

Student Growth Measures in Teacher Evaluation

Module 1: Introduction to Student Growth Measures and SLOs

Training Norms

- Be present
- Respect time boundaries
- Recognize the need for quiet while working
- Use electronics respectfully and appropriately when prompted
- Return to large group attention when signaled

Agenda

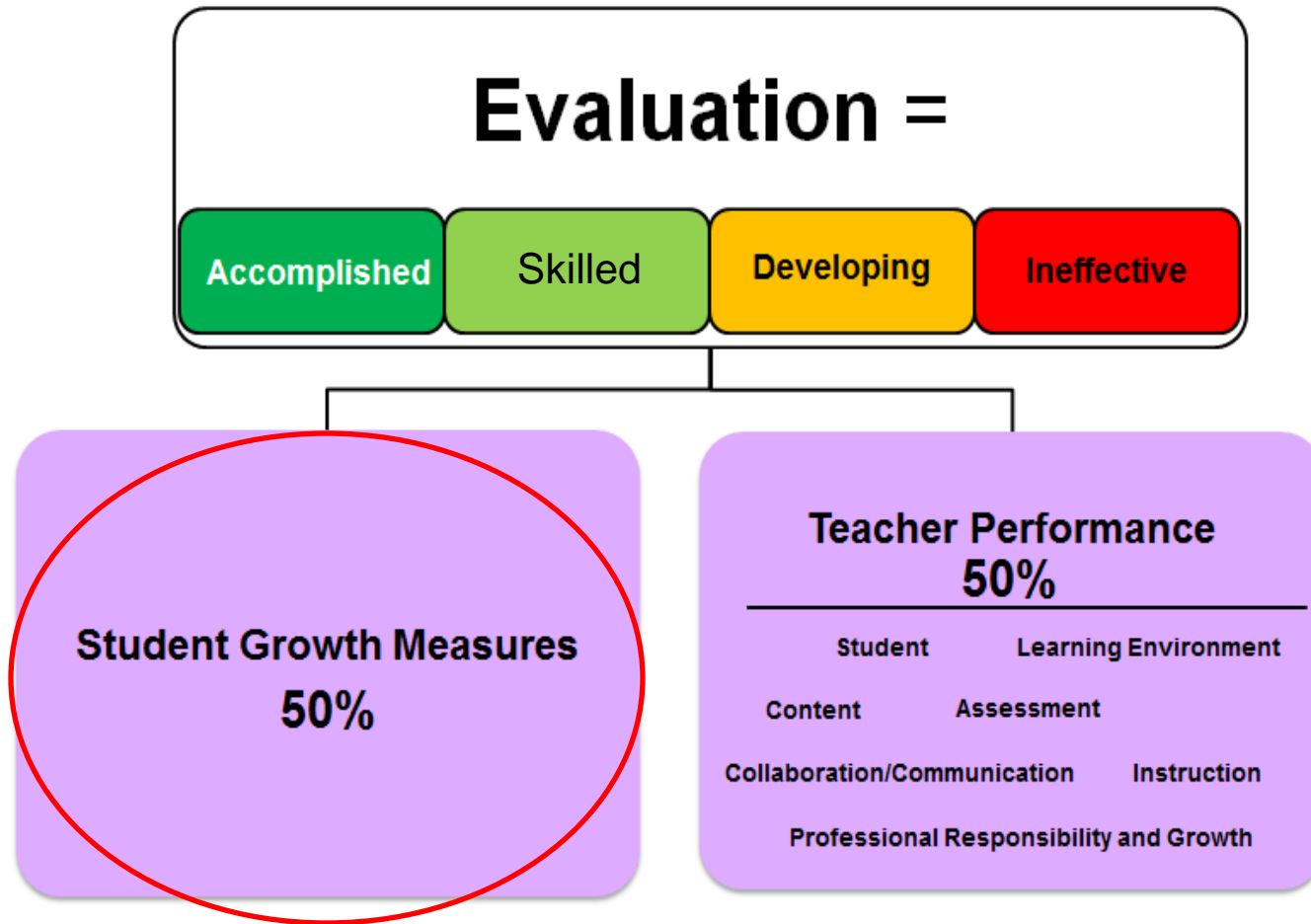
- **Module 1: Introduction to Student Growth Measures and SLOs**
- Module 2: Selecting Appropriate Assessments
- Module 3: Using Data to Inform Growth Targets and Submitting Your SLO
- Module 4: SLO Scoring

Intended Outcomes

At the end of all modules teachers should be able to:

- Explain the categories of student growth measures within the Ohio Educator Evaluation Systems
- Explain what makes a high-quality SLO
- Understand the importance of using appropriate assessments in the SLO process
- Develop growth targets
- Score an individual SLO

Where Do SLOs Fit In?

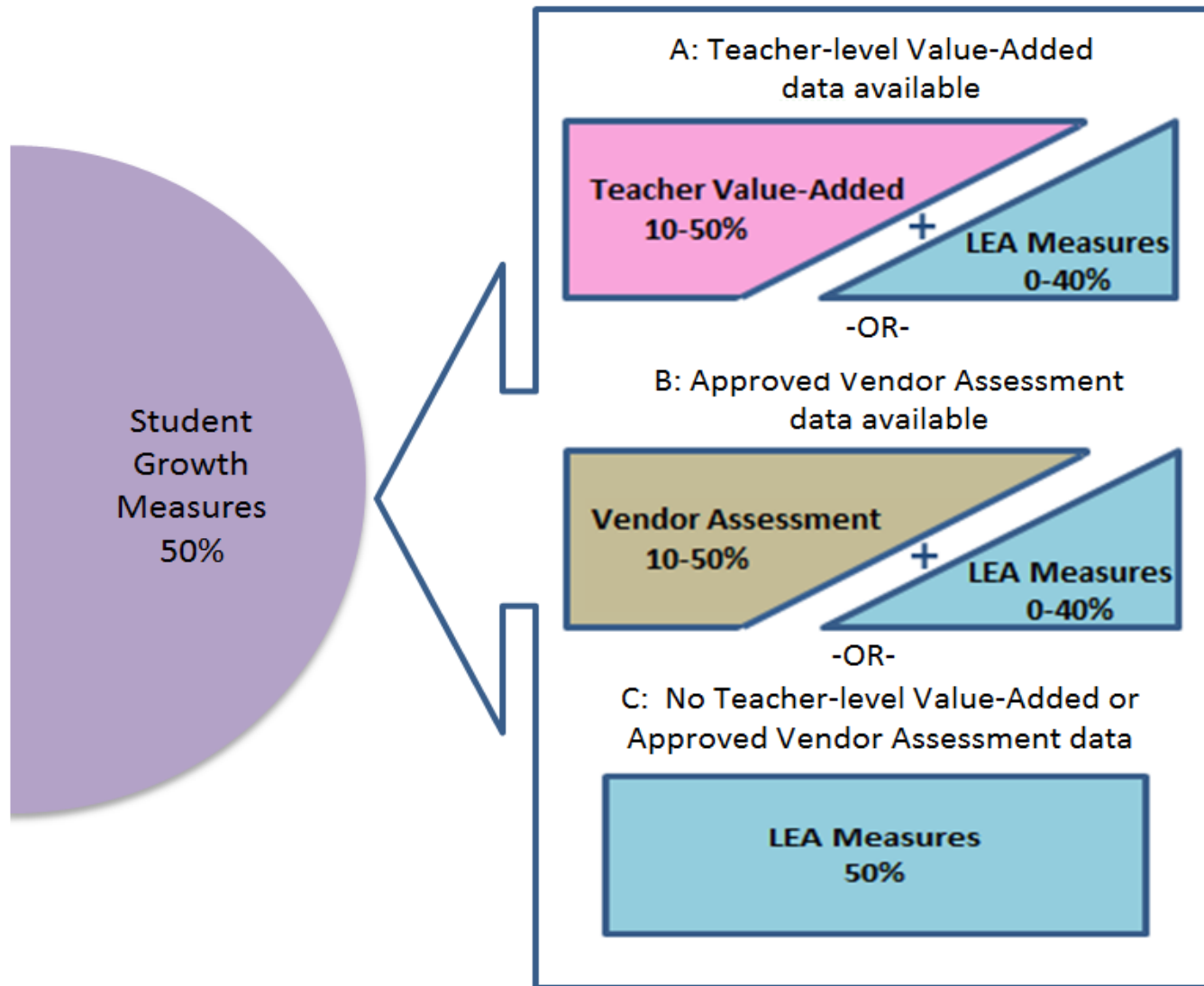


Definition of Student Growth

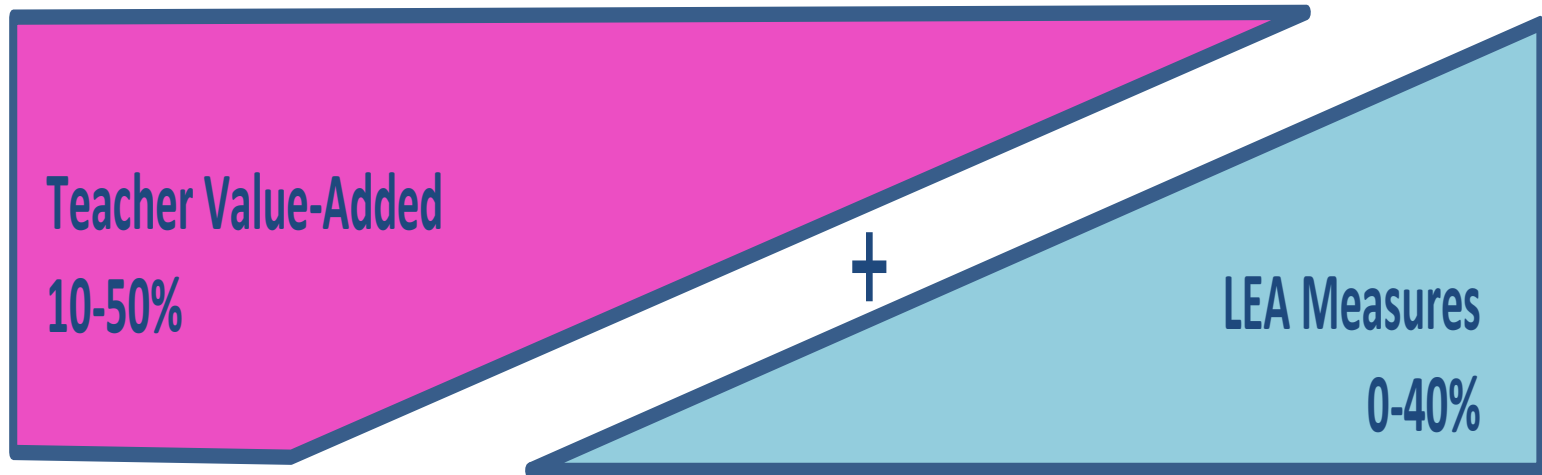
For the purpose of use in Ohio's evaluation systems, student growth is defined as *the change in student achievement for an individual student between two or more points in time.*

Excerpted from *Measuring Student Growth for Teachers in Non-Tested Grades and Subjects: A Primer*

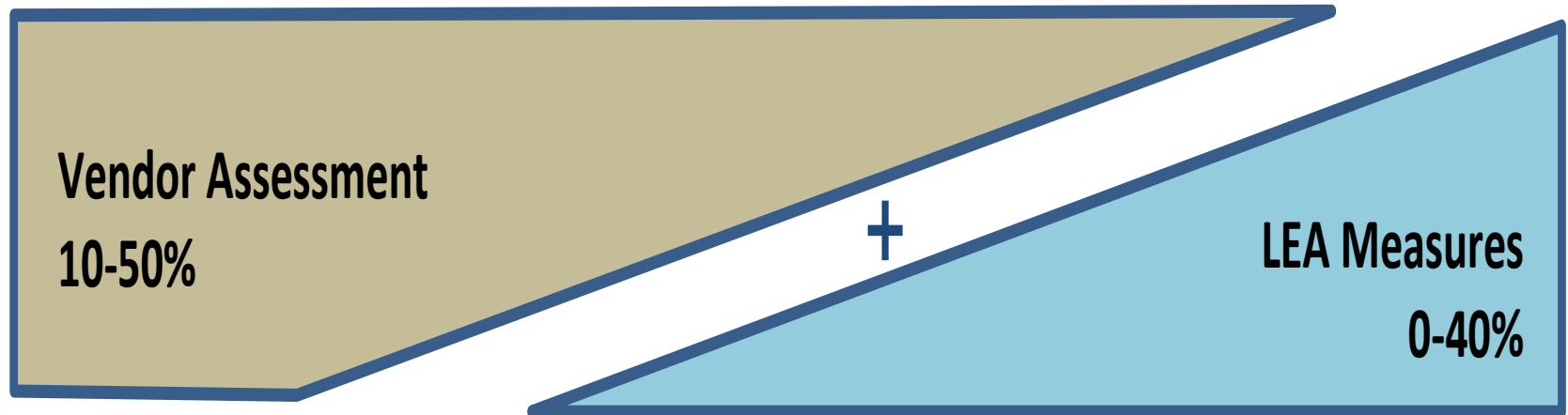
Student Growth Measures



A: Teacher-level Value-Added Data Available



B: Approved Vendor Assessment Data Available



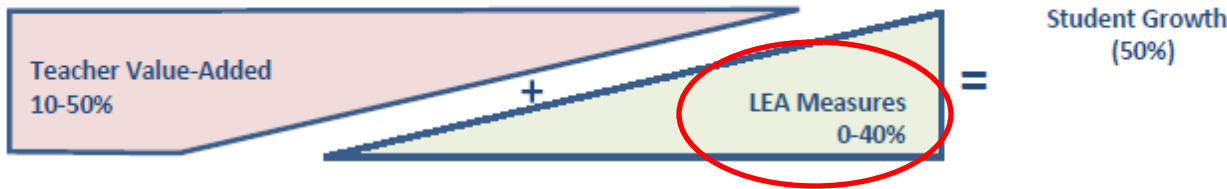
C: No Teacher-level Value-Added or Approved Vendor Assessment Data Available

LEA Measures

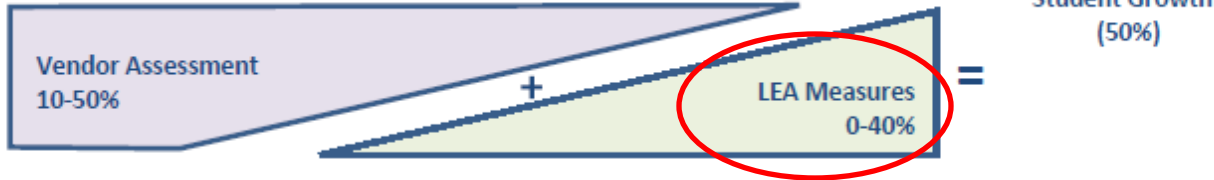
50%

Student Growth Measures

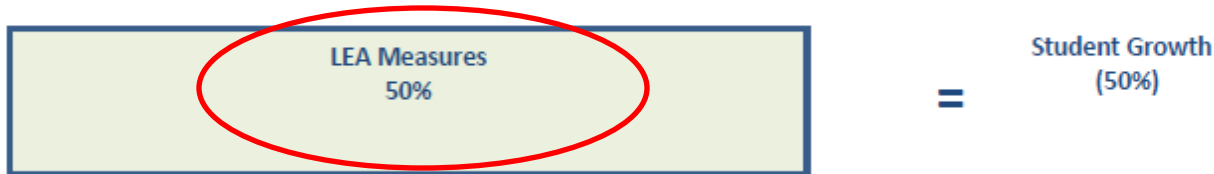
A: Teacher-level Value-Added data available



B: Approved-Vendor Assessment data available



C: No Teacher-level Value-Added or Approved-Vendor Assessment data available



LEA Measures:
Student Learning Objectives (SLOs)
Shared Attribution
Vendor Assessments (for Category A teachers only)

District Plan Example

Teacher Category	Value-Added 10%–50%	Vendor Assessment 10%–50%	LEA Measure		Total
			SLO/Other	Shared Attribution	
A (Value-Added)	40%		10%	0%	50%
B (Vendor Assessment)		30%	10%	10%	50%
C (LEA Measure)			40%	10%	50%

What are Student Learning Objectives?

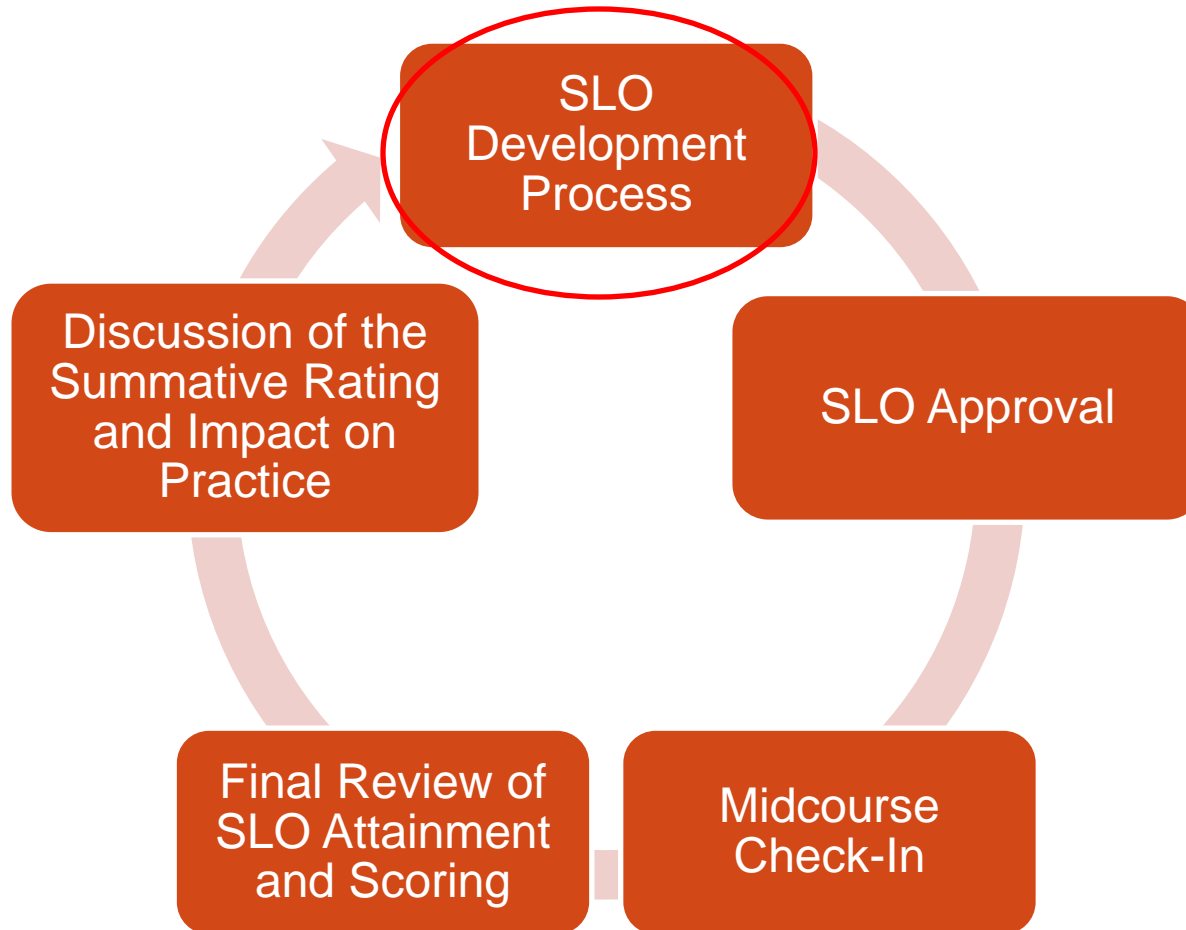
An SLO is:

- A goal that demonstrates a teacher's impact on student learning within a given interval of instruction.
- A measurable, long-term academic target written by an individual teacher or a teacher team.

Why Implement SLOs?

- SLOs...
 - Reinforce promising teaching practices and connect teacher practice to student learning
 - Can be used in all subjects and content areas
 - Are adaptable
 - Encourage collaboration
 - Provide teachers some ownership of how they are evaluated

SLO Evaluation Cycle



The SLO Development Process

STEP 1: Gather and review available data

STEP 2: Determine the interval of instruction and identify content

STEP 3: Choose assessments and set the growth target

STEP 4: Submit your SLO and prepare for approval and review

STEP 5: Final scoring of the SLO

SLO Template and Example

Take 10 minutes to:

- First, look at the seven components in the blank template (Handout 1.1).
- Then, critically review the Introduction to Art SLO using the checklist (Handout 1.2).
- Jot down questions, points of confusion or other comments on each component on Post-It notes and place them on the corresponding sheet of chart paper within that component.

SLO Template Checklist

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>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?</i>	<i>Which students will be included in this SLO? Include course, grade level, and number of students.</i>	<i>What is the duration of the course that the SLO will cover? Include beginning and end dates.</i>	<i>What content will the SLO target? To what related standards is the SLO aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO 	<ul style="list-style-type: none"> <input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year) 	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted) 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students and teacher(s)

High-quality SLOs include or address the following criteria:

1. Baseline and Trend Data
2. Student Population
3. Interval of Instruction
4. Standards and Content
5. Assessment(s)
6. Growth Target(s)
7. Rationale for Growth Target(s)

SLO Components 1 - 2

1. Baseline and Trend Data

- Summarizes student information (test score from previous years, results of pre-assessments),
- Identifies student strengths and weaknesses, and
- Reviews trend data to inform the objective and establish the amount of growth that should take place.

2. Student Population. Includes the following:

- Students
- Course
- Grade level
- Number of students included in the objective.

SLO Components 3-4

- 3. Interval of Instruction.** The duration of the SLO (including start and end dates)
- 4. Standards and Content.**
 - SLO should cover the content, skills, and specific standards to which the SLO is aligned.
 - SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured.

SLO Components 5-6

5. Assessment(s).

- Assessments that will be used to measure student growth for the objective.
- Assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient “stretch” so that all students may demonstrate learning.
- If supplemental assessments are needed to cover all ability levels in the course, this section should provide a plan for combining multiple assessments.

6. Growth Target(s).

- The target for student growth should reflect high expectations for student achievement that are developmentally appropriate.
- The targets should be rigorous yet attainable.

SLO Component 7

7. Rationale for Growth Target(s).

- High quality SLOs include strong justifications for why the goal is important and achievable for this group of students.
- Rationales should draw upon assessment, baseline and trend data, student outcomes, and curriculum standards and should be aligned to broader school and district goals.

Reviewing an SLO using the Checklist

- With a partner, evaluate the quality of the SLO in Handout 1.4 using the SLO Template Checklist (Handout 1.3).
 - Discuss what changes would need to be made and questions you would have for the teacher

SLO Approval Status and Accompanying Rationale

- Evaluators will review the SLO to assure that all required elements are complete
- Evaluators should complete the SLO Approval Status and Accompanying Rationale form (Handout 1.7) about the SLOs prior to the conference
- Evaluators should identify any areas requiring further development and clarifying questions that will support a quality approval process

Adjusted Timeline for SLO Implementation 2012-2013

Within 2 weeks of district training:

Write and submit SLOs for approval

Within 3 weeks of district training:

Receive feedback on the SLO and, if necessary, revise

January through End of April

Gather evidence of student progress

By May 1:

Complete the Individual SLO Scoring Template for each SLO and meet with the evaluator(s) to discuss attainment of the SLO

Timeline for SLO Implementation 2013-2014 and Beyond

- **Early Fall-** Write and submit SLOs for approval
- **November** – Receive feedback on the SLO and, if necessary, revise
- **January – April** – Gather evidence of student progress
- **April** – Complete final submission form and meet with the evaluator to discuss attainment of the SLO

Reflection

Discuss with an elbow partner your impressions of SLOs:

- Which component(s) of the SLO will be most difficult to complete? Why?
- With which component(s) of the SLO are you most comfortable?
- What resources are available to you to help?

End of Module 1

This concludes
Module 1:
Introduction to
Student Growth
Measures and
SLOs.

Please do not forget to
fill out the feedback
form!



Module 1 Feedback Form: Introduction to SLOs

Your completion of the following questionnaire is important. To improve future trainings of this kind, we are interested in your honest opinions, whether they are positive or negative. Your responses to this questionnaire are anonymous and will be reported in group-form only. Thank you for your feedback!

Location of Training: _____ Date and Time of Training: _____

Presenter: _____

Please consider the training you just attended and answer the following questions by checking the box that comes closest to your opinion.

1. How would you rate the amount of information presented?

- Too much About right Too little

2. The information presented was...

- Very useful Useful Somewhat useful Not very useful

3. How would you rate the following?

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
a. Time and location of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communication about the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training Considerations

- Thoughts or questions?