

Student Learning Objectives for Educator Evaluation



School of Education & Human Development
UNIVERSITY OF COLORADO **DENVER**



Introductions

- Center for Transforming Learning and Teaching
 - *University of Colorado Denver, School of Education*
 - *Catalyzing and co-creating the transformation of learning environments through the use of assessment so that all are engaged in learning and empowered to positively contribute in a global society.*
 - www.ctlt.org

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Student Learning Objectives

“A participatory method of setting measurable goals, or objectives, for a specific [teaching] assignment or class, in a manner aligned with the subject matter taught, and in a manner that allows for the evaluation of the baseline performance of students and the measureable gain in student performance during the course of instruction.” (CRR 301-81 1.23)

A.K.A. Student Academic Growth Objectives

Purpose

Provide a foundational understanding of how to use Student Learning Objectives (SLOs) as an approach to measuring individually attributable educator impact on student learning growth for evaluation purposes.

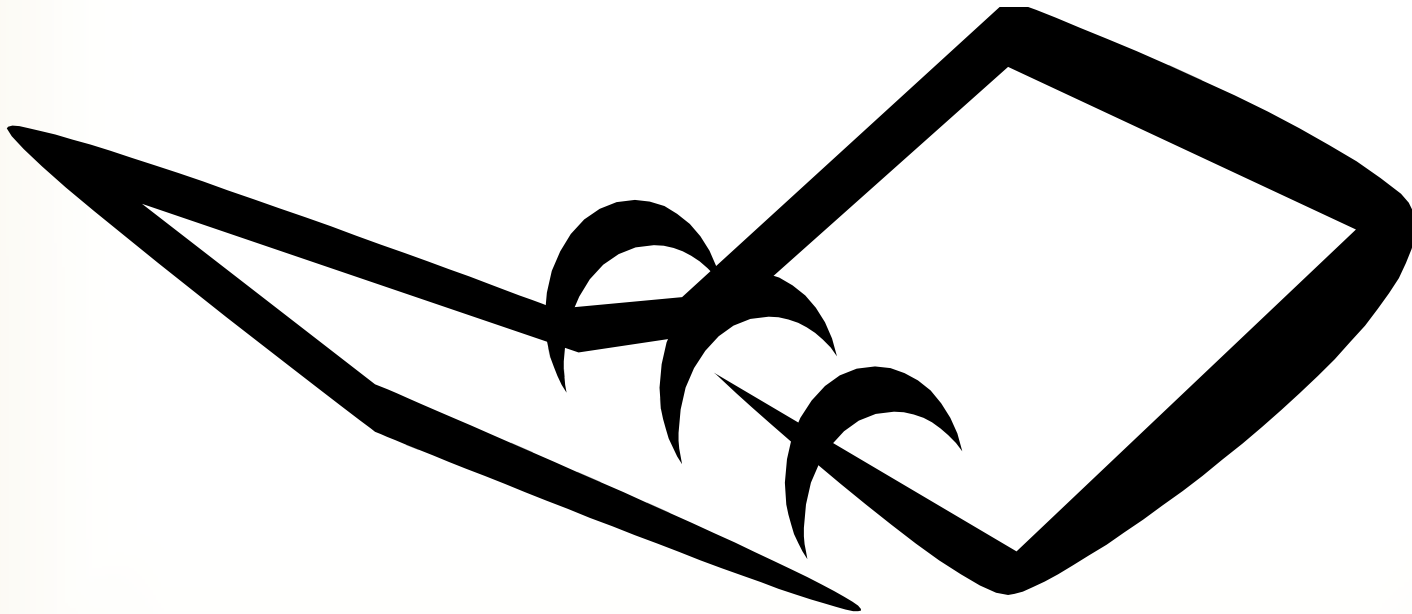
Non-Purpose

Fully prepare participants to develop and implement SLOs for educator evaluation.

CTLT SLO Experience

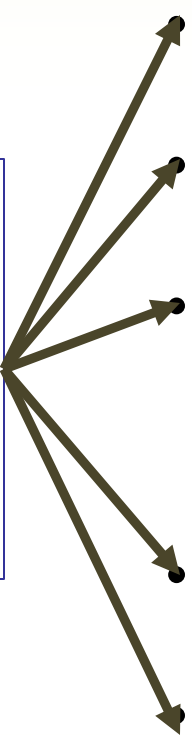
- Jeffco 2012-13: Field Test of SLOs and Formative Assessment Practice
- Hawaii Summer-Fall 2013: Statewide training of district leaders and coaches on SLOs with NCIEA
- Aurora 2013-14: Pilot implementation of SLOs schools across the district
- Adams 14 2014-15: SLO Learning Year
- CCSD 2014-15: SLO Phase I Implementation
- UCD UCTE (teacher licensure) 2014-15: CDHE Implementing K-12 reforms in teacher preparation
- Over 10 years implementing formative assessment and data-driven decision-making

Materials



Learning Objectives

Engage in
learning
activity
during this
session.



Describe the role of Student Learning Objectives (SLOs) as part of educator evaluation.

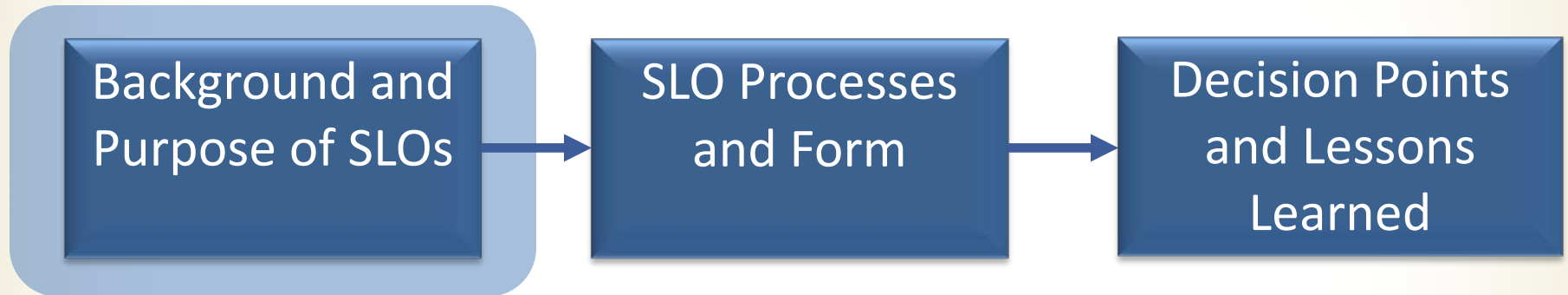
Describe the processes involved in Student Learning Objectives across a school-year.

Explain each component of a student learning objective (Learning Goal, Measures and Scoring, Performance Targets, Progress Monitoring, and Results).

Consider lessons learned from efforts of other districts to implement SLOs.

Identify critical decision-points and determine initial steps for implementing SLOs.

SLO Basics Agenda



Reminder: Educator Evaluation Components

- 50% Professional Practices.
 - 50% measures of teacher contribution to student learning growth:
 - At least one **individually attributable** measure.
 - At least one **collectively attributable** measure.
-
- ***When available***, state summative assessment results (TCAP/CMAS).
 - ***When available***, Colorado Growth Model results (median growth percentiles).
 - Other local measures (e.g., SLOs).
 - **Technical requirements for measures:** fair, transparent, timely, rigorous, and valid.

Individually Attributable Measures of Teacher Impact on Student Learning Growth

- In Colorado:
 - Site-based, with local discretion.
 - Must meet state requirements.
- Typical approaches nationally:
 - Value-Added Measures/Student Growth Percentiles.
 - Student Learning Objectives.
 - Pre- and Post-Assessment.
 - Alternatives (Technically rigorous enough to withstand legal challenges?).

Collectively Attributable Measures (and HB15-1323)

- Many districts had planned to use Metrics from the School/District Performance Framework Reports and or Colorado Growth Model.
- That data can only be used as baseline evidence for 2015-16.
- Some are considering using a variation of SLOs for their Collectively Attributable Measures for 2015-16.
- This is in addition to using them for Individually Attributable Measures.

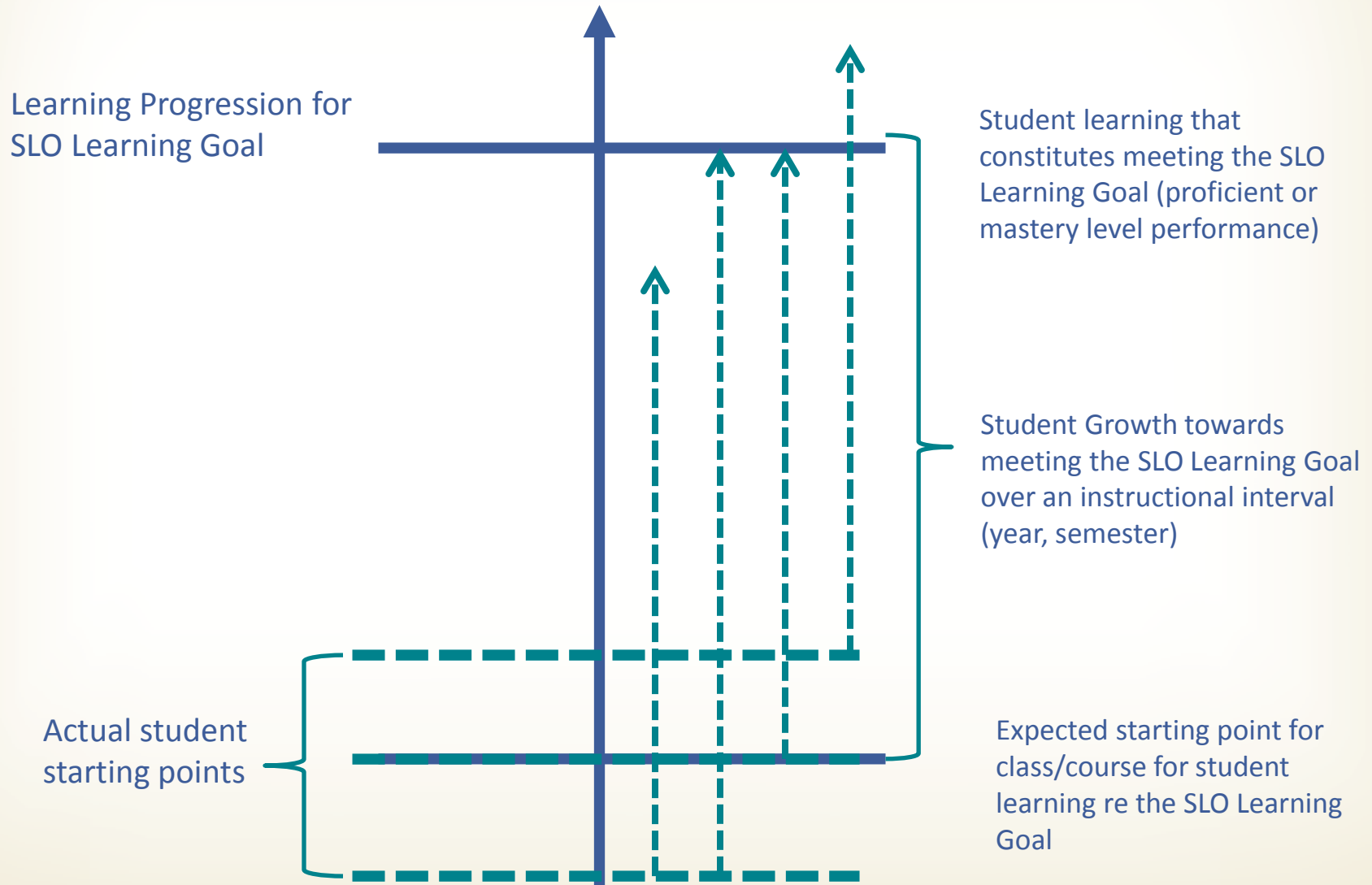
Why growth (instead of achievement)?

- Growth in learning is . . .
 - the progress shown by a student, in a given subject area, over a given span of time.
 - not dependent upon students' starting points.
- Using educator impact on student learning growth for evaluation creates fewer disincentives for educators to serve students who start behind.

Measuring Growth in Student Learning

- ***Colorado Growth Model:*** (SGP) The change in student performance based on prior scores on vertically aligned assessments and relative to other students with a similar score history.
- ***Pre- Post-Assessment:*** Change in score on the same or a similar assessment between two time periods.
- ***SLOs:*** Student progress towards proficient performance within a subject domain at the end of an instructional interval given their starting point as determined by a body of evidence.

SLOs as an approach to measuring student learning growth



SLOs reduce the requirements on districts and schools to acquire or develop technically valid growth measures because student growth is “embedded within the process of establishing performance targets for groups of students depending on some rough sense of where they start.”

(Marion et al., 2012, p. 2)

Comparing Approaches

Student Learning Objectives

- Focus is SLO Learning Goal(s) – big idea(s) for class/course, not everything taught.
- Analyze a body of evidence (baseline) to identify student performance groups at the beginning of the class/course.
- Describe end of interval measures.
- Set targets for student performance groups.
- Monitor progress/adjust instruction.
- At the end of the class/course determine whether student performance groups met targets.

Pre- Post-Assessment

- Focus is all content for class/course.
- Select technically rigorous assessment instrument and growth metrics.
- Provide evidence of technical quality.
- Determine how to aggregate individual student scores to population ratings.
- Monitor progress/adjust instruction.
- At the end of the class/course calculate individual student growth scores and aggregate to ratings for the student population.

What SLOs are not. . .

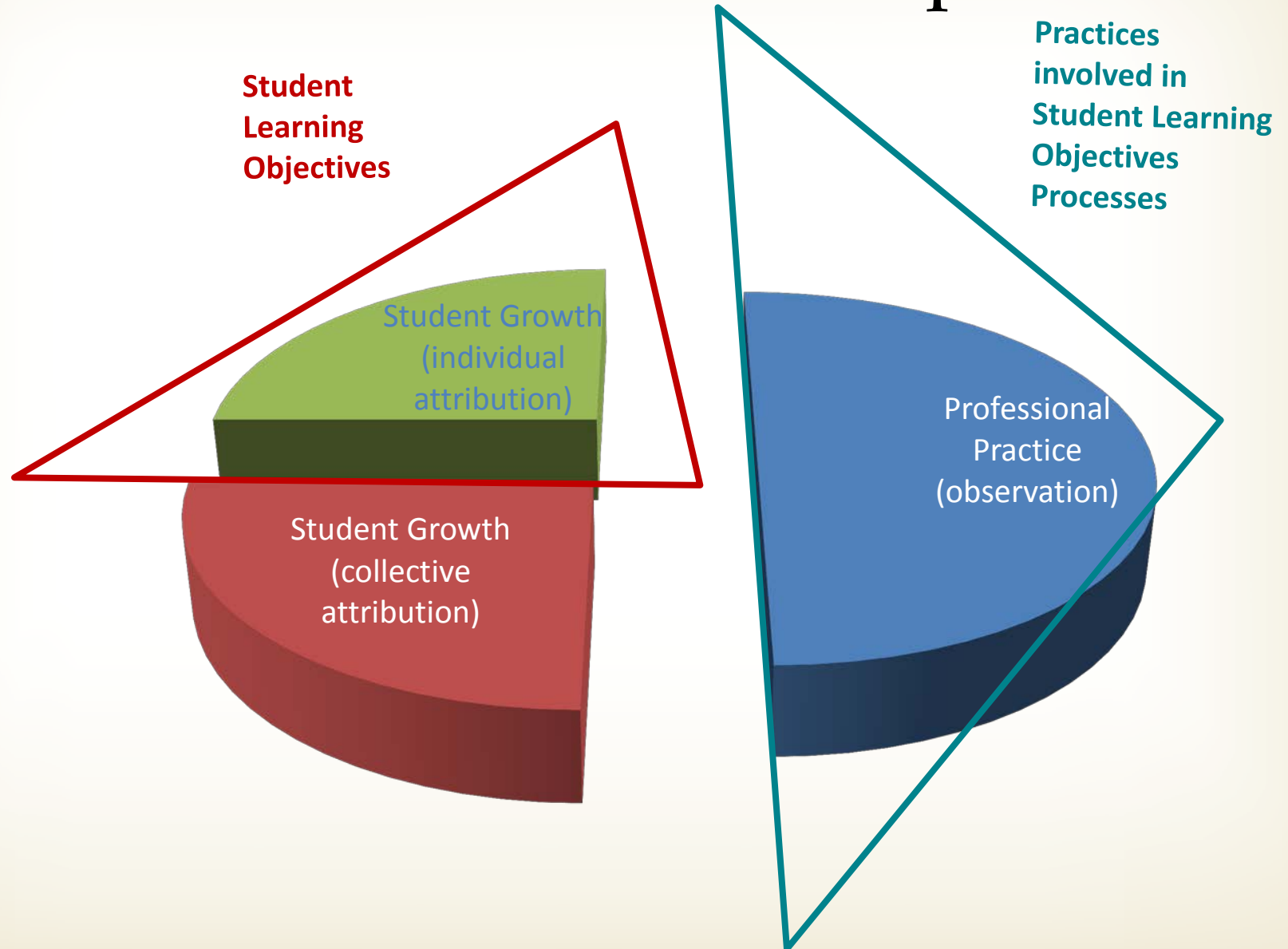
- Simple computation of pre- and post-assessment score differences.
- Representative of only outcome measures.
- Results based on one measure/assessment instrument.
- An “add-on” for teachers engaged in effective teaching practices.

What are the Benefits of SLOs ?

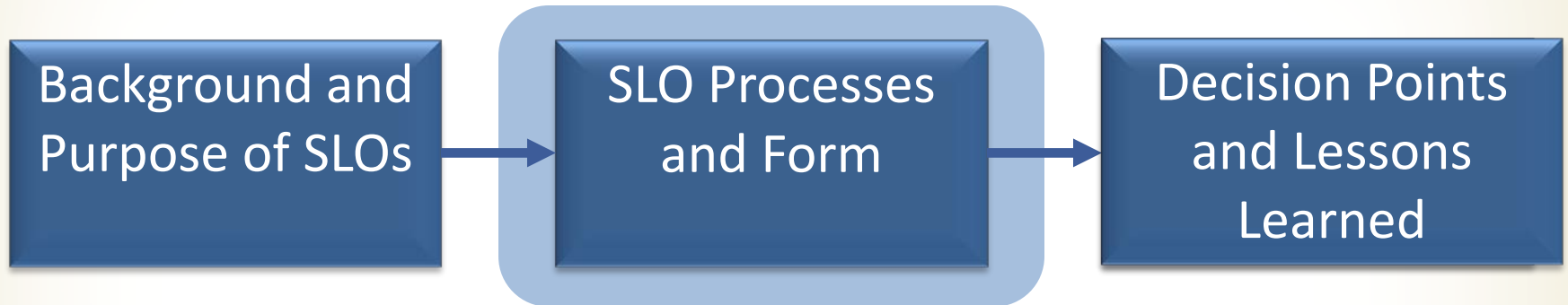
- Support effective teaching practices.
- Situated within the classroom context.
- Actively involve educators throughout the process.
- Adaptable to a variety of assessment resources.
- Adaptable to all teaching assignments.
- Face validity – developed by educators.

Most SLO benefits not applicable to evaluating teacher impact on student learning growth using other common approaches.

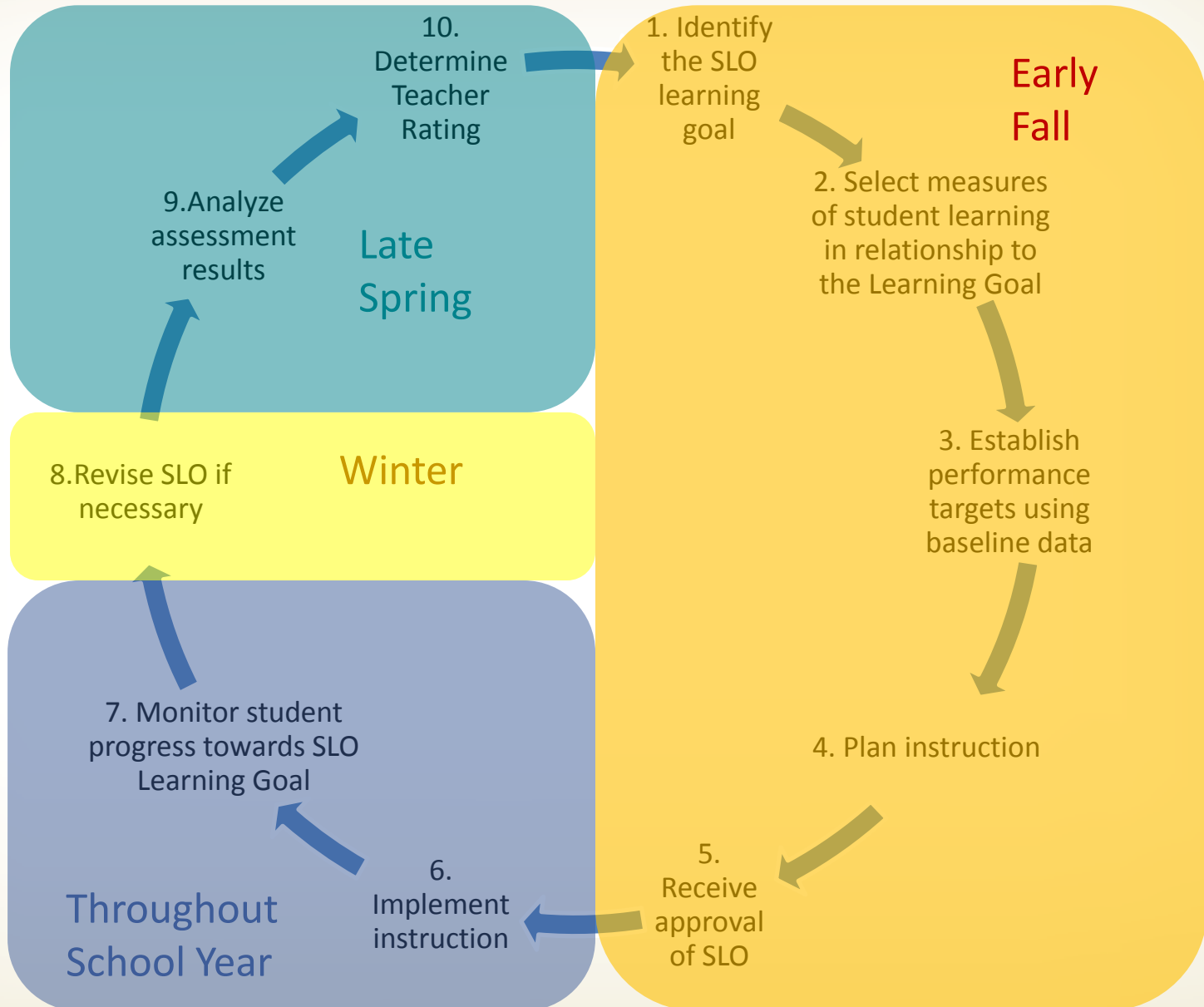
Teacher Evaluation Components



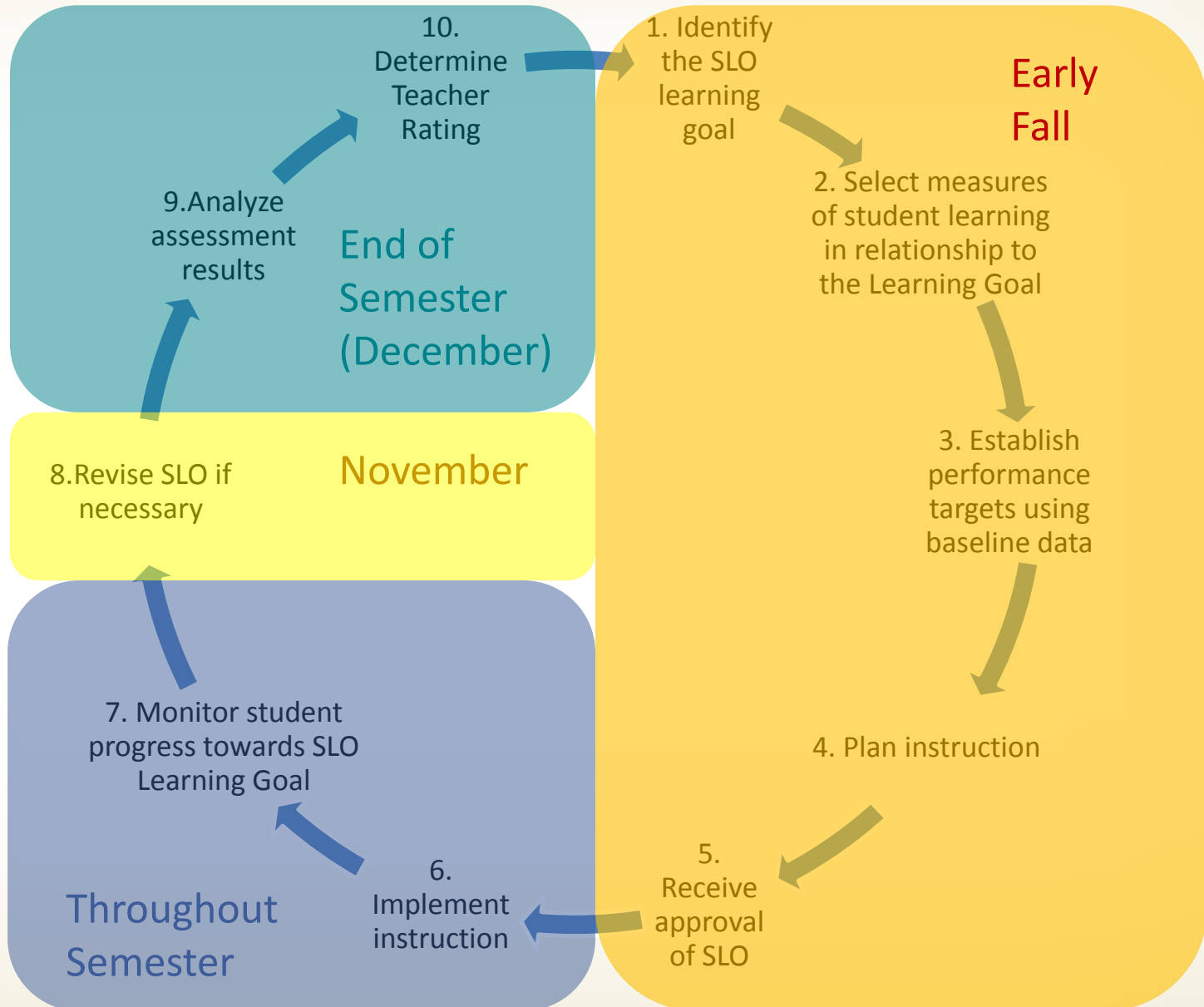
SLO Basics Agenda



SLO Process across a Year



SLO Process across a Semester



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graph TD
    subgraph "Identify the SLO learning goal"
        1[1. Identify the SLO learning goal] --> 2[2. Select measures of student learning in relationship to the Learning Goal]
    end
    subgraph "Select measures of student learning in relationship to the Learning Goal"
        2 --> 3[3. Establish performance targets using baseline data]
    end
    subgraph "Plan instruction"
        3 --> 4[4. Plan instruction]
    end
    subgraph "Monitor student progress towards SLO Learning Goal"
        4 --> 5[5. Receive approval of SLO]
        5 --> 6[6. Implement instruction]
        6 --> 7[7. Monitor student progress towards SLO Learning Goal]
        7 --> 8[8. Revise SLO if necessary]
        8 --> 9[9. Analyze assessment results]
        9 --> 10[10. Determine Teacher Rating]
    end
    10 --> 11[Provide feedback on SLO]
    11 --> 12[Components]
    12 --> 13[Review and Approve SLO Revisions]
    13 --> 14[Review and Approve SLOs]
    14 --> 15[Verify Educator Rating]
    15 --> 16[10. Determine Teacher Rating]

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10. Determine Teacher Rating

1. Identify the SLO learning goal

2. Select measures of student learning in relationship to the Learning Goal

3. Establish performance targets using baseline data

4. Plan instruction

5. Receive approval of SLO

6. Implement instruction

7. Monitor student progress towards SLO Learning Goal

8. Revise SLO if necessary

9. Analyze assessment results

Provide feedback on SLO

Components

Review and Approve SLO Revisions

Review and Approve SLOs

Verify Educator Rating

Adapted from National Center for the Improvement of Educational Assessment. 2013

SLO Form

- A means by which educators communicate with their supervisors about their SLO Processes (***and their instruction***).
- How educators provide evidence about their SLO Processes to ensure they are a valid and reliable measure of educator impact on student learning growth.

SLO Components

- **SLO Learning Goal** (statement of intended learning, standards reference, rationale, success criteria)
- **End of Interval Measures and Scoring** (Evidence Sources [assessment instruments/tasks], alignment, scoring)
- **Performance Targets** (baseline evidence, student performance groups or starting points, end of class/course targets by performance group)
- **Progress monitoring** (check points/how frequently, using what evidence)
- **Results** (student outcomes, educator rating)

Student Learning Objectives Form

- Turn to the Student Learning Objectives Form and Component Descriptions.
- Major SLO components:
 1. Student Learning Goals
 2. Measures (of student learning growth in relationship to the student learning goal) and Scoring
 3. Performance Targets (for student performance groups)
 4. Progress Monitoring
 5. Results (student performance and teacher performance)

SLO Learning Goals are. . .

- One or more of the MOST important **major outcome for the class/course.**
- A description of what students understand and will be able to do at the **end of the instructional interval (year or semester);**
- **based on the standards** and curriculum that are being taught and learned in the class/course;
- within the **teacher's control** to effect change;
- important, **meaningful for students** to learn during the instructional interval; and
- **achievable and ambitious** for both teachers and students, during the time span available for the learning to occur.

SLO Component: Learning Goals

- Work with a partner.
- Consider the [SLO Form](#) and select an [SLO Example](#).
- Focus on the **SLO Learning Goal** section of each document to answer these questions:
 - What is an SLO Learning Goal?
 - How do SLO Learning Goals relate to standards?
 - What would you include in a “rationale” for an SLO Learning Goal?
 - What additional questions do you have about SLO Learning Goals?

End of Interval Measures and Scoring

- Evidence sources are assessment instruments/tasks used to measure student learning at the end of the instructional interval.
- They measure the degree to which students achieve the SLO Learning Goal (not all of the content for the class/course).
- Multiple (at least three) evidence sources should be used.
- How each evidence source will be scored must be defined.
- How results across evidence sources will be combined to determine students level of mastery of the SLO Learning Goal must also be described.

SLO Component: End of Interval Measures and Scoring

- Work with a partner to consider the **Student Learning Objectives Form** and an **SLO Example**.
- Focus on **End of Interval Measures and Scoring**, and answer these questions:
 - What is an evidence source? When is end of interval evidence collected?
 - How many evidence sources should be used?
 - What are some examples of evidence sources that could be used?
 - What does alignment of the evidence source include?

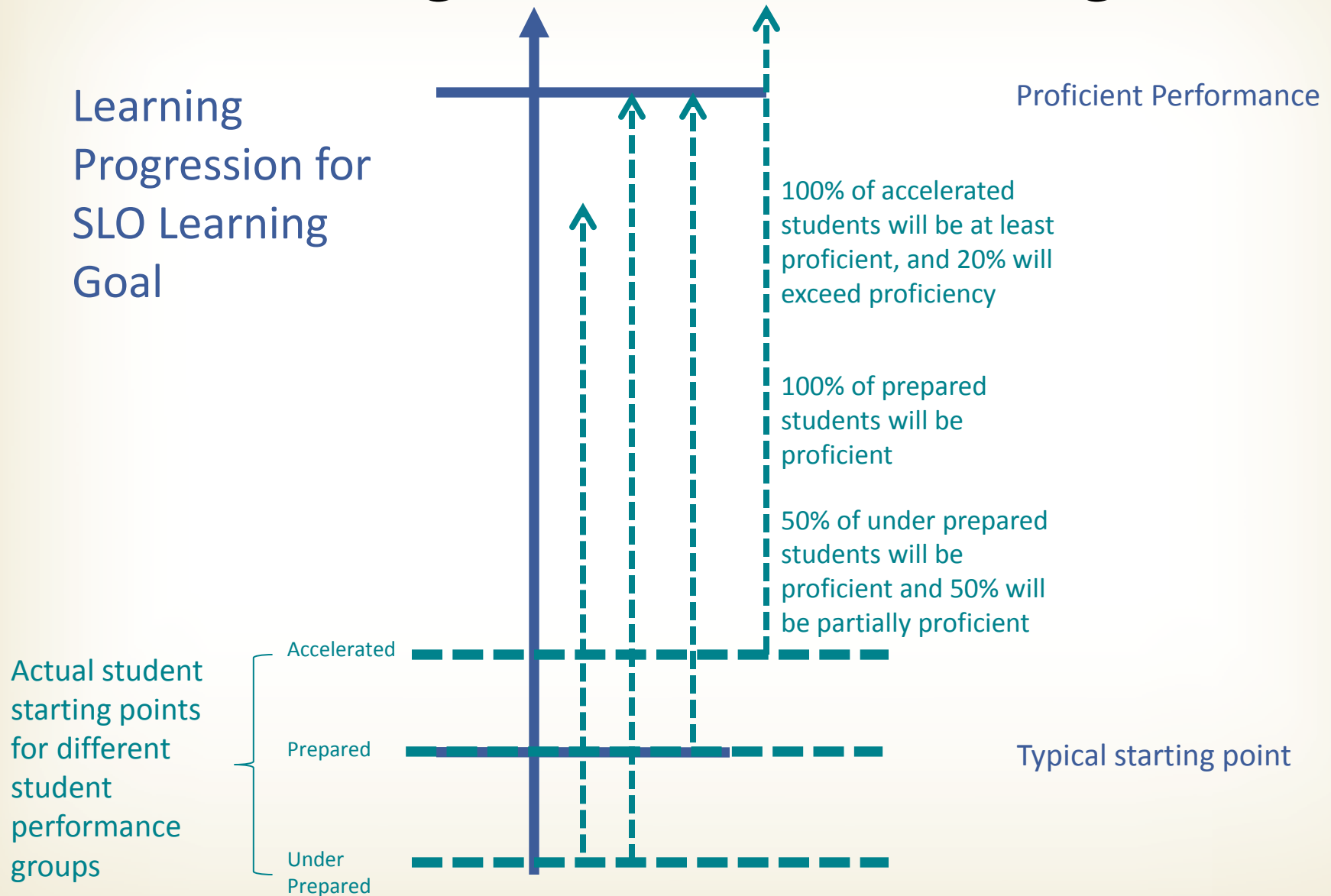
SLO Component: Performance Targets

- Identify expected student achievement by the end of the instructional interval (in reference to the SLO Learning Goal).
- Are established for student performance groups (i.e., under prepared, prepared, accelerated).
- Should maintain an expectation that all students can meet the learning goal.
- Without creating disincentives for teachers to serve students who start behind.

SLO Performance Targets. . .

- Consider student performance at the beginning of the class/course (baseline evidence sources).
- Use baseline evidence to define initial student performance groups.
- Establish “performance targets” for each performance group.
 - 100% of the students who started the class “prepared” will be proficient on the SLO Learning Goal at the end of the instructional interval.
 - 50% of the students who started the class “under prepared” will be proficient and 50% will be partially proficient at the end of the instructional interval.
- Provide a rationale for any targets less than “meeting” the learning goal.

Setting Performance Targets



SLO Component: Performance Targets

- Work with a partner to consider the **Student Learning Objectives Form** and an **SLO Example**.
- Focus on **Performance Targets**, and answer these questions:
 - What is baseline data?
 - For whom are performance targets set?
 - Can different students have different performance targets? Under what conditions?

SLO Progress Monitoring

- Includes information about how students are expected to progress (in relationship to the SLO Learning Goal) during the instructional interval.
- Specifies how the educator will check on the progress of student learning during the instructional interval.
- Reinforces formative uses of student learning data throughout.

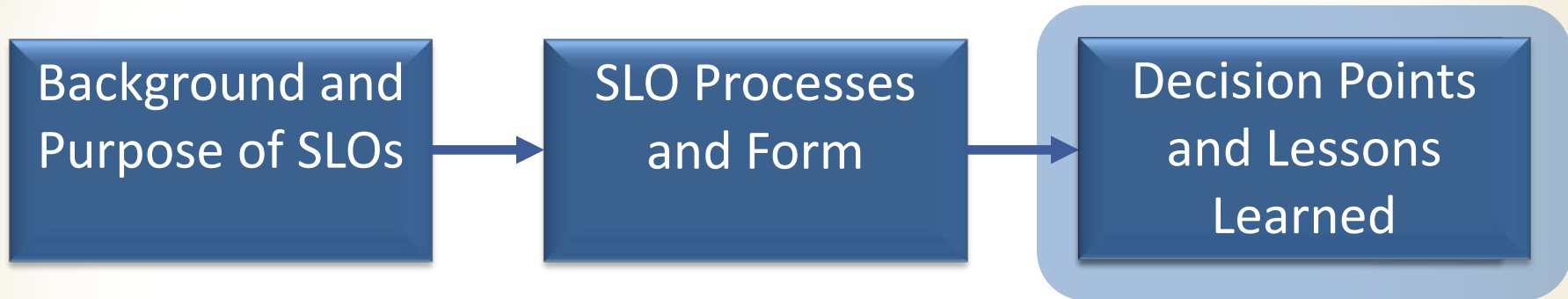
SLO Component: Progress Monitoring

- Work with a partner to consider the **Student Learning Objectives Form** and an **SLO Example**.
- Focus on **Progress Monitoring**, and answer these questions:
 - What are “check points”?
 - What kinds of evidence do educators use to monitor their students progress towards the learning goal?
 - How does the progress monitoring information relate to the learning progression for the SLO learning goal?

SLO Results and Teacher Ratings

- Determined at the end of the instructional interval.
- Includes:
 - Determine to what degree performance targets were met.
 - Aggregate information about the degree to which performance targets were met into teacher rating.
 - How teacher ratings are determined.

SLO Basics Agenda



What did Teachers Say?

I am being much more explicit in my teaching.

I UNDERSTAND THE PROCESS OF CREATING A SLO.

I appreciate having choices in my evaluation.

I NOW REALIZE HOW MANY COMMON TARGETS RUN THROUGH EACH WRITING UNIT!

EDUCATORS SHOULD WORK IN TEAMS TO DEVELOP SLOS.

I GAVE STUDENT GRADES THAT HAD REAL DATA BEHIND THEM!

THE THINGS I HAVE BEEN LEARNING IN THE FIELD TEST ARE ALREADY FUNDAMENTALLY CHANGING THE WAY I TEACH.

I am learning so much about my practice and how I can plan and think at a deeper level so that I can get my students to go deeper with their learning.

We need learning progressions for every content area.

Lessons Learned and Decision Points

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graph TD; A[SLO Terminology and Components] --> B[Curriculum and Assessment Resources]; B --> C[Building Capacity]; C --> D[Integrating SLOs with Related Initiatives]; D --> E[Managing and Scaling Up SLOs];
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SLO Terminology and Components

Curriculum and Assessment Resources

Building Capacity

Integrating SLOs with Related Initiatives

Managing and Scaling Up SLOs

Terminology Matters

- Student Learning Objectives (as a title):
 - Process or thing
 - Student Learning Outcomes
 - Student Academic Growth Objectives
 - Individual Educator Goals
- Objectives, Targets, Goals, Outcomes
- Performance Groups (set categories?), Performance Targets, SMART Goals

SLO Components

- Reducing the complexity (and thus components) of SLOs.
- What if we don't include. . .
 - Standards Reference
 - Learning Goal Rationale
 - Success Criteria
 - Multiple measures (baseline and end of interval)
 - Scoring
 - Progress Monitoring (check points)

Alternative ways to Simplify. . .

- Standardizing/systematize some components:
 - Common definitions of student starting points (student performance groups)
 - Common descriptors for end of course/class performance levels
- Providing example SLO per grade level/content area that teachers can choose to use initially.

Decision Points

- What “common” terms will you use?
- What SLO components will you include?
- Will you systematize or standardize some components?
- How will you determine the attributes of “high-quality” SLOs?
 - SLO Quality Checklist

Lessons Learned and Decision Points

SLO Terminology and Components



Curriculum and Assessment Resources



Building Capacity



Integrating SLOs with Related Initiatives



Managing and Scaling Up SLOs

Resources Matter

- District Curriculum:
 - CAS/CCSS/NGSS
 - Are “big ideas” or major outcomes clear (3-5 by grade level content area/course)?
 - Is the progression of major learning objectives defined (across grade-levels and within grade-levels)?
 - Are they based on available learning progressions research?
- Assessment Resources:
 - Quality Assessment Tasks and Instruments
 - Rubrics

Decision Points

- What district provided resources (e.g., curriculum, assessment instruments/tasks, scoring rubrics) should educators use as they engage in SLO processes?
- To what degree do existing resources conform to SLO processes?
- How might district resources be revised?
 - Highlighting “major” goals
 - Specifying within-grade as well as across-grade progressions

Lessons Learned and Decision Points

SLO Terminology and Components



Curriculum and Assessment Resources



Building Capacity



Integrating SLOs with Related Initiatives



Managing and Scaling Up SLOs

Building Capacity. . .

- Specified skills. . .
- Group educators into content/grade level teams
- Provide coaching and/or feedback
- Educators need time to develop components and try them out
- Skill gaps are greater than expected, educators don't accurately self-assess at first; writing skills is a gap
- District resources can help bridge gaps
- On-line vs. In-Person Learning. . .
- Administrators (approvers and feedback providers) need support too

Decision Points

- How will educators fill-in gaps in their understanding of SLO processes and components? What time is available? What mixture of on-line and in-person learning experiences could be used?
- How can SLO capacity building build-upon prior classroom assessment literacy efforts and/or data literacy efforts?
- Will educators work in teams to develop SLOs? How will teams be formed (e.g., grade-level, content-area)? How will folks who may not have an appropriate team within their school (e.g. music, art, PE teachers) form a team? Can existing structures that support educators working in teams (e.g., data teams, PLCs) be used? To what degree do their foci over-lap with SLO processes? How might these structures need to change?
- Who will provide educators feedback (external to their teams) on their SLO components as they develop them?
- How will administrator and coaching capacity be built?

Lessons Learned and Decision Points

SLO Terminology and Components



Curriculum and Assessment Resources



Building Capacity



Integrating SLOs with Related Initiatives



Managing and Scaling Up SLOs

Integrating with Related Initiatives

- Standards Implementation (curriculum resources, standards-based grading)
- Data Teams/Data-Driven Instruction/Formative Assessment
- Improvement Planning
- MTSS
- Other?

How do SLOs fit?

- Turn to SLO Process map.
- Talk with a partner.
- Identify at least three examples of how efforts to implement SLOs over-lap with other current district initiatives.
- Prepare to share . . .

Decision Points

- How will SLO processes be coordinated with & supportive of related district initiatives (e.g., standards implementation, multi-tiered systems of support, data teams/data-driven instruction, standards-based grading)?
- How will the district integrate SLO processes with school improvement efforts (e.g., what will be the relationship between educators' SLO Learning Goals & school improvement planning goals)?

Lessons Learned and Decision Points

SLO Terminology and Components



Curriculum and Assessment Resources



Building Capacity



Integrating SLOs with Related Initiatives



Managing and Scaling Up SLOs

Managing and Scalability . . .

- Technology-based tracking tool(s)
- Buy-in of opinion leaders (teachers, principals)
- District resources/Infrastructure
- How to build capacity. . . on-line options
- Splitting up the “feedback” and “approval” responsibilities
- Tapping instructional coaches
- Student performance context and establishing performance targets

Decision Points

- How will the SLO process (educator development of components, approval, revisions, ratings) be tracked?
- How can approver and feedback provider roles be separated? Who will serve each role?
- How will the review and approval of SLOs be integrated with other components of the educator evaluation system (e.g., educator and supervisor goal setting meetings, mid-year review, end-of-year review)?

YOUR REMAINING
QUESTIONS OR
CONCERNS. . .

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