

Student Learning Objectives



State Teacher Evaluation Model

Charlotte Danielson's Framework For Teaching and Learning
Professional Practice

50 % Qualitative Measures

Planning
Preparation
12.5 %

Instruction
12.5 %

Classroom
Environment
12.5 %

Professional
Responsibilities
12.5 %

Student Growth

50 % Quantitative Measures

**Elementary/Middle
School Teacher
Two Content Areas**

10 % - Reading MSA
(Class)
10 % - Math MSA (Class)

**20 % - Student Learning
Objectives**

10 % - School Performance
Index (SPI)

or

**Elementary/Middle
School Teacher
One Content Area**

ELA
20% - Reading MSA (Class)
**20% - Student Learning
Objectives**

10% - School Index (SI)
or

MATH
20% - Math MSA (Class)
**20% - Student Learning
Objectives**
10% - School Performance
Index (SPI)

or

**Elementary/Middle
School Teacher
Non-Tested Subject**

**35% - Student Learning
Objectives**

15% - School Performance
Index (SPI)

or

**High School
Teacher**

**35% - Student Learning
Objectives**

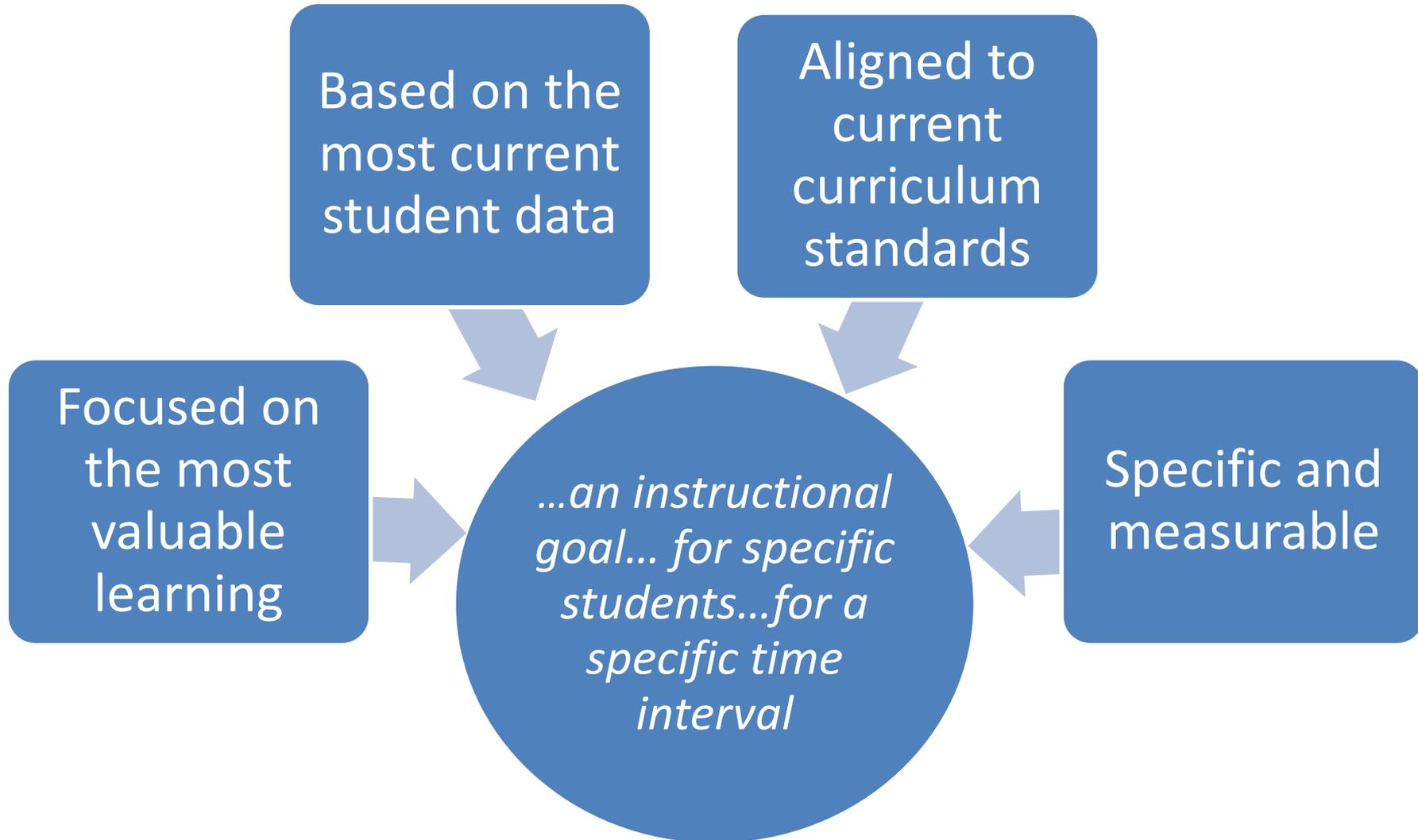
15% - School Performance
Index (SPI)

SPI = Achievement
Growth
Gap Reduction
College and Career Readiness



“Building the skills of teachers and principals to successfully implement SLOs is fundamental to success.” (CTAC)

A Student Learning Objective (S.L.O.) is...



Objective Summary Statement

- Summary of goal

Data Review & Baseline Evidence

- Data sources
- Instructional starting point for students

Student Population

- Student sub groups
- Performance level/grade level

Learning Content

- Critical content, skill mastery

Instructional Interval

- Length of time the teacher has for instruction to meet the target

Target

- Projected student performance levels
- Rationale for appropriateness and rigor of target

Evidence of Growth

- Measures that document growth toward target

Strategies

- Methods of instruction that support student growth

Teacher Professional Development and Support

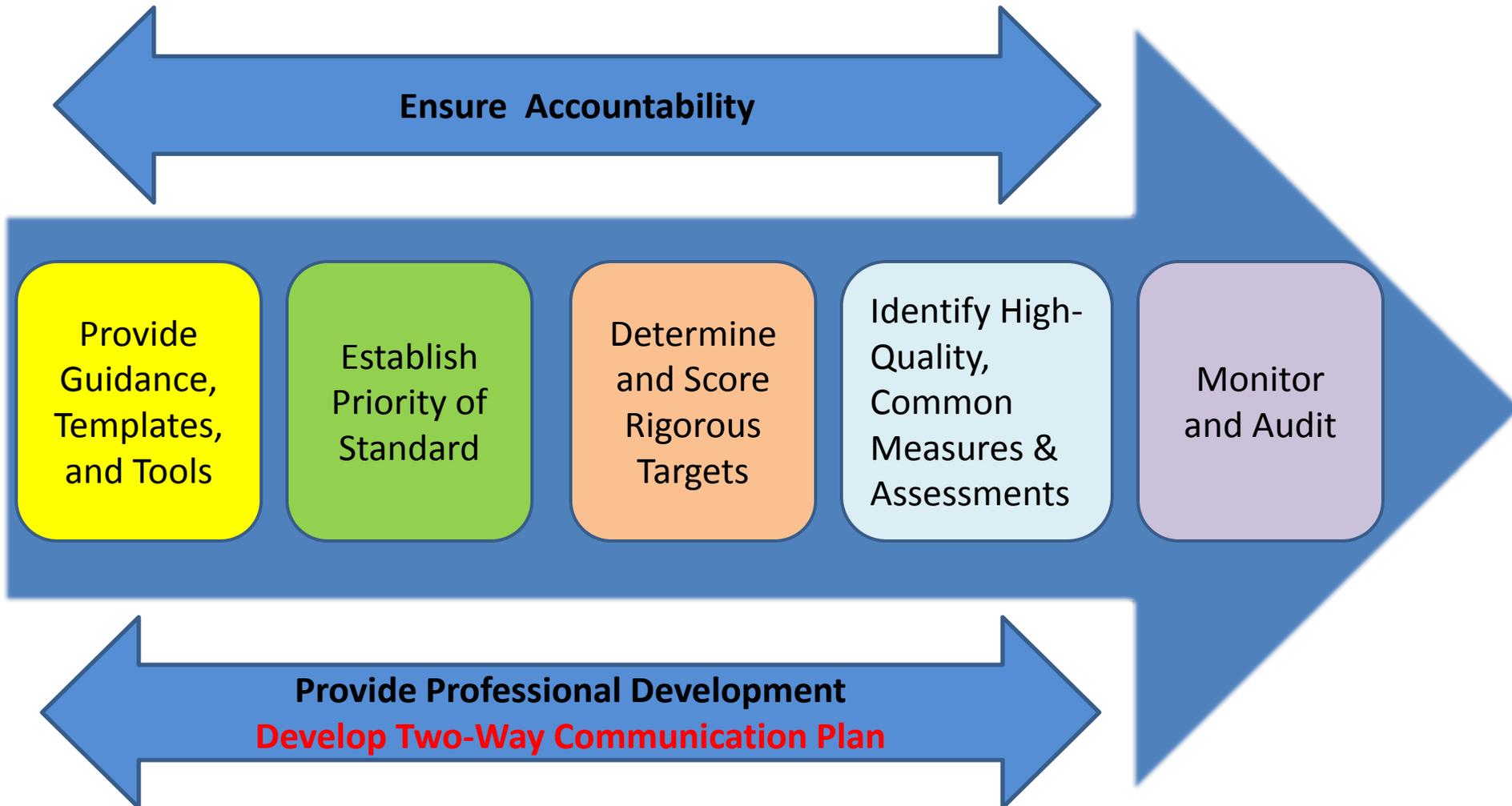
- Resources/assistance to increase instructional effectiveness

SLO COMPONENTS

SLO Process

- **STEP 1 - Professional Development**
- **STEP 2 - Data Review**
- **STEP 3 – SLO Development**
- **STEP 4 - Review and Approval Conference**
- **STEP 5 - Mid-Interval Conference**
- **STEP 6 - Final SLO Review**
- **STEP 7 – Integration of SLO Results**
- **STEP 8 – Next Steps**

Student Learning Objectives Quality Control Components



Student Learning Objectives Quality Assurance

Provide
Guidance,
Templates,
and Tools

SLO Approval Rubric Domains

- Priority of Standard
- Rigor of Target
- Quality of Measure & Evidence
- Action Plan

Approving the SLO



To approve the SLO...

Priority of Standard	<p>The content is aligned to common core, international, national, state, local or industry recognized standards.</p> <p>The skills and/or knowledge is critical for advancement to future coursework (i.e. if students do not master the standards, they will not be able to progress to the next level).</p> <p>The content reflects school and district priorities.</p> <p>The scope of the content is appropriate for the length of the instruction interval.</p>

System Master Plan Goal

All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Establish
Priority of
Standard

School Improvement Goal

To increase the percentage of students meeting proficiency in Grade 2 by at least 12.6% in order to meet or exceed the reading benchmark of 85% as measured by mClass data.

Student Learning Objective

At least 80% of my students will meet or exceed the benchmark of 85% as measured by mClass data.

To approve the SLO...

Rigor of Target	<p>The target is anchored in baseline data including historical data (i.e. district, school and student level data) and multiple measures if possible.</p> <p>The <u>rationale</u> explains how the rigor and attainability of the numerical target were determined. For example, the target is based on the past performance of students or the expectation of a year's growth or the mastery of a standard or incremental improvement.</p> <p>The numerical target represents an appropriate amount of student learning for the interval of instruction.</p> <p>If appropriate, the SLO differentiates targets for individuals or groups of students based on baseline data so that all targets are rigorous yet attainable.</p>

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Follow the Two “A”s Rule:

AMBITIOUS

&

ATTAINABLE

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Setting Student Growth Targets

- Growth Expectations Agreed Upon by Both Teacher and Evaluator
 - How was the growth target(s) set?
 - Data Sources
 - Data Analysis
 - What is the rationale for rigor of the growth target?
 - Why are these targets challenging, yet attainable?

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Approaches to Setting Targets

- Proficiency Target
 - 80% of students will pass the end of course exam
 - 50% or better will score a 3 or better on the AP exam
- Growth Target
 - 100% of my students will progress at one fitness level
 - 65% of my 1st graders will make projected growth or better on the MAP assessment

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Approaches to Setting Targets

- Tiered Targets Based on Initial Assessments:

By April 1, 2012, all high school student enrolled in Pre-Calculus will demonstrate measurable improvement from their pre-assessment score to their post-assessment score as determined by the following criteria:

Level 1: (0 - 25%)

Level 3 (51 – 75%)

Level 2: (26 - 50%)

Level 4 (76 – 100%)

Those scoring in Levels 1 – 3 will move up at least one level on the post assessment. Those scoring in Level 4 will increase their post assessment score by $\frac{1}{2}$ the distance to 100%.

To approve the SLO...

Quality of Measure & Evidence	<p>The source(s) of evidence provides the data you need to determine if the target has been met.</p> <p>The measure(s) is aligned to the standards and provides evidence relative to the target.</p> <p>The measure is appropriate for the student population.</p> <p>The measure meets the criteria established by the state, district or school.</p>

Student Learning Objectives Quality Assurance

Identify High-
Quality,
Common
Measures &
Assessments

Examples of Types of Measures/Assessments

- Commercially Developed and Validated Measures Aligned with the Standards
- Criterion-referenced Tests, Inventories, and Screeners
- District common benchmark assessments, end of course exams
- Authentic Measures to Document Performance
- School or Teacher-developed Approved Measures

To Approve the SLO...

Action Plan	<p>The selected instructional strategies support students in reaching the target for this SLO.</p> <p>The identified professional development supports the successful implementation of the SLO.</p>

SLO Professional Development

“The most effective strategy for training teachers and principals to implement a rigorous, reliable, and valid SLO model is to provide hands-on experience writing an SLO.”

“Teachers often find that they do not know the questions to ask until they are actively engaged in the process. The key is providing support, during training and throughout implementation.” (CTAC)

SLO Training Modules



SLO Modules

- 7 Training Modules
 - Module 1 - SLO Context & Purpose
 - Module 2 - SLO Components
 - Module 3 - The SLO Process
 - Module 4 - Quality Assurance: Priority of Standard
 - Module 5 - Quality Assurance: Rigor of Target
 - Module 6 - Quality Assurance: Quality of Measure & Evidence
 - Module 7 - Quality Assurance: SLO Action Plan
- Companion Handbook

Resources

MSDE Website:

<http://www.marylandpublicschools.org/MSDE/programs/tpe>

- Sample SLOs
- Guiding Questions, Templates, Approval Rubric, etc.
- Training Materials

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