover? Include beginning and end dates.*	*What content will the SLO target? To what related standards is the SLO aligned?*	*What assessment(s) will be used to measure student growth for this SLO?*	*Considering all available data and content requirements, what growth target(s) can students be expected to reach?*	*What is your rationale for setting the target(s) for student growth within the interval of instruction?*
☐ Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) ☐ Draws upon trend data, if available ☐ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	☐ Identifies the class or subgroup of students covered by the SLO ☐ Describes the student population and considers any contextual factors that may impact student growth ☐ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	☐ Matches the length of the course (e.g., quarter, semester, year)	☐ Specifies how the SLO will address applicable standards ☐ Represents the big ideas or domains of the content taught during the interval of instruction ☐ Identifies core knowledge and skills students are expected to attain as required by applicable standards	☐ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ☐ Provides a plan for combining assessments if multiple summative assessments are used ☐ Follows the guidelines for appropriate assessments	☐ All students in the class have a growth target in at least one SLO ☐ Uses baseline or pretest data to determine appropriate growth ☐ Sets developmentally appropriate targets ☐ Creates tiered targets when appropriate so that all students may demonstrate growth ☐ Sets ambitious yet attainable targets	☐ Demonstrates teacher knowledge of students and content ☐ Explains why target is appropriate for the population ☐ Addresses observed student needs ☐ Uses data to identify student needs and determine appropriate growth targets ☐ Explains how targets align with broader school and district goals ☐ Sets rigorous expectations for students and teacher(s)

SLO Format 2 Template

After reviewing data and identifying the student population for whom SLO will apply, create the student learning objective. Submit the SLO Plan to evaluator prior to Evaluation Planning Session.

Name of Teacher	Names of Reviewers
Content Area/Grade Level	**Date Reviewed**

Student Learning Objective (SLO):

Baseline Data and Rationale:
(Why did you choose this objective?)

Learning Content:
(What content will the SLO address?)

Student Population:
(Who are you going to include in this objective?)

Interval:
(How long will you focus on this objective?)

Assessment/Evidence Source(s):
(How will you measure the outcome of your objective?)

Targeted Growth:
(What is your goal for student growth?)

Strategies/Instructional Practices:
(What methods or interventions will you use to support this objective? Identify Domains and Components from Danielson's Framework for Teaching related to your SLO.)

Support:
(What instructional support or professional development is necessary to accomplish the objective?)

Principal Signature	Date
Evaluator Signature	Date

SLO Format 2 Template Checklist

Baseline Data and Rationale *Why did you choose this goal?*	Learning Content *Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?*	Population *Which students are included in this goal?*	Interval *What timeframe is involved in this SLO (typically yearlong; explain if other)?*	Evidence Sources *How will you measure the amount of learning that students make?*	Targeted Growth *What is your goal for student growth, and how did you arrive at this goal?*
Guiding Questions					
What source(s) of data did you examine in selecting this/these SLO(s)? What strengths and weaknesses were identified? *If this is the same SLO as you submitted last year/last semester, please provide justification for why.*	*Which content standard(s) is/are targeted?* *Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?*	*Which student group(s) is/are targeted?*	*How do you know if you've spent enough or too much time on an objective?*	*What assessment(s) or other evidence sources will be used to measure whether students met the objective?* *What type of assessment or evidence is it, and how are results reported?* *Why is this the best evidence for determining whether students met the objective?*	*What is the target level of growth or performance that students will demonstrate?* *Do I expect all students to make the same amount of growth, regardless of where they start from, or should I set differentiated goals based on students' starting point?*
Criteria					
Supports school improvement goals Addresses observable student need(s) Based on review of school and classroom data for areas of strength and need Provides summarized baseline data Provides clear focus for instruction and assessment	Targets specific academic concepts, skills or behaviors based on the standards Targets enduring concepts or skills Is rigorous Is measurable	Defines and targets the needs of an identified population Considers demonstrated strengths of identified population	Identifies the time that instruction will occur Matches the amount of time in the curriculum Provides adequate time for content complexity	Uses an agreed upon assessment and follows appropriate guidelines Aligns with the targeted learning content area Relationship with the learning objective is apparent Measures the growth, gain, or change expected Provides a formula for combining more than one assessment if needed Has been demonstrated as reliable and valid for targeted students	Meets or exceeds standards of practice Is a rigorous expectation for students Predicts gain based on past performance of students when available Explains any exceptions

Strategies and Support
What professional development opportunities will best support the student achievement goals set forth in this SLO?
What instructional methods will best support the student achievement goals set forth in this SLO? How will you differentiate instruction in support of this SLO?
What new/existing instructional materials or other resources will best support the student achievement goals set forth in this SLO?
What other types of instructional supports do you need to support the student achievement goals specified in this SLO?

Activity: Lessons Learned From Teacher Incentive Fund Student Learning Objectives (SLOs) Implementers

This activity will allow participants to review six lessons learned about implementing SLOs, offered by Teacher Incentive Fund (TIF) grantees* that have implemented SLOs in their compensation systems. Participants will work within their state teams to discuss the lessons and brainstorm how to best approach the implementation of SLOs in their state.

July 2013

*Note: One of the focuses of the Teacher Incentive Fund Grant is to add a performance-based compensation component to educator evaluation system; thus, the context of the use of SLOs may be different. However, the paper focused on SLO implementation and the lessons presented are applicable to all new SLO implementers.

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Lessons Learned From Teacher Incentive Fund Student Learning Objectives (SLOs) Implementers: Activity

Directions

For the following activity, please work in local education agency (LEA) or regional teams.

1. Read all of the lessons in the packet.

2. Select a leader, note-taker, and time-keeper/reporter from your group.

3. As a group, review the list of lessons learned and select two that are the most critical for your district to consider during this activity.

> This list of lessons learned was derived from our upcoming report, *Student Learning Objectives: Early Lessons From the Teacher Incentive Fund*. The report highlights the following six lessons learned, offered by Teacher Incentive Fund (TIF) grantees that have implemented student learning objectives (SLOs) in their compensation systems:
>
> - Partner and network to build capacity.
>
> - Set clear and consistent expectations early.
>
> - Build knowledge regarding the process.
>
> - Nurture champions and diversify responsibilities.
>
> - Provide training and build principal support for SLOs.
>
> - Solicit feedback and monitor for continuous improvement.

4. Circle the two lessons that you will review and discuss.

5. Find the corresponding lessons on the handout titled *Lessons Learned From TIF SLO Implementers*.

6. Discuss the questions located on the *Lessons Learned Worksheet*. If you are a regional comprehensive center or outside stakeholder, please answer questions as if you are a state leader.

By the end of this activity, you should have completed the worksheets on pages 5–6 and be prepared to share your ideas with the rest of the group.

Source: Lachlan-Haché, L., Bivona, L., Reese, K., Cushing, E., & Mean, M. (2013). *Student learning objectives: Early lessons from the Teacher Incentive Fund.* Washington, DC: Teacher Incentive Fund Technical Assistance Network.

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Lessons Learned From TIF SLO Implementers

Partner and Network to Build Capacity

SLO implementation requires some degree of initiative and resolve to build capacity at all levels—grantee, district, school, and individual. Many recent grantees recognized that there is much to learn from the work of other states and districts. For the Ohio TIF, partnering with colleagues was a first step. From attending trainings in Austin to requesting support from the TIF Technical Assistance Network, the Ohio TIF cultivated partnerships to build content knowledge. Austin—a grantee that is well beyond these early stages and in its fifth year of SLO implementation—continued to build capacity by attending and presenting at TIF conferences, partnering with colleagues like Georgia (a Race to the Top winner and a leader in implementing district-level SLOs) and reflecting on potential improvements to their teacher evaluation system (REACH).

Set Clear and Consistent Expectations Early

Grantees stressed the importance of setting clear expectations for teachers and principals before proceeding with implementation. Charlotte-Mecklenburg Schools (CMS) learned this lesson after years of implementation. According to sources, expectations and communication regarding SLOs were not as clear as teachers in CMS wanted them to be, and CMS has discontinued the use of SLOs in the district for multiple reasons (see the CMS profile for details). CMS tried to set and communicate clear expectations for SLOs at the district level, but school leaders did not always have the skills, tools, or time to communicate and reinforce these expectations at the school level. In a recent evaluation, fewer than half of survey respondents thought that communication between the district and the teachers was effective (Community Training and Assistance Center, 2013). The lack of understanding related to SLOs and the larger compensation system led some teachers to feel that the process was "messy."

Other grantees also noted the importance of communicating clearly and consistently because teachers can feel overwhelmed by the process. Grantees suggested that policy decisions ideally should be communicated before the start of the school year. To meet requirements and gain understanding, teachers will want to know which assessments will be used to measure student achievement in their classes and have a clear understanding of the evaluation components and rewards. Grantees reduced stakeholder anxiety and built confidence in the system by setting clear expectations (e.g., who writes SLOs, how many SLOs, how many students need to be included in the SLOs) and processes (e.g., who approves SLOs and assessments; when are SLOs submitted, approved, and scored). For example, Austin's SLO Guidebook breaks information down into various steps of the process and provides extensive detail regarding what is and is not permissible in an SLO. Nurturing SLO champions to consistently articulate the goals and requirements of the system can further clarify expectations for all.

Build Knowledge Regarding the Process

Beyond basic training, grantees structured implementation in a variety of ways to include opportunities for learning, practice, and flexible decision making. These opportunities came in a variety of forms. Austin implemented SLOs gradually by including additional requirements and

types of SLOs over time. Ohio TIF had a summer to prepare for implementation and did so by attending workshops, writing SLOs, and calibrating raters. McMinnville School District did not pilot SLOs before full-scale implementation, but it required teachers to engage in professional development, online training, and an online assessment related to SLOs and the TIF program during the planning year. Denver and Austin piloted SLOs for one year but did not use them for compensation decisions during that initial year. The National Board for Professional Teaching Standards of Maine also piloted its compensation system for one year. Efforts to build knowledge about the process and, in some cases, address implementation issues before full-scale implementation helped increase stakeholder buy-in and establish trust between educators and the district.

Nurture Champions and Diversify Responsibilities

In all sites, central office leadership and, in many instances, teams of educators played valuable roles in leading implementation efforts. Multiple sites highlighted specific roles and responsibilities assigned to district staff members for SLO implementation. These roles were instrumental in ensuring that the operations of implementation went smoothly, that implementation quality was consistent, and that work was evenly distributed and supported by a team. Roles and responsibilities took on differing formats within each site, but generally, sites had at least three groups of people who supported the work:

- A core leadership team that spearheaded meetings, trained staff members, administered surveys, wrote reports, and developed resources

- A decision-making body that determined next steps for continuous improvement

- A team of building-level coordinators that championed the work, supported SLO review, and informed the former of recommended revisions and improvements to the system

In McMinnville, a design team (composed of teachers and administrators selected by union and district leadership) assessed project performance using key program indicators and suggested modifications to the program based on data; building communicators reported school-level stakeholder issues, concerns, or ideas to the design team; and the Portfolio Review Committee reviewed the quality of the documents that teachers submitted at the end of the year. Staff members coordinated efforts through regular meetings.

In Austin, SLO support staff members specialized in different aspects of the process. In each school, two SLO facilitators served as a first line of support for school staff members and reviewed submitted SLOs; the REACH SLO team supported all staff members in the district by scheduling a one-day meeting with each school site to answer questions and provide feedback on SLO drafts. The distribution of staff in most sites allowed program leaders sufficient time to implement all of the components of the system, review SLOs, compare results with other teacher effectiveness measures, collect data to revise the system, network with technical assistance providers, and conduct all of the other activities associated with the program.

Provide Training and Build Principal Support for SLOs

Teachers want and need support to implement SLOs and learn how to improve instruction through the SLO process. In grantee sites, this support often came from school principals.

Without principal support, teachers were likely to view SLOs as compliance driven, time consuming, unreliable, and of little value to improve practice.

In Austin, leaders noted that principals who recognized the power of SLOs to inform instruction were more successful than those who thought of it as a compliance activity. Schools with principals who viewed SLO implementation through the lens of compliance typically produced SLOs that were not as rigorous as their counterparts. Their teachers were more frustrated with the process because they did not have the same level of support or buy-in as those in schools where SLOs were valued. Similarly, Denver district-level administrators noted that when principals were highly involved in creating student growth objectives (SGOs) with their teachers, particularly by connecting SGOs to the school improvement plan, SGOs were helpful in establishing clear expectations for staff members and helping students achieve.

Multiple sites explicitly expressed that ongoing training and calibration of principals is a critical step toward consistent implementation. In grantee sites, principals often led the SLO process at the building level and were responsible for maintaining fidelity of the SLO process. With shifting roles and responsibilities, this task can be challenging. As noted previously, in Charlotte-Mecklenburg, program leaders cited multiple reasons for their movement away from SLOs, but leadership was a factor. Principals struggled to find sufficient time to approve, review, and score SLOs, and teachers feared too much variability in principal management of the SLO process. Leadership changes at the top tiers of the district—and the shifting priorities that accompanied these changes—were also influential. As a result, SLOs are no longer used in CMS as a measure of teacher effectiveness—a reminder that successful SLO implementation requires strong leadership that prioritizes teacher evaluation and development.

Solicit Feedback and Monitor for Continuous Improvement

Most grantees admitted that the SLO process has evolved, or will evolve, over time. For example, Charlotte-Mecklenburg changed payout structures from year to year based on feedback and budgetary issues. In Austin, the district changed how it monitored schools over time. During early implementation, several district staff members reviewed every SLO developed by educators. As educators developed their skills in SLO writing and the quality of the SLOs improved, Austin modified its procedures, and at the time the study was conducted, only one district staff member was required to review an SLO. Grantees also reported revising guidance and requirements and changing the types of SLOs used over time.

With regard to continuous improvement, communicating changes clearly—and noting how feedback informed those changes—was valued. When a grantee made changes to the system based on feedback, teachers and principals saw how their voice was contributing to the improvement of the system. When changes were made, educators may have perceived the central office to be taking the work seriously and contributing to the success of the reform effort. Austin, for example, provided written reports of the feedback it received and planned for making improvements based on that feedback. The reports were shared with teachers, principals, parents, school board members, and any other interested party, indicating transparency and a commitment to continuous improvement. All sites studied herein anticipate that their systems will continue to evolve in future years as results from all facets of the system are analyzed and reviewed.

Lessons Learned Worksheet

Lesson Learned:	
With whom in your GLVWULFW do you need to share this lesson learned?	
What actions need to be taken to address or anticipate this issue?	
What resources are available that can support you?	
What are the major milestones of this work?	
What is the timeline for this work?	
Who will do what as an immediate next step?	

Lesson Learned:	
With whom in your district do you need to share this lesson learned?	
What actions need to be taken to address or anticipate this issue?	
What resources are available that can support you?	
What are the major milestones of this work?	
What is the timeline for this work?	
Who will do what as an immediate next step?	

SLO Next Steps Activity

Benefits to Communicate	Decisions to Make
Challenges to Consider	**Where We Need More Examples/Support**

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