

THE PRINCIPAL'S ROLE IN LEADING THE DEVELOPMENT OF EFFECTIVE SLOS

Kerrie Naylor, Ph.D.

Utah State Office of Education

Leadership Summits

June 2014

Opening Activity

- Write a word or phrase on this sticky note that describes your first impressions about Student Learning Objectives.



Review of Acronyms

SGP

Student Growth Percentile

SLO

Student Learning Objectives

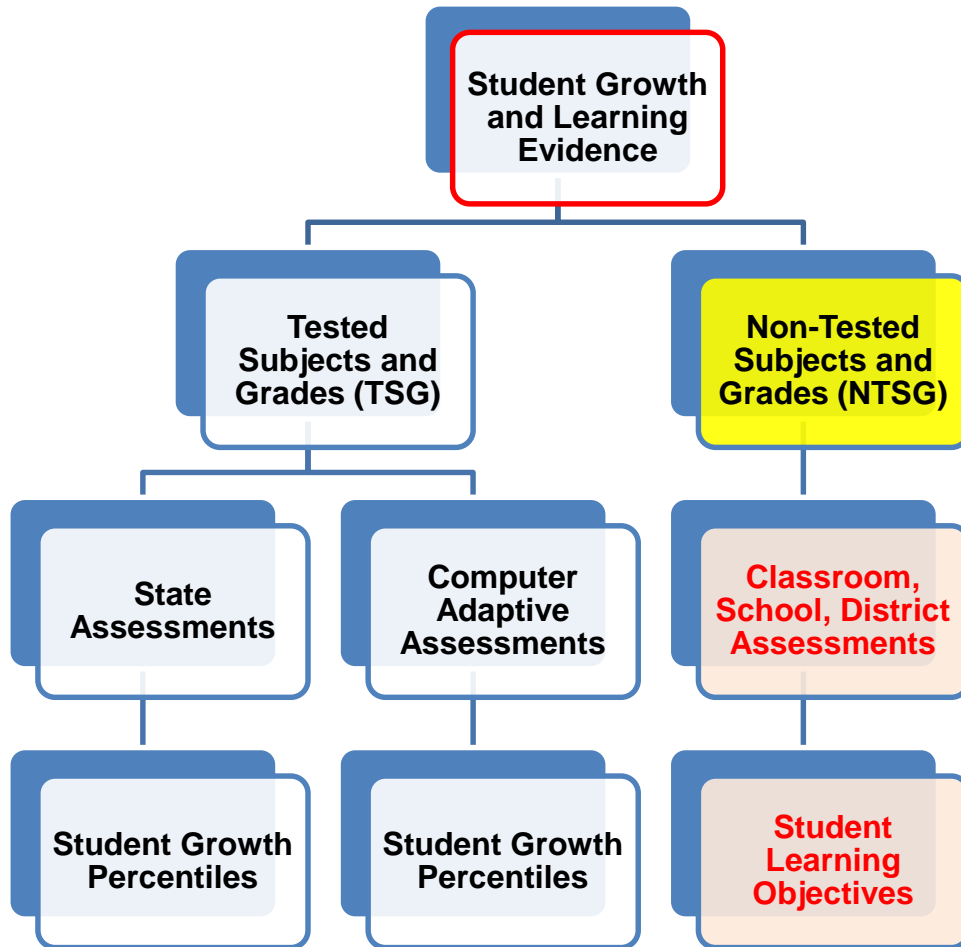
TSG

Tested Subjects & Grades

NTSG

Non-Tested Subjects & Grades

Measuring student growth and learning



CHALLENGE:

About 69 % of all educators cannot be accurately assessed with current models that use test scores to determine student growth and educator contribution to learning.

Non-Tested Subjects and Grades

Non-tested subjects & grades (NTSG): These are all the courses, subject areas, and grade levels **without** at least two consecutive years of **state-level standardized tests**.

In Utah, this includes everything other than grades 3-11 in ELA, grades 4-10 science, and grades 3-11 mathematics.

All Elementary Language Arts (ELA)(Grades 3, 4, 5, 6)

All Secondary Language Arts (ELA) (Grades 7, 8, 9, 10, 11)

All Elementary Math (Grades 3, 4, 5, 6)

All Secondary Math (Grades 7, 8, Pre-Algebra, Algebra I, Geometry, Algebra II)

All Elementary Science (Grades 4, 5, 6)

All Secondary Science (Grades 7, 8, ESS, Biology, Chemistry, Physics)

We divided the educators into 3 categories to determine how student growth would be measured

Types of Educators

- Educators of subjects and grades using state assessments
- Educators of non-state assessed subjects and grades, but grades are given
- Educators in the system that do not give grades or have Utah Core Standards and content = Education Support Personnel

Recommendations

- Recommended using Student Growth Percentiles (SGPs) for Tested Subjects and Grades
- Recommended using Student Learning Objectives (SLOs) for Non-tested Subjects and Grades
- Recommended the ***Utah's Student Growth Model for attribution choices***

What are SLOs?

SLOs are content- and grade/course specific learning objectives describing what students should know and be able to do at the end of that course or grade.

SLOs are ambitious and realistic learning objectives established for groups of students.

SLOs can be measured to document student learning over a period of time.

SLOs: Three components



Learning Goal

A general approach whereby an educator establishes a **learning goal** for groups of students

Target

Growth targets for the students for which this learning goal applies based on their starting points are set; differentiation of targets is appropriate

Assessment

Assess the extent to which the **learning goal** has been achieved according to the **growth targets** set for students

SLOs must include the three components



Outcomes of Today's Session

Review the basics of SLOs

Understand the role of the administrator in supporting SLOS

Apply conferencing skills to align SLO work with evaluation work

Determine your school's readiness for SLOs and take an online readiness survey

SLO Video

- Watch this 9 minute video and identify the role of the administrator in supporting the work of SLOs
- What is needed to sustain successful SLO implementation?

<http://media.ride.ri.gov/PD/Eval/ImplementingSLOsRI-CC.mp4>

What did you identify?



SLO Intended Benefits

Creates
a model

- with measures that provide useful information about educator effectiveness

Creates
a model

- that yields actionable information that will contribute to improvements in teacher and leader practice

SLO Research (1999-2013)

Ask, “Will SLOs really make a difference?”

- First study found:
 - Increased focus on student achievement and data use; practices that align with evidence-based practice (Donaldson, 2012; What Works Clearinghouse, 2009).
- Second study found:
 - Took a more active role in their evaluation after SLOs and valued the opportunity to analyze data and plan instruction (TNTP, 2012; CTAC, 2013).
- Third study found:
 - Positive correlations between the quality of SLOs and student achievement and the between the number of targets met and student achievement (CTAC, 2013; AISD, 2010).

Why we did a pilot study?

To determine if the SLO process can be implemented with fidelity and comparability using the Statewide SLO Template and other reliability instruments from the Utah SLO Toolkit.

To gather data on all three summative evaluation components – **Professional Performance**, **Stakeholder Input**, and **Student Growth** -- in an initial attempt to determine the weights of the measures for the evaluation.

Preliminary Findings

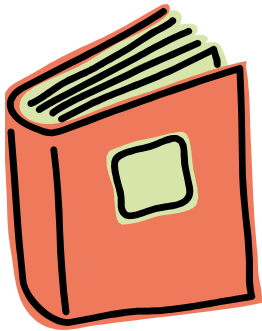
- **Principal involvement really makes a difference**
- **Teachers had ah-ha moments about their instruction**
- **SLOs were not that different from what they already do**
- **Template needs to be more manageable**
- **More training needed and include administrators**
- **Time was a concern**

SLO Pilot Study



Based on the feedback from the pilot study, what do administrators need and what is their role...?

- KNOWLEDGE



- ABILITY



Know the three SLO template components and definitions

SLO TEMPLATE

Course/Grade Level Information

Process, Timeline, and Sign-offs

SMART Protocol

Learning Goal

Assessments and Scoring

Targets for Growth

Actual Targets at end of learning period

Educator Ratings

DEFINITIONS

- **Learning goals:**

A description of what students will be able to do at the end of the course or grade based on Utah Core Standards

- **Assessments and scoring:**

Standards-based, high quality tests that measure knowledge and skills found in the learning goal of the SLO. They are accompanied by a clear criteria or rubric to determine student learning

- **Targets:**

The identified expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate

Know the Utah Model SLO Template and Guide

Utah Model Template:
Student Learning Objectives (SLOs)

Slouser Name	
School Name	
District Name	
Date	

Directions: The Utah Model SLO Template is recommended to be used statewide by educators using SLOs as an indicator of student growth for teacher evaluation. Adjustments to the template require approval by the Utah State Office of Education (State OEd). The Utah SLO Model Template is available at [\(url goes to link about here\)](#). The model should be used in tandem with the Utah SLO Development Guide to ensure information about Learning Goals, Assessments, and Targets are appropriately addressed.

Course/Credits Level Information	
Course Name	
Brief Course Description and Number of Students	
Credits Level(s)	

Process, Implementation, Timeline, and Sign-Offs	
Name and current job position of those developing the SLO	
Administrator/Supervisor Name and Title	
Administrator/Supervisor approval of model SLO	
Date final SLO is due to ensure educator effectiveness rating	

Section 1: Establish a Learning Goal

A Learning Goal describes what students will be able to do at the end of the measured period based on relevant professional Utah Core content standards and curriculum.

Section 2: Document Assessments and Rating

Assessments and Rating: Assessments are standardized, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. Assessments should be assigned by date when scoring rubric is due to the level at which students have learned.

Describe the Assessment(s) (such as performance tasks and their accompanying scoring rubric) that measure the level of students' understanding of the Learning Goal.	
Describe how often you will collect data to monitor student progress toward the Learning Goal.	
Describe how you will collect information to determine if all students are on track toward the Learning Goal (e.g., pretest and interim SLO, interim measures).	

* Assessments and scoring rubrics need to be rated as high quality using the Utah Assessment Review Tool.

Utah SLO Template: Updated 6-4-14 1

Utah Model Template:
Student Learning Objectives (SLOs)

Slouser Name	
School Name	
District Name	
Date	

Section 3: Establish Targets

Targets: Identify the expected student learning outcomes by the end of the measured period for the students as well as for other subgroup/aggregates. Targets are used to effectively gauge levels of proficiency toward the Learning Goal.

Identify the past performance (e.g., scores, grades, test scores, etc.) of students to determine student levels at their starting points prior to instruction and learning.	STARTING Points
Using students' starting points, identify the number or percentage of students expected at each Target based on available data about their performance(s). Include any appropriate subgroup.	EXPECTED Growth

Mid-year Target adaptations:

Adjusted SLO Targets: All performance data administered prior to midway should be eligible to adjust.

Adjusted SLO Targets are adjusted for revised outcomes for mid-year Learning Goal.	REVISED Targets
--	------------------------

Final Target Outcomes:

Actual Outcomes for Targets: Record the actual outcomes at the end of the measured period for the students as well as for different subgroup/aggregates.

Record the actual number or percentage of students who achieved the Targets at the end of the measured period. Include any appropriate subgroup/aggregate above.	ACTUAL Outcomes
Final preliminary comments you wish to include about actual Target outcomes and proficiency growth levels for student learning.	

Final Section: Establish Educator Ratings Use the table below to document the educator rating based on the established Learning Goal/Assessment(s) and Targets.

Educator Ratings: Educator rating results are based on the SLO Targets.

<input type="checkbox"/> Not Met/Not Based on the students' starting points, students performed less than expected.	<input type="checkbox"/> Partial/Most Based on the students' starting points, students partially performed as expected.	<input type="checkbox"/> Most Based on the students' starting points, students performed as expected.	<input type="checkbox"/> Exceeded Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments:			
Date	Administrator/Supervisor Signature		
Date	Slouser Signature (to sign after demonstrating student agreement with learning)		

Utah SLO Template: Updated 6-4-14 2

Know what a quality SLO looks like

- **Let's look at some examples**
- And, let's look at *Utah Rubric for Assessing Quality SLOs*
- In groups of six, choose an SLO and examine it to see how an SLO is developed
 - What are you finding out?
 - What questions do you have?

Utah Rubric for Assessing the Quality of Student Learning Objectives (SLOs)



Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration to assess the different aspects of Student Learning Objectives (SLOs) to ensure the SLO meets an “acceptable quality” rating before it is used to establish educator evaluation ratings. SLOs that do not meet “acceptable quality” should be revised.

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
<p>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 Core content standards and curriculum.</p> <p><input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Quality Needs Improvement <input type="checkbox"/> Insufficient Quality</p>	<p>Appropriately identifies and thoroughly describes an important and meaningful Learning Goal, with:</p> <ul style="list-style-type: none"> ✓ the big idea and the standard(s) clearly aligned to and measured by the Learning Goal, ✓ a clear explanation of the critical nature of the Learning Goal for all students in the specific grade/ course, ✓ a clear description of how the Learning Goal allows students to demonstrate deep understanding of the Core content standards within the identified time span, and ✓ specific and appropriate instruction and instructional strategies described to teach the Learning Goal. 	<p>Generally identifies and describes a Learning Goal with:</p> <ul style="list-style-type: none"> ✓ the big idea and/or standards minimally aligned to the Learning Goal, ✓ some explanation of the importance of the Learning Goal for students in the specific grade/ course, ✓ a general description of how the Learning Goal allows students to demonstrate adequate understanding of the Core content standards within the identified time span, and/or ✓ some generic instruction and instructional strategies used to teach the Learning Goal. 	<p>Identifies and describes a Learning Goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> ✓ 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 Core content standards in the identified time span, and/or ✓ questionable and/or vague instruction and instructional strategies used to teach the Learning Goal.
<p>Assessments and Scoring Assessment(s) should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the SLO Learning Goal. They should be accompanied by clear criteria or scoring rubrics to determine levels of student learning from the Assessment.</p> <p><input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Quality Needs Improvement <input type="checkbox"/> Insufficient Quality</p>	<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> ✓ high quality Assessment(s), with evidence to support how the appropriateness and quality of the Assessment(s) have been established, ✓ scoring rubrics that appropriately differentiate student performance, including information to support that these rubrics are valid, and ✓ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information. 	<p>Identifies and provides some description, which may lack specificity of the:</p> <ul style="list-style-type: none"> ✓ Assessment(s), with partial explanation and no evidence to support how the appropriateness and quality of the Assessment(s) have been established, ✓ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or ✓ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information. 	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> ✓ Assessment(s), which minimally measure the Learning Goal, with no reference to how the appropriateness and quality of the Assessment(s) have been established, ✓ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or ✓ progress-monitoring measures used with minimal or no reference to the differentiation of learners
<p>Targets Projected expected outcomes of growth for groups of students by the end of the instructional period. Set targets for the whole class as well as for different subgroups of students, as appropriate.</p> <p><input type="checkbox"/> Acceptable Quality <input type="checkbox"/> Quality Needs Improvement <input type="checkbox"/> Insufficient Quality</p>	<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> ✓ appropriate baseline data/information used to establish and differentiate expected student performance, and ✓ rigorous expectations that are realistic and attainable for each group of students using the documented high quality Assessments. 	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> ✓ unclear baseline data/information used to establish and differentiate expected student performance, and/or ✓ expectations that are imprecise, somewhat realistic and/or attainable for each group of students. 	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> ✓ no baseline data/information or use of irrelevant information to establish and differentiate expected student performance, and/or ✓ low expectations for each group of students.

Recognize a Learning Goal

A **Learning Goal**: describes what students will be able to do at the end of the course or grade level based on course - or grade-level Utah Core content standards and curriculum.

The Learning Goal includes:

- a specific and measurable description of the **big ideas** that students will be able to know and demonstrate at the end of the course/grade
- **critical content and skills** from the intended standards and curriculum that are being taught and learned (not all content and skills)
- demonstration of **deep understanding**

Know Assessments and Scoring

Assessments should be *high-quality* and designed to measure the **knowledge and skills** found in the learning goal of the SLO.

The assessments should be accompanied by a **Scoring** tool such as clear **criteria or rubrics** to describe what students have learned. Assessments and Scoring should:

- **measure** the knowledge and skills in the learning goal,
- **use criteria or rubrics** to determine levels of student learning from the assessment,
- **evaluate the degree** to which students achieved the learning goal.

Assessments should be used to support and measure the learning goal.



Not vice versa.

Know how to help set Targets

Targets identify the expected outcome by the end of the instructional period. (What growth is expected?)

There are two key components of the targets associated with Utah SLOs:

Starting Level: If we expect all students to all achieve the same end goal, then we can skip this step, but more likely there will be some differentiation of goals.

End Goal: What performance demonstrates that students met the learning goal and had growth using your assessments?



Another way of looking at Targets

EXAMPLE:

- STARTING TARGETS DECIDED BY EDUCATOR(S)

LEVEL	STARTING # OF STUDENTS
LOW	21
AVERAGE	33
HIGH	6

- EXPECTED TARGETS (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.)

LEVEL	STARTING # OF STUDENTS	EXPECTED # OF STUDENTS
LOW	21	5
AVERAGE	33	46
HIGH	6	9

- ACTUAL TARGET OUTCOMES (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.)



LEVEL	STARTING # OF STUDENTS	EXPECTED # OF STUDENTS	ACTUAL # OF STUDENTS
LOW	21	5	3
AVERAGE	33	46	49
HIGH	6	9	8

Baseline Data

- Information about students' level of performance at the “start” of the interval of instruction is BASELINE DATA.
- Uses recent data available
 - prior year's assessment scores
 - results from a beginning of the year benchmark assessment
 - pre-assessment data
 - other evidence of students' learning that measure the **pre-requisite knowledge and skills** necessary for the course
- Used to establish SLO targets and the amount of growth that should take place within the allotted time period for measuring growth toward the Learning Goal

Targets Example: Assess the Quality

Band II Targets:

Based on an informal pre-assessment of students performing a sight reading of a provided piece, student grades in Band I, and a student survey, the following baseline data was used to establish 3 groups and their expected targets:

Groups	Baseline Data	Expected Targets	Actual Outcomes
Advanced	5%	85%	
Average	45%	15%	
Low	50%		

These targets are ambitious and realistic because you cannot have a high quality band without all students able to read music and engage in prescribed musical style with expression.

- Are appropriate baseline data used to establish and differentiate performance?
- Are the expectations rigorous, realistic, yet attainable based on the description and targets provided?

Know the Utah SLO Guidelines: *Activity: Requirements and Options*

T-Chart

What your district *will* do

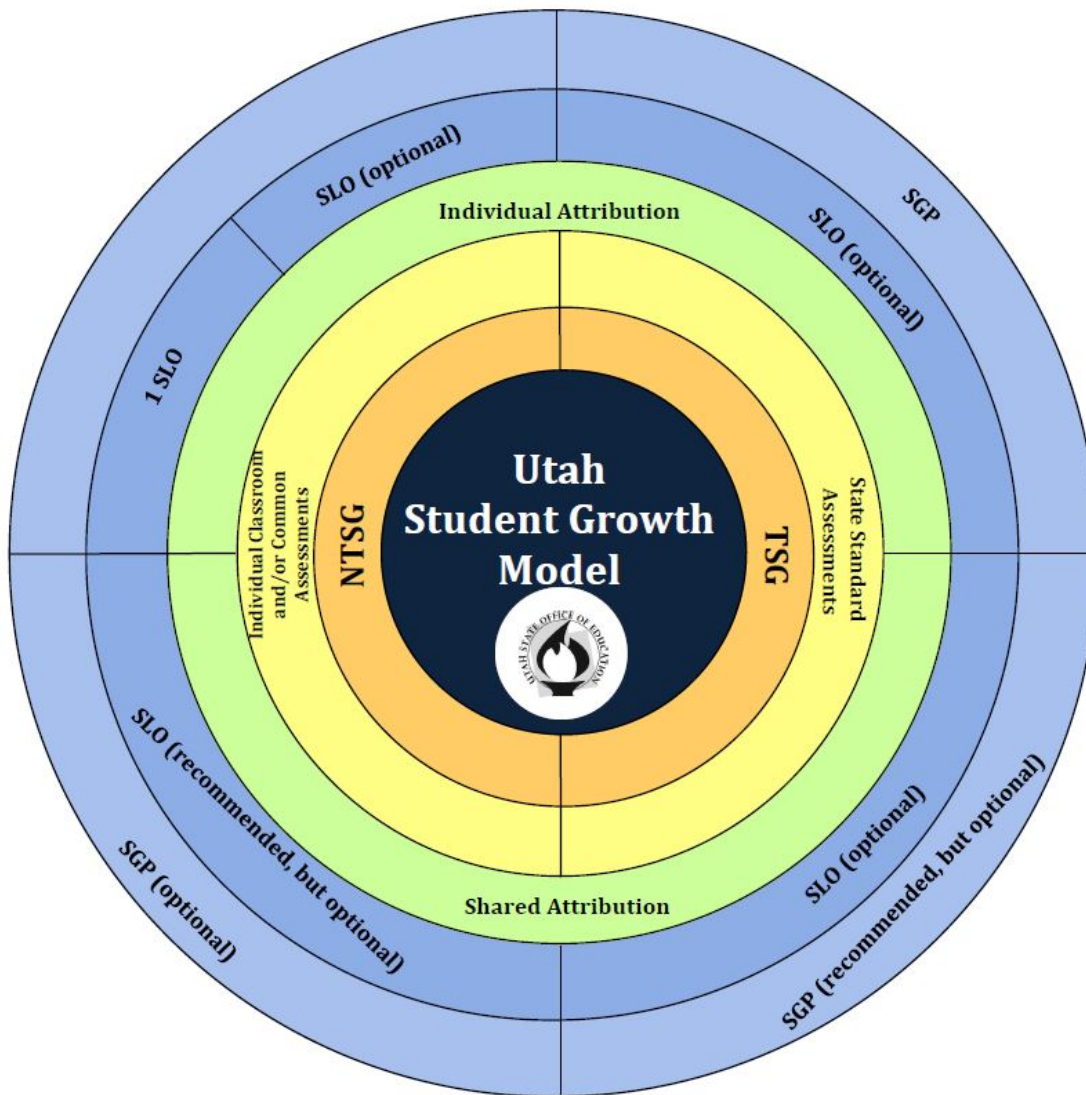
What your district *may* do



Tight / Loose

Decision Points: District Options for SLOs

- What are the requirements?
- What are the options?
- How will the districts make these decisions?
- What latitude might schools have in these decisions?

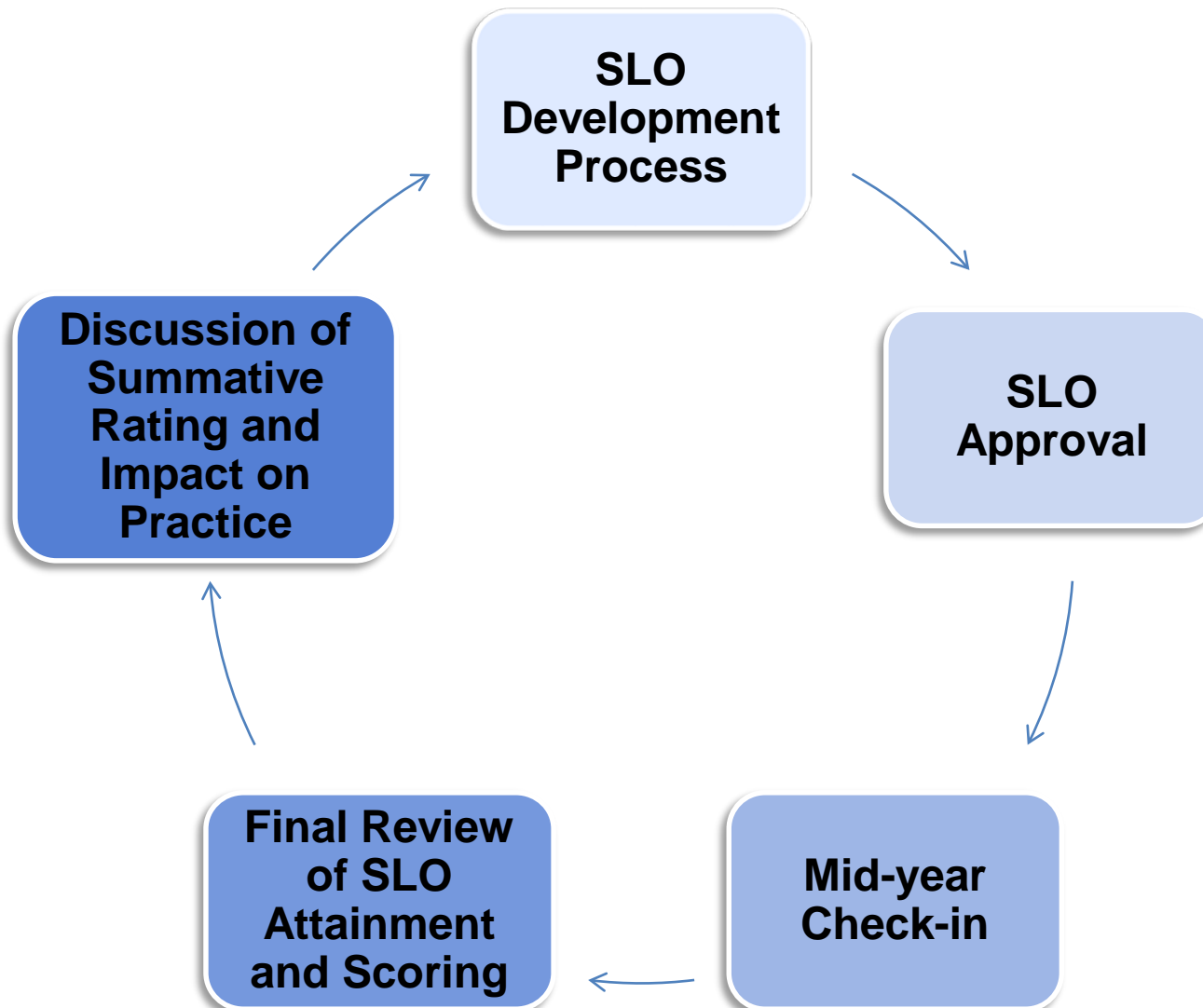


Utah Student Growth Model

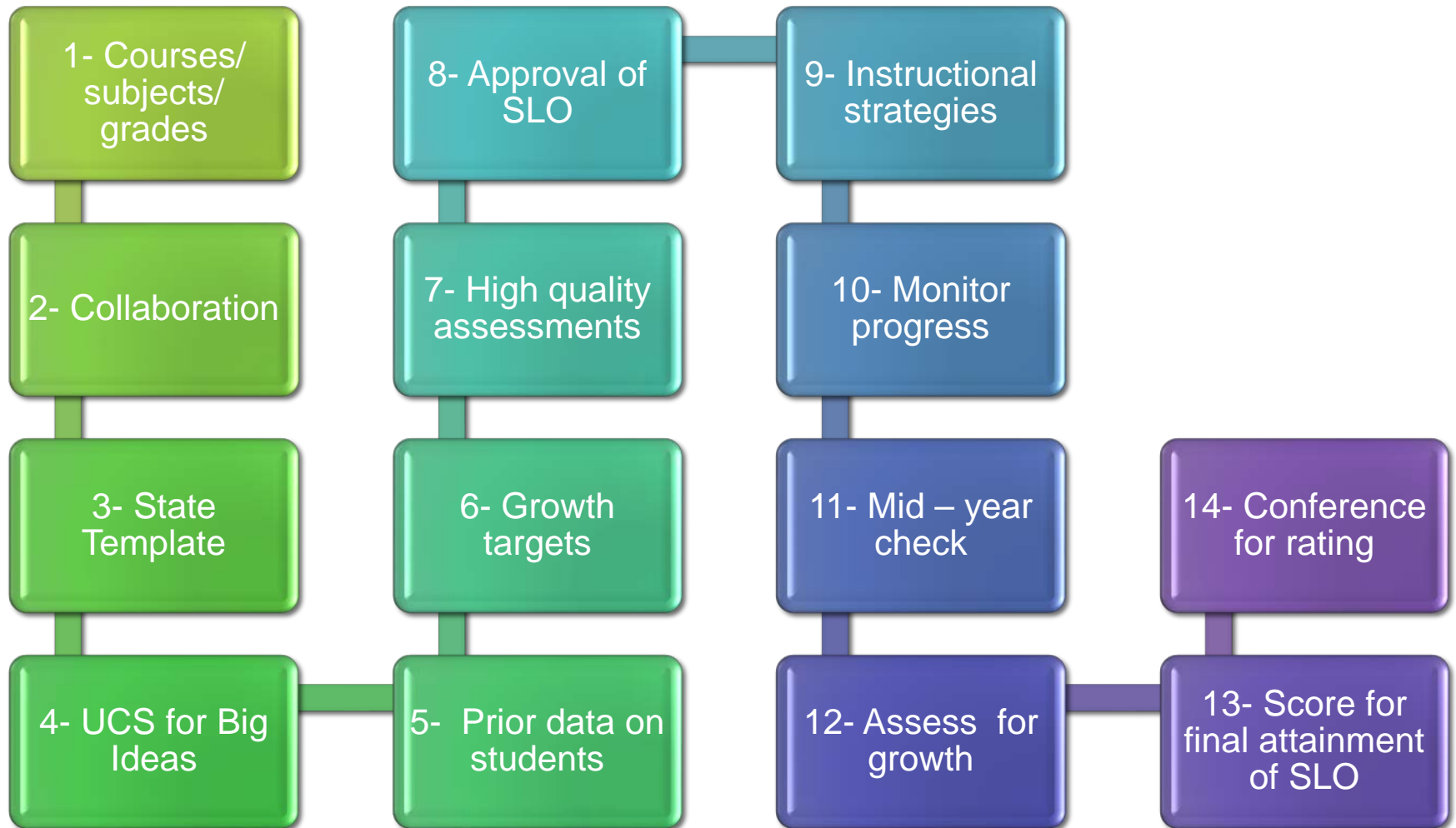
- Assessments
 - State Tests – TSG
 - Teacher Tests - NTSG
- Attributions
 - Individual required
 - Shared optional for both TSG/NTSG
 - District determination
- Analytic Methods
 - NTSG – 1 SLO required
 - TSG – SGP required
 - NTSG - optional SLOs & optional shared SGPs
 - TSG optional SLOs & optional shared SGPs

Know the Utah Student Growth Model

Know the SLO Cycle



Be able to implement the SLO cycle and know what the administrator needs to do



Know how to conference with educators on evaluation and SLOS

Mid-Study Conference Discussion Questions to Complete SLO Cycle

- How are your students progressing toward the Learning Goal?
- How do you know? (Provide evidence and data)

- Which students are struggling/exceeding expectations?
- What are you doing to support them? (Provide evidence and data)

- What additional resources do you need to support you as you work to achieve the Learning Goal?

- Are you on-track to meet the SLO Targets?
- What evidence do you have to adjust or revise your Targets?

Template: Educator Ratings

Educator 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

Based on the students' starting points, students performed worse than expected.

Partially Meets

Based on the students' starting points, students performed mostly as expected.

Meets

Based on the students' starting points, students performed as expected.

Exceeds

Based on the students' starting points, students performed better than expected.

Administrator comments:

Date

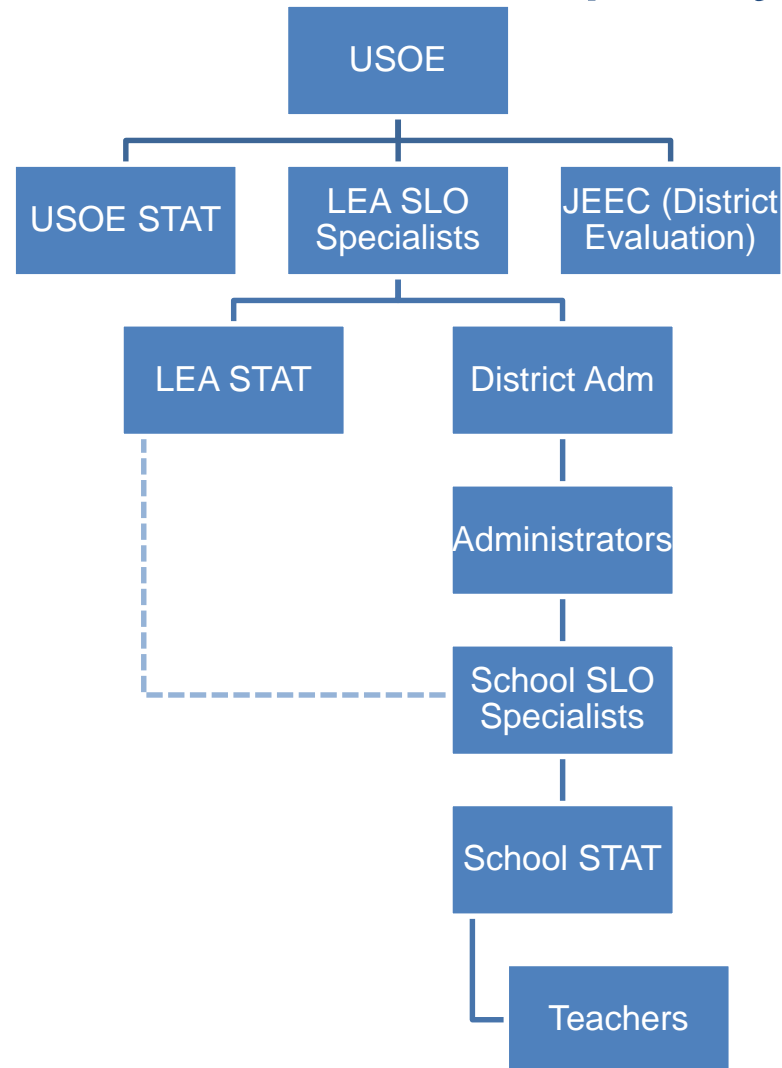
Administrator Signature

Date

Teacher Signature

(the signature does not necessarily indicate agreement with the rating)

Know how to set up an Organizational Structure to build SLO Capacity



Know the Organizational Structure = Be able to set up STAT (SLO Technical Assistance Team)

- **Role of USOE STAT** group is to bring information back to USOE from the field and take information out to assigned LEAs
- **Role of LEA SLO Specialist** is to be a liaison between the USOE and LEA and lead the SLO work in the LEA
- **Role of LEA STAT** is to help the **LEA Specialist** organize the work of planning and implementing SLOs and help train **School SLO Specialists**
- **Role of School SLO Specialists** is to organize the SLO work in the school and work with the school administrator and LEA STAT to assist Teachers with understanding how SLOs will be implemented, provide professional learning, and help review SLOs

Who should be part of the District and School STATs? (SLO Technical Assistance Team)

District SLO Technical Assistance Team

- District SLO Specialist
- District Administration (e.g., HR, Curriculum)
- School Administration (e.g., HS, MS, Elementary)
- Local Association Representative (e.g., President, UniServ)
- Teacher Representative (e.g., Elem., MS, HS)
- Evaluation Lead / Liaison
- Parent
- Board member

School SLO Technical Assistance Team

- Principal
- Assistant Principal
- School SLO Specialist
- Grade/Team or Department Leaders
- Other School Leaders
- Parents
- Association Rep
- Others as needed

Know the TIMEFRAME

2011-12	Recommend analytic approaches for Tested and Non-tested Subjects and Grades (SGP/SLO)
2012-13	Develop SLOs and provide Professional Learning on SLO process Develop state example SLOs Plan Pilot Study processes for 2013-14
2013-14	Conduct Pilot Study in 10 districts Continue Professional Learning on SLO in districts Develop additional state example SLOs in content areas
2014-15	Provide SLO PD for administrators and districts Conduct Pilot in all districts
2015-16	Implement SGPs and SLOs into evaluation system Continue to create a bank of example statewide SLOs
2016-17	Conduct evaluation of SLOs and SGPs as they relate to educator effectiveness and evaluations

Be able to attend future administrator PD

- District SLO Specialists and district STAT will be trained and then train school administrators and school SLO specialists and school STAT
- Attend districts trainings and attend regional leadership summits
- Participate in webinars throughout the year or watch recorded webinars on own time

Summary: what to know and be able to do

1. Know the template and the three components of SLOs
2. Know the benefits for doing SLOs and your administrative role
3. Know what a quality SLO looks like and how to use the Rubric for Assessing Quality SLOs
4. Be able to assist with setting growth targets / use baseline data
5. Know how to have mid-year/course conferences, complete final educator ratings, and the process for implementing SLOs
6. Be able to set up a training plan for your faculty/district
7. Be able to attend future SLO and evaluation professional developments
8. Know the timeline for SLO implementation

And now...

- Take a survey to see if your school is SLO ready

tinyurl.com/mg4nfy

- This site also gives you several articles on SLOs based on your needs from the survey

Questions?



Final activity as you leave...

- Take another sticky note and write down a word or phrase that describes your feelings or thinking at the end of this session.
- I will pick it up at the back as you leave.
- **Please call or email if you need something!**

