

THE STATE DEPARTMENT OF EDUCATION'S SUMMER
PROFESSIONAL DEVELOPMENT CONFERENCE

VISION 2020

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OKLAHOMA STATE DEPARTMENT OF
EDUCATION

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VISION 2020

Exploring Student Learning Objectives (SLOs) & Student Outcome Objectives (SOOs)

American Institutes for Research in Partnership With the Oklahoma State
Department of Education



OKLAHOMA STATE DEPARTMENT OF
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Session Overview

This session will provide an overview of SLOs/SOOs for teachers and leaders, which will be used for the Student Academic Growth (SAG) component of the Teacher and Leader Effectiveness Evaluation System (TLE).

Agenda

1. Overview
2. Introduction to the SLO Cycle
3. Activity: Reviewing an SLO
4. SLOs in Oklahoma
5. Questions

Educator Effectiveness Theory of Action

Educators and researchers agree that **Teacher Effectiveness** is the single most important school-based factor in student academic achievement.

Do you believe...?

Every child deserves to have an effective teacher every year. YES

Every teacher deserves to have a team of effective leaders throughout his/her career. YES

Effectiveness can be developed. YES

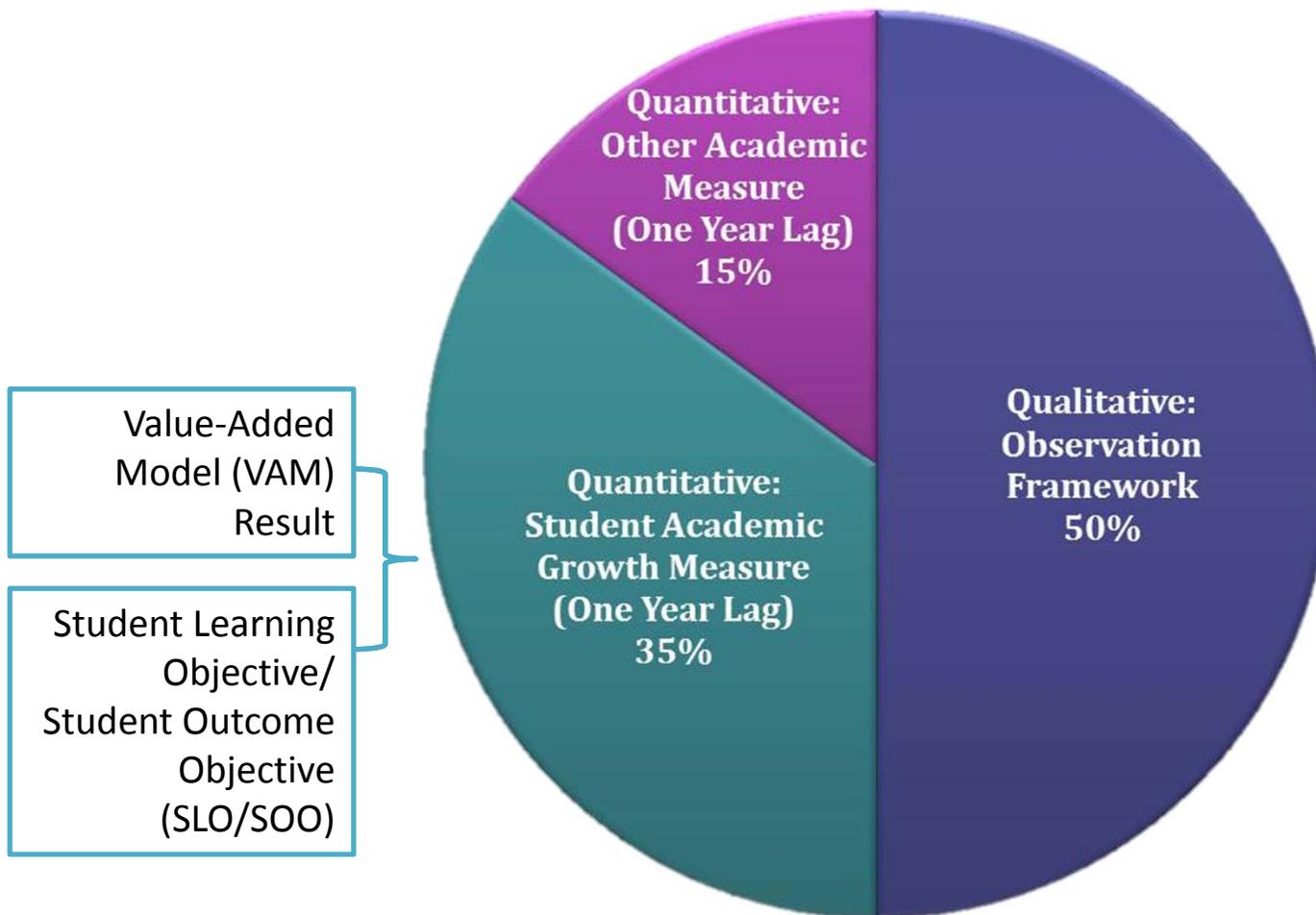
Educator growth is best achieved through deliberate practice on specific knowledge and skills. YES

We do, too!

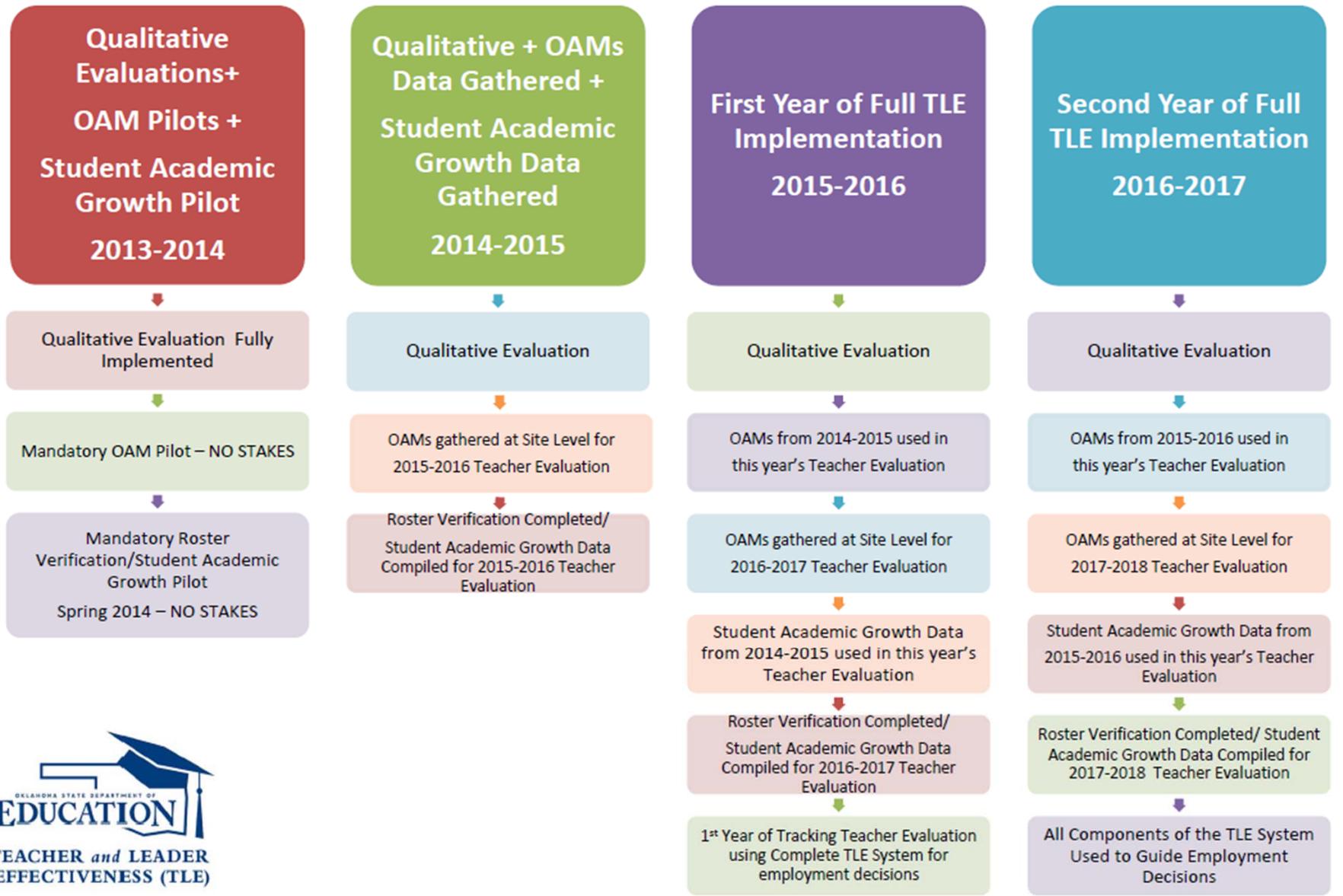
This is why the Oklahoma State Department of Education will provide leadership for **Educator Effectiveness** by:

- Developing a system to assess educator strengths and weaknesses;
- Providing access to high-quality professional development; and
- Guiding districts through a framework of offering individualized professional learning opportunities (including – but not limited to – best practices videos, peer collaboration, coaching, hands-on workshops, and professional reading); and
- Seeking ongoing feedback to improve the system and professional development opportunities provided.

Three Components of TLE



TLE Implementation Side-By-Side in Accordance with SB 426



Oklahoma SLO/SOO Train-the-Trainer Sessions for District Training Lead(s)



Tentatively September, October, and November

Look for details and registration information in the monthly TLE Newsletter.

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American Institutes for Research

INTRODUCTION TO SLOs/SOOs

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Who We Are

- AIR is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.
- Since 2010, AIR has worked extensively with states and districts across the country supporting the design and implementation of SLOs as one piece of a multiple-measure performance evaluation system.

Today's Goals

- Build understanding of the student learning objective (SLO) cycle
- Develop a common SLO language
- Review and critique an SLO

SLOs as Measures of Student Growth



An SLO/SOO is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students.

SLOs: National Perspective

- States are reforming their performance evaluation systems to include multiple measures.
- Using SLOs, student growth can be measured in tested and nontested subjects and grades.
- A review of publicly available documents shows 23 states require and two states allow individual teacher SLOs. (Lacireno-Paquet, Morgan, & Mello, 2014)

Why Use SLOs?

- Provide an opportunity for rich professional conversations focused on educational expectations
- Provide educators a voice in their evaluation
- Recognize and demonstrate success in the classroom
- Provide flexibility and adaptability
- Encourage professional collaboration
- Connect teacher practice to student learning
- Provide a way to meet state and federal mandates to measure student growth for any teacher

What Does Early Research Indicate?

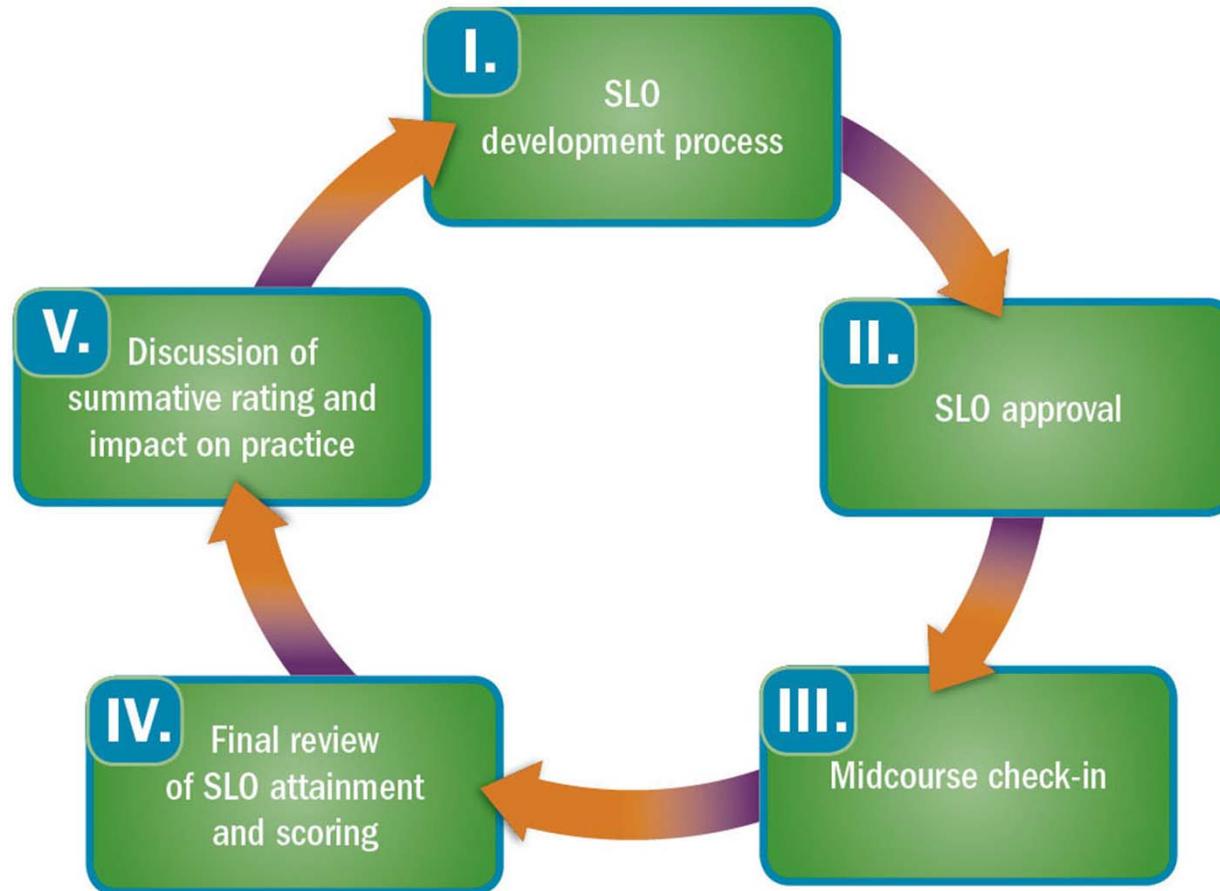
- Teachers reported increased focus on student achievement and data use and increased use of evidence-based practices as a result of the SLO goal-setting process (Community Training and Assistance Center, 2013; What Works Clearinghouse, 2009).
- Teachers using SLOs valued the opportunity to analyze data and plan instruction as part of the SLO process and reported feeling “empowered” and taking a more active role in their evaluation after SLOs were implemented (Donaldson, 2012; The New Teacher Project, 2012).

What Does Early Research Indicate?

Some positive correlations have been found between the quality of SLOs and student achievement and between the number of objectives met by teachers and student achievement, but mixed results point to a need for more research (Austin Independent School District, 2010; Community Training and Assistance Center, 2013).

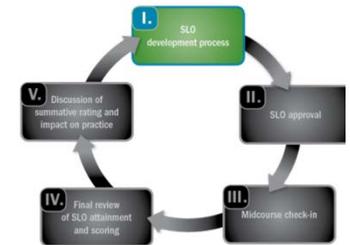
THE SLO CYCLE

The SLO Cycle



Source: Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics*. Washington, DC: American Institutes for Research. Retrieved July 12, 2014, from http://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

I. SLO Development



SLO development generally includes the following five steps:

1. Identify core content and standards
2. Gather and analyze student data
3. Determine the focus of the SLO
4. Select or develop an assessment
5. Develop a growth target and rationale

Source: Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics*. Washington, DC: American Institutes for Research. Retrieved July 12, 2014, from http://educator talent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

How Are SLOs Developed?

SLO Template

Baseline Data

Student Population

Interval of Instruction

Standards and Content

Assessments

Growth Targets

Rationale for Growth Targets

Instructional Strategies

What Does an SLO Look Like?

Anatomy of a Student Learning Objective (Form)

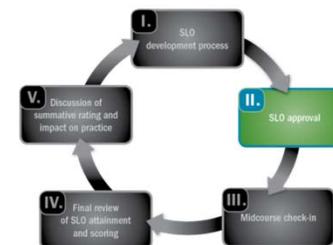
Title – A short name for the SLO		
Content Area – The content area(s) to which this SLO applies		
Grade Level – The grade level(s) of the students		
Students – The number and grade/class of students to whom this SLO applies		
Interval of Instruction – The length of the course (e.g., year, semester, quarter)		
Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	<ul style="list-style-type: none"> Identifies the priority content and learning that is expected during the interval of instruction. Statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured. Attainment of this objective positions students to be ready for the next level of work in this content area.
	Rationale	<ul style="list-style-type: none"> Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective.
	Aligned Standards	<ul style="list-style-type: none"> Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned.
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data/Information	<ul style="list-style-type: none"> Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives.
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	<ul style="list-style-type: none"> Describes where the teacher expects all students to be at the end of the interval of instruction. The target should be measurable and rigorous, yet attainable for the interval of instruction. In most cases, the target should be tiered to reflect students' differing baselines.
	Rationale for Target(s)	<ul style="list-style-type: none"> Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target and/or tier.
Quality of Evidence	Evidence Source(s)	<ul style="list-style-type: none"> Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective. Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else). Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

Handout: SLO template from Rhode Island

Source:
<http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/GuidebooksFor.ms.aspx>

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II. SLO Approval



Student Learning Objective Quality Review Tool



Priority of Content

1. Does the Objective Statement identify specific knowledge and/or skills that are essential for students to attain in the course/grade?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Is the objective statement broad enough that it captures the major content of an extended instructional period, but focused enough that it clearly pertains to the course subject/grade/students and can be measured?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Does the objective rationale provide a data-driven and/or curriculum-based explanation for the focus of the SLO?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Based on your answers to the questions above, would you rate the Priority of Content as acceptable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Rigor of Target

5. Does the SLO describe the baseline knowledge of all current students and how it was assessed, and reference historical data, if available? ¹	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Based on student starting points, is the target possible for all students to realistically attain, while also representing a rigorous interval of learning with an effective teacher?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. If appropriate is the target tiered to reflect students' differing starting points?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Does the target rationale explain how the target was determined in connection with baseline data or information (benchmark assessment, historical data, trend data, etc.)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Based on your answers to the questions above, would you rate the Rigor of Target as acceptable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Quality of Evidence

10. Does the evidence source measure the identified content/skills of the Objective Statement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. Does the explanation of assessment administration include when it is administered, how often, and by whom, along with a description of how the evidence will be collected and scored (e.g., description of scoring guides, rubrics, or instructions)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12. Does the scoring process have safeguards in place to ensure consistent scoring aligned to clear expectations of student work (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13. Based on your answers to the questions above, would you rate the Quality of Evidence as acceptable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Overall

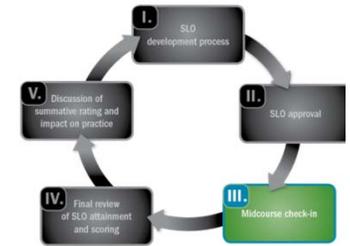
14. If you were the evaluator, would you have approved this SLO?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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¹ Please note that Baseline Data is included under Rigor of Target here and not in the revised Anatomy of an SLO (p.13 of the Addendum to the Rhode Island Model Teacher Evaluation and Support System) because an accurate assessment of target rigor requires that an assessment all students' baseline knowledge is included.

Handout: Example SLO Approval Checklist from Rhode Island

Source:
http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Student-Learning-Objectives/SOO_Quality_Review_Tool.pdf

III. Midcourse Check-In



How are your students progressing toward growth targets?

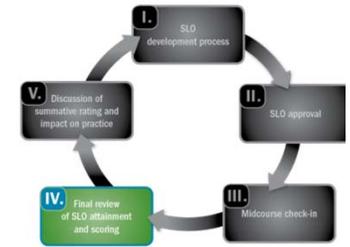


Which students are struggling/exceeding expectations?



What additional resources do you need as you work to achieve your SLOs?

IV. Final Review of SLO Attainment and Scoring



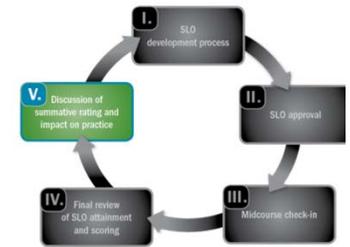
Teacher

- Administer the final assessment(s) to students.
- Collect all relevant information and compile it in a useful way for the evaluator.

Evaluator

- Ask teachers to complete an end-of-year reflection.
- Score SLOs, and set up a final meeting with the educator.
- Prepare to give feedback and plan next steps.

V. Discussion of Summative Rating and Impact on Practice



Seek opportunities to practice providing critical feedback in a safe and supportive environment.

Focus on the summative rating and lessons learned from the process.

Address aspects of the educator's performance that were valuable for improving student learning as well as those aspects that could be improved.

Prepare to offer resources to struggling teachers while providing reinforcement and opportunity for effective teachers.

SLO Approaches

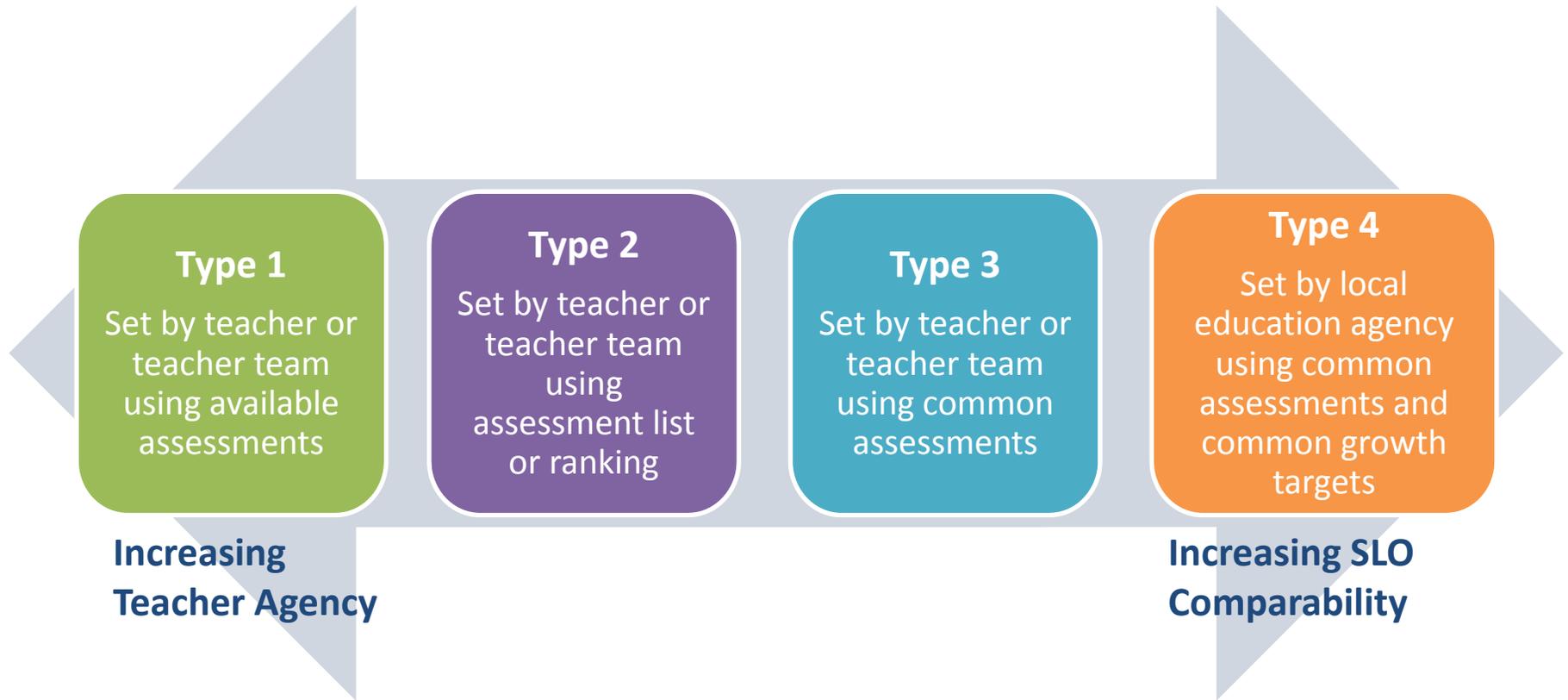


Image adapted from: Lachlan-Haché, L., Matlach, L., Reese, K., Cushing, E., & Mean, M. (2013). *Student learning objectives: Early lessons from the Teacher Incentive Fund*. Washington, DC: Teacher Incentive Fund Technical Assistance Network.

ACTIVITY: REVIEWING AN SLO

Reviewing an SLO

- Review the provided SLO.
- As you review, jot down a few notes about:
 - What components make sense to you?
 - What components would you change? Why?
 - What questions come to mind?
- As a whole group, we will discuss your thinking.

References

- Austin Independent School District. (2010). *AISD REACH program update*. Retrieved July 12, 2014, from <http://austinisd.org>
- Community Training and Assistance Center. (2013). *It's more than money: Teacher Incentive Fund—Leadership for educators' advanced performance Charlotte-Mecklenburg Schools*. Boston, MA: Community Training and Assistance Center.
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Oklahoma State Department of Education
Office of Educator Effectiveness

IMPLEMENTING SLOs/SOOs IN OKLAHOMA

State Policies

Local District Policies for Student Academic Growth Must:

Require that each teacher and each leader for whom a Value Added Result is not available use an SLO/SOO.

- a. Require that each SLO/SOO address each of the essential questions.
- b. Require that each SLO/SOO be developed based on training provided by or approved by the Oklahoma State Department of Education.
- c. Only allow for use of SLOs/SOOs that demonstrate Student Academic Growth impacted by the teacher or leader in order to provide actionable feedback.
- d. Address the process used to develop and approve the SLO/SOO.
- e. Create an SLO/SOO evaluation rating for each teacher and each leader on a scale from 1.00-5.00.

State Policies

SLO/SOO Essential Questions

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
4. How will they demonstrate their knowledge/skill(s) at the end of the interval of instruction?

Local SLO/SOO Decisions



Resources and Support

- OSDE will continue to convene groups of stakeholders in order to develop recommended practices for a variety of content areas and teacher/leader types.
- Recommended practices developed by these groups might include such things as:
 - example SLOs/SOOs;
 - suggested assessments/measures/tools for students to demonstrate their knowledge and skills; and
 - identification of the most important knowledge/skill(s) for particular grades and subjects.

Contact Information

OSDE Customer Service Desk 405-521-3301

Dr. Kerri White
Assistant State Superintendent
Educator Effectiveness
Kerri.White@sde.ok.gov
405-521-4514

Susan Pinson
SLDS District Data and PD Liaison
Susan.Pinson@sde.ok.gov
405-522-1835

Dr. Jenyfer Glisson
Executive Director
Teacher and Leader Effectiveness
Jenyfer.Glisson@sde.ok.gov
405-522-0282

Ginger DiFalco
Coordinator
Teacher and Leader Effectiveness
Ginger.DiFalco@sde.ok.gov
405-522-8298

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