

# Measures of Teachers' Contributions to Student Learning Growth

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**Laura Goe, Ph.D.**

*Research Scientist, Understanding Teaching Quality Research Group, ETS*

*Sr. Research and Technical Assistance Expert, Center for Great Teachers and Leaders*

Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■



# Laura Goe, Ph.D.

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- Former teacher in rural and urban schools
  - Special education (7th and 8th grades, Tunica, MS)
  - Language arts (7th grade, Memphis, TN)
- Graduate of UC Berkeley's Policy, Organizations, Measurement, and Evaluation doctoral program
- Research scientist in the Understanding Teaching Quality Research Group at ETS
- Senior research and technical assistance expert for the federally-funded Center for Great Teachers and Leaders

# The Goal of Teacher Evaluation

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*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE  
TEACHING AND  
LEARNING**

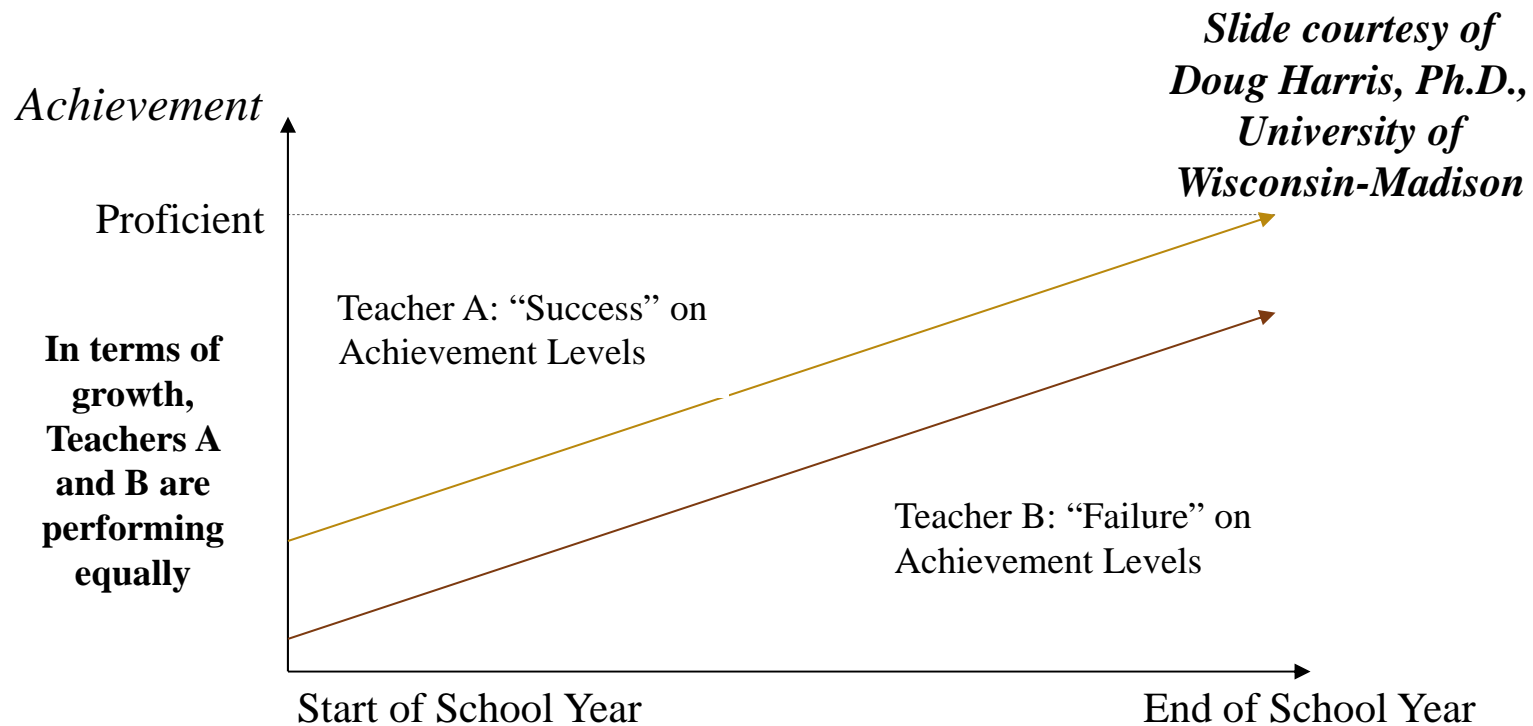
# Two Important Goals for Evaluation

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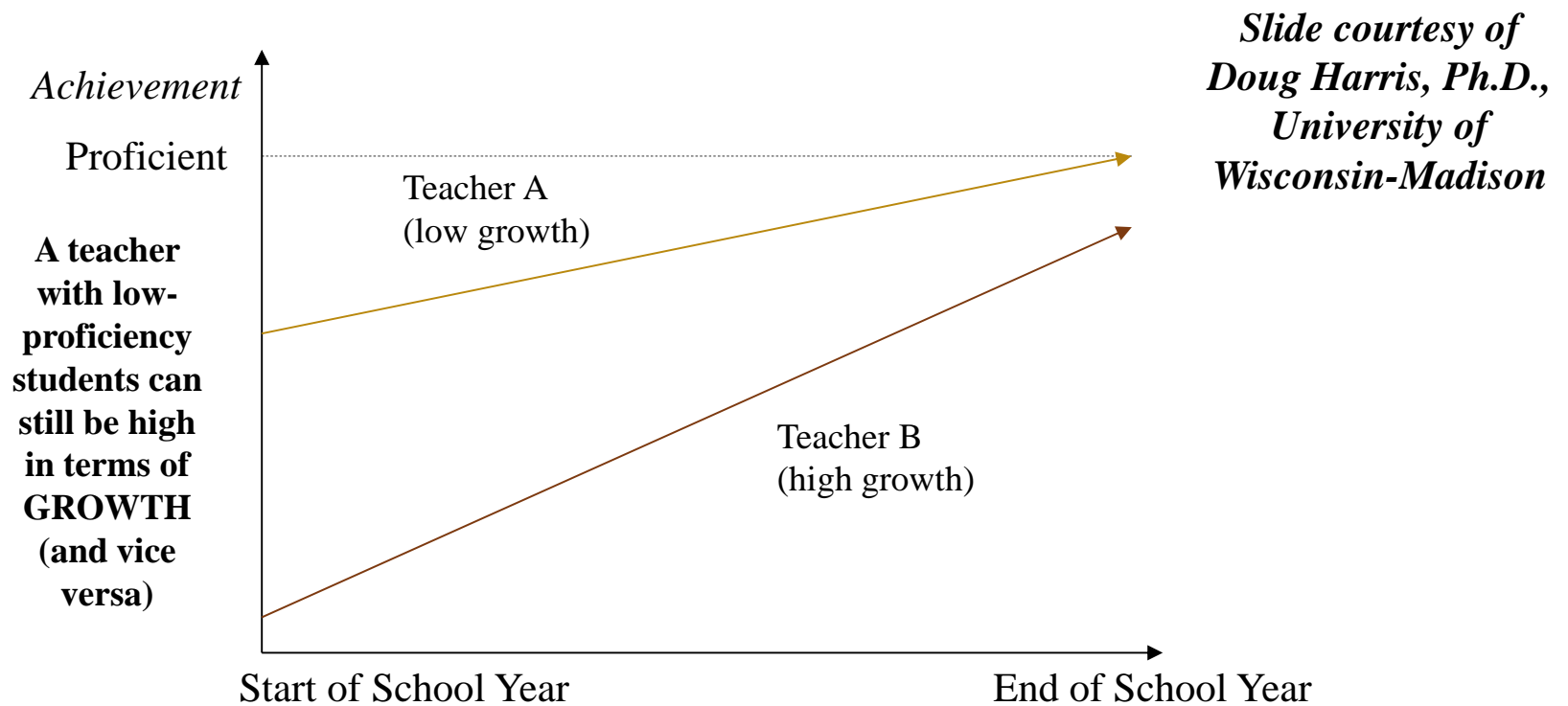
Accountability: We are interested in ensuring that measures are comparable and rigorous and that they correctly identify students' learning growth compared to other students in same grade/subject.

Instructional improvement: We are interested in ensuring that teachers actively and regularly collect data on students' performance toward standards and adjust and differentiate instruction accordingly.

# Growth Versus Proficiency Models



# Growth Versus Proficiency Models



# To Measure Growth, You Need Baseline Data

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- Baseline data can be historic (found) or current (collected).
  - Historic (found) data includes all prior history on students' proficiency on specific standards.
  - Current (collected) data includes all efforts made by the state, district, school, or teacher to establish students' current levels of proficiency on specific standards.
- Each has advantages and drawbacks.

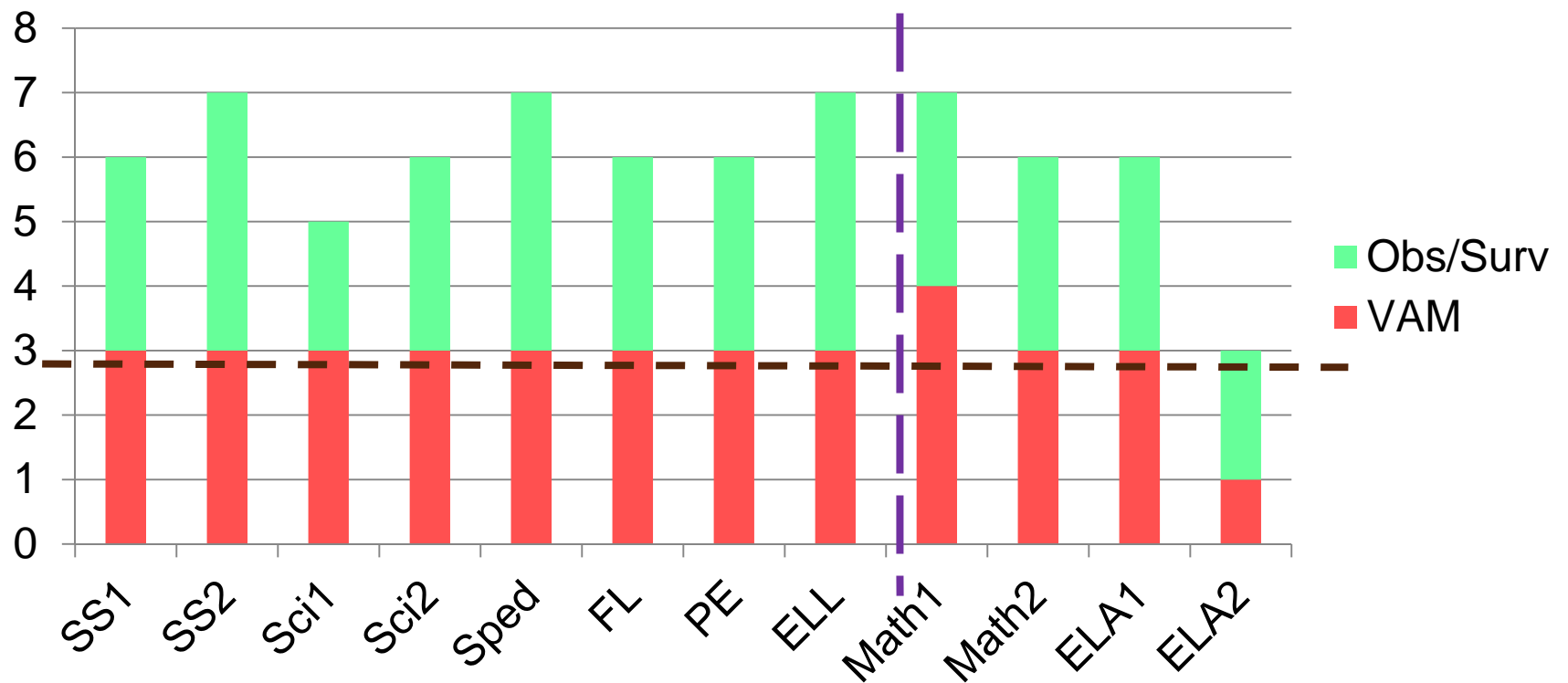
# Measuring Non-Tested Subject/Grade Teachers' Contributions to Student Learning Growth

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Model	Description
Student learning objectives	Teacher assesses students at beginning of year and sets objectives, then assesses again at end of year. Principal or designee works with teacher to determine success.
Subject and grade alike team models (“Ask a Teacher”)	Teachers meet in grade-specific and/or subject-specific teams to consider and agree on appropriate measures they will all use to determine their individual contributions to student learning growth.
Colorado Content Collaboratives	Content experts (external) identify measures and groups of content. Teachers consider the measures from the perspective of classroom use; may not include pre- and post-measures.
Pre- and post-tests model	Identify or create pre- and post-tests for every grade and subject.
School-wide value-added	Used in TAP Model; teachers in tested subjects and grades receive their own value-added scores; all other teachers get the school-wide average.



# School-Wide Average Growth Used for Non-Tested Subjects/Grades



# Even If We Could Assess All Students With Standardized Tests...

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- Using only standardized test results to reflect teachers' contributions to student learning growth may capture just part of what we care about.
  - Standardized tests may cover only about one half of the content standards (Polikoff et al, 2011).
- Good teachers also work to ensure that students can apply their knowledge.
  - Applied knowledge may be more accurately measured with the “Four Ps” (portfolios, projects, performances, and products).

# The Four Ps (Portfolios, Projects, Performances, Products)

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- Almost any measure, including student portfolios, projects, performances, and products (the Four Ps), can be used to demonstrate teachers' contributions to student learning growth if teachers share objectives and assessments and work together on scoring.
  - Use a high-quality rubric to judge initial knowledge and skills required for mastery of the content standard(s); then, use the same rubric to judge knowledge and skills at the end of a specific time period (unit, grading period, semester, year, etc.).
  - Or, use other assessments or student history to establish baseline on standards.

# Assessment should match the knowledge or skill

## *4 types of musical behaviors*

1. Responding
2. Creating
3. Performing
4. Listening

## *Types of assessments used*

1. Rubrics
2. Playing tests
3. Written tests
4. Practice sheets
5. Teacher Observation
6. Portfolios
7. Peer and Self-Assessment

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# District Support for SLO Processes

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- Ensure that school schedules provide sufficient time for teachers to meet with principals, colleagues, and teams to develop SLOs, identify appropriate assessments, and score assessments.
- Ensure that principals are thoroughly trained to provide guidance and support for teachers in constructing SLOs and assessing student progress.
- Ensure that teachers understand why they are measuring student growth and understand how to create SLOs, assess student progress, and report results.

# SLOs: Some General Guidance

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- Standards-based, not curriculum-based
  - Focus is on students' growth toward proficiency on specific standards.
  - Focus is not on whether teacher taught the material, but on whether students can demonstrate mastery of the material.
- SLO should be limited and focused in scope.
  - Don't try to measure everything that's important.
  - Teaching and assessing students' growth toward proficiency on standards for a content area will happen all year, but not all of those will be part of the SLO.
  - A SLO may focus on a single objective, but several standards may be connected to that objective.

# School Administrator Support for SLO Processes

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- Ensure that teachers in the same grade/subject work together to identify and/or develop appropriate assessments to ensure that results will be comparable within the school.
- Meet with teachers individually at the beginning, middle, and end of year to ensure that teachers are on track.
- Provide time within school day/school year for teachers to meet together to determine goals, select assessments, and score assessments.

# SLOs: Evidence of Mastery

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- Decide on the key standards you want your students to show proficiency in by the end of the course (semester/year).
- With colleagues in same subject/grade, ask yourselves the question: *How will we know that the students have mastered these standards?*
  - What is the evidence of mastery that you will be looking for?
  - How will you collect that evidence?
    - All types of assessments and/or Four Ps (portfolios, projects, performances, products)



# SLOs: Measuring Success

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- High-quality assessments
- Rubrics will work best when portfolios, projects, performances, or products (Four Ps) are needed to show students' mastery of standards.
  - Start with standards-based rubric (generic).
  - Work with colleagues to:
    - Identify priority standards
    - Discuss how students' proficiency could be measured
    - Develop and pilot rubric
    - Score student work together to calibrate levels

# SLOs: Scoring

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- Assessments administered individually to students (e.g., DIBELS, DRA) can be scored by person administering the assessment (usually the classroom teacher).
- Group assessments (e.g., a multiple-choice test) can be scored by machine or together with other teachers.
- Rubric-based assessments are best scored together with colleagues in the same grade/subject.
  - Calibrate: Start by selecting “anchor papers” at each level and discussing what qualities make them a 1, 2, etc.
  - Try independently scoring sample papers/projects and discussing scores until agreement is reached.

# SLOs and the Common Core State Standards

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- SLOs should be standards-based, so any key standards, including Common Core State Standards, can absolutely be the focus of SLOs.
- Really nice example of Common Core State Standards rubrics, created by staff at Elk Grove Unified School District (California):  
<http://blogs.egusd.net/ccss/2012/01/12/ccss-aligned-rubrics-k-12/>
  - Not only provides indicators of students' levels of proficiency, but also shows students' progress within the context of grade-level expectations

# Teacher Collaboration

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- Teachers don't need to assess in isolation.
  - Collaborate/share great lesson plans, materials, assessments, etc. across classrooms, schools, and districts (by content area, grades taught).
  - Work together to grade projects, essays, etc. by using technology when meeting in person is not feasible.
    - Working together encourages consistency in scoring, increasing validity and comparability of results.
- In rural areas, Webex, Google Docs, and other web-based tools allow you to share files, videos, assessments, and rubrics.

# Principals' Role in Scoring SLO Results as Part of Teacher Evaluation

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1. Principal and teacher meet at several points, including beginning and end of year, to discuss results; principal makes holistic judgment.
2. Principal considers results from all teachers in a subject/grade before determining scores for individual teachers.
3. District receives documented results and determines scores for individual teachers.

# Verification and Audit Functions

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Establish a committee of stakeholders (teachers, principals, district staff, others) to design a process by which results from SLOs can be verified.

- Determine business rules and processes for audits.
  - Random audits: A certain number of audits will be done every year using a random selection process.
  - Performance audits: When data from SLOs fails to align with other indicators of teacher performance.
  - General audits: When there is evidence of possible inaccuracies in scores due to staff misunderstanding of SLO processes or discrepancies in collecting/reporting data.

# FAQs

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***Q: Are SLOs the same as SMART goals? SMART = Specific, Measurable, Attainable, Relevant, and Time-Sensitive.***

A: While not the same, SMART goals and SLOs are definitely compatible. SLOs should be SMART!

***Q: How many SLOs do we need?***

A: It varies, but many states require two SLOs in non-tested subjects and grades and one SLO in tested subjects. Some states do not require SLOs in tested subjects.

***Q: How do SLOs fit with Common Core State Standards/College- and Career-Ready standards?***

A: SLOs should be based on students' progress on priority standards, and Common Core standards can absolutely be the focus of SLOs.

***Q: What does the research on SLOs say?***

A: There's no research yet on using SLOs as a mandatory component of teacher evaluation.

# SLO Samples

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Rhode Island samples:

<http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx>

New York samples: <http://www.bsccd.org/district.cfm?subpage=11531>

Indiana samples (pages 46–56):

<http://www.riseindiana.org/sites/default/files/files/Student%20Learning/Student%20Learning%20Objectives%20Handbook%201%2000%20FINAL.pdf>

Louisiana samples:

<http://www.louisianabelieves.com/resources/library/teaching>



# Resources

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A Guide to Using Student Learning Objectives as a Locally-Determined Measure of Student Growth

<http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=139732>

Targeting Growth: Using Student Learning Objectives as a Measure of Educator Effectiveness

<http://www2.ed.gov/programs/racetothetop/communities/slo-targeting-growth.pdf>

Laura Goe, Ph.D.  
609-734-5657  
lgoe@ets.org  
www.lauragoe.com  
<https://twitter.com/GoeLaura>

Educational Testing Service  
Rosedale Road, 02-T  
Princeton, NJ 08541

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