

# Student Learning Objectives (S.L.O.s)



# 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 (S.L.O.s)**
- 10 % - School Performance Index (SPI)

or

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

- ELA**
- 20% - Reading MSA (Class)
  - **20% - Student Learning Objectives (S.L.O.s)**
  - 10% - School Index (SI)
- or
- MATH**
- 20% - Math MSA (Class)
  - **20% - Student Learning Objectives (S.L.O.s)**
  - 10% - School Performance Index (SPI)

or

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

- **35% - Student Learning Objectives (S.L.O.s)**
- 15% - School Performance Index (SPI)

or

**High School  
Teacher**

- **35% - Student Learning Objectives (S.L.O.s)**
- 15% - School Performance Index (SPI)

SPI = Achievement  
Growth  
Gap Reduction  
College and Career Readiness

# State Principal Evaluation Model

## Professional Practice

50% Qualitative Measures

12 Domains Each 2-10%

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

- School Operations and Budget
- Effective Communication
- Influencing the School Community
- Integrity, Fairness, and Ethics

## Student Growth

50% Quantitative Measures

### Elementary/Middle School Principals

- 10% - Reading MSA (School)
- 10% - Math MSA (School)
- 10% - School Performance Index
- 20% - **Student Learning Objectives (SLOs)**

or

### High School Principals

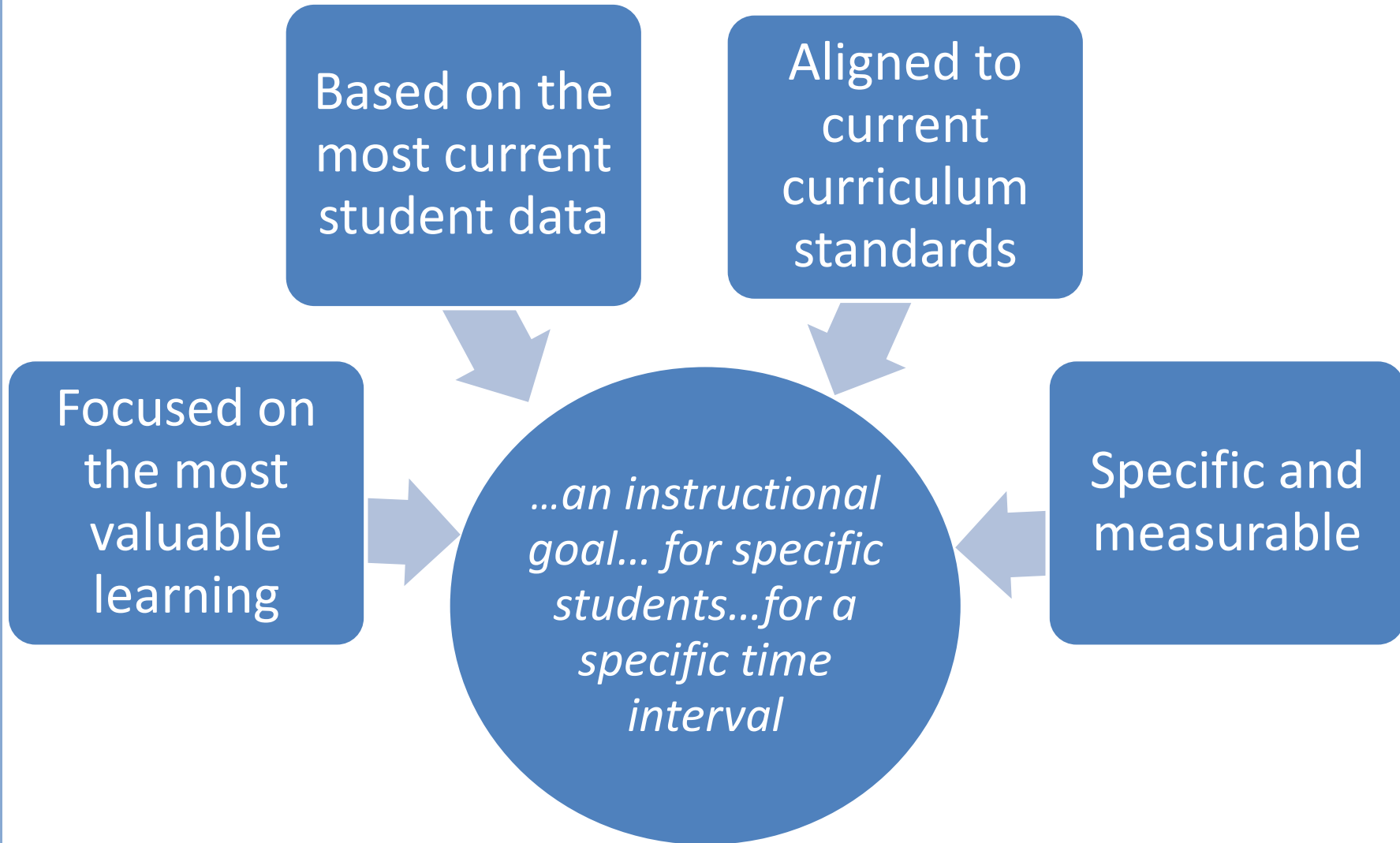
- 30%\* - Student Learning Objectives (SLOs)
  - 20%\* - School Performance Index
- \*Amendment submitted to USDE to change to:
- **35% - Student Learning Objectives (SLOs)**
  - 15% - School Performance Index

or

### Other Principals (e.g., Special Center, PreK-2)

- **35% - Student Learning Objectives (SLOs)**
- 15% - School Performance Index

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



# Evaluators will need to

- ✓ provide clear expectations and guidance for developing SLOs.
- ✓ address questions or concerns as teachers or principals develop their SLOs.
- ✓ be knowledgeable regarding selection of appropriate assessments for SLOs.
- ✓ understand the SLO scoring process, and
- ✓ provide the appropriate supports to help teachers or principals achieve their SLO targets.

# 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**

# Tools for Implementation

(Based on State Model but may be adapted for local use)

## Teacher

- Guiding Questions
- Template
- Rubric for Approval
- Scoring Process
- Sample SLOs

## Principal

- Guiding Questions
- Template
- Rubric for Approval
- Scoring Process
- Sample SLOs



# Evaluating the SLO



# To evaluate the SLO...

<b>Priority of Standard</b>	<p>The content is aligned to common core, international, national, state, local or Industry recognize 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>

# Focus and Alignment

## **System Strategic Plan**

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

## **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 evaluate the SLO...

<b>Rigor of Target</b>	<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 rationale explains how the rigor and attainability of the numerical target was 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 represent 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>

# To evaluate the SLO...

<b>Quality of Measure &amp; Evidence</b>	<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>

# To evaluate the SLO...

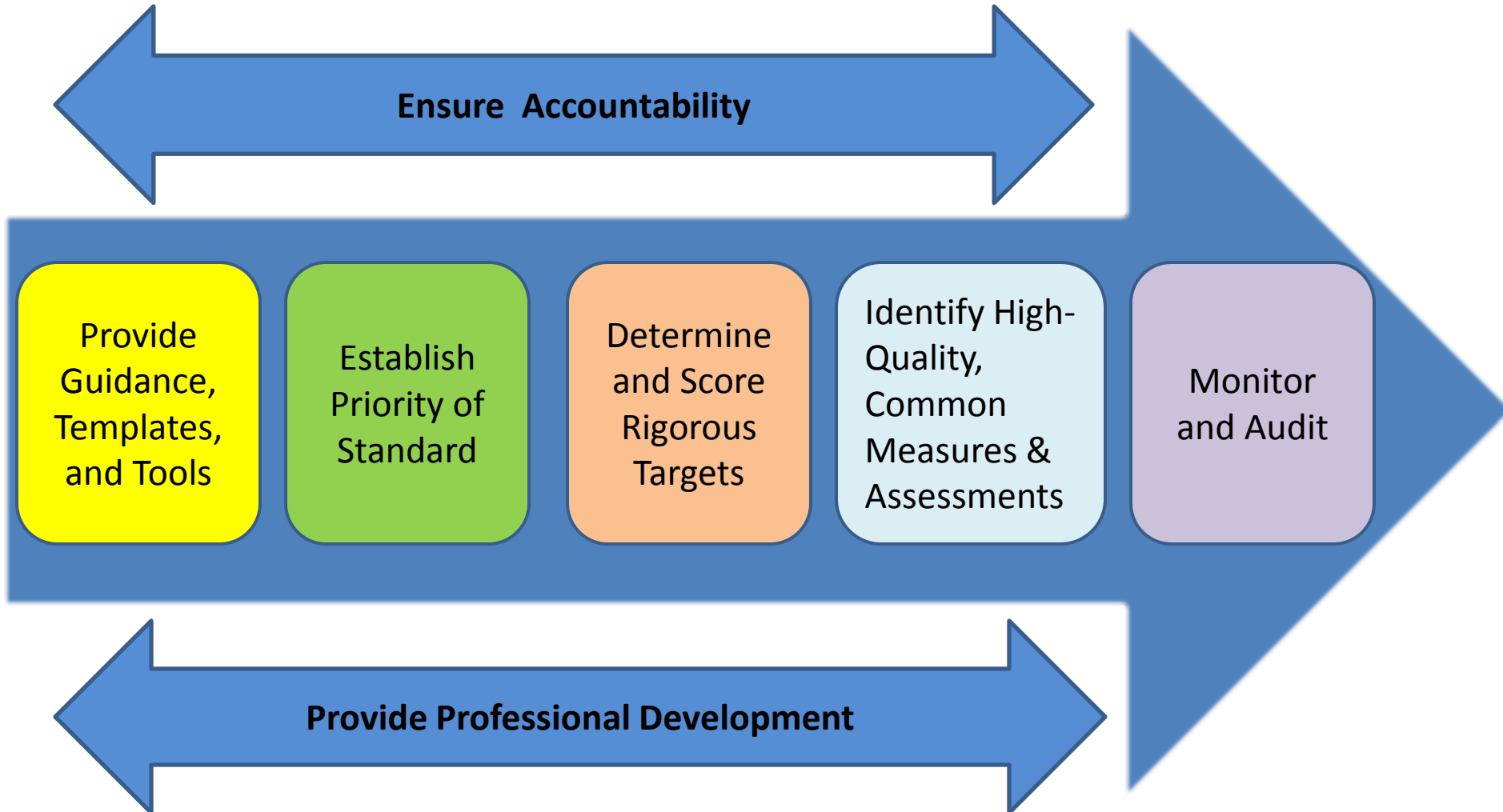
<b>Professional Development</b>	<p>The selected instructional strategies support students in reaching the target for this SLO.</p> <p>The identified professional development supports the successful implementation of the SLO.</p>

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- ✓ provide clear expectations and guidance for developing SLOs.
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- ✓ understand the SLO scoring process, and
- ✓ provide the appropriate supports to help teachers or principals achieve their SLO targets.

# Student Learning Objectives Quality Control Components

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**Visit MSDE's Teacher and Principal  
Evaluation Website at:**

**[MarylandPublicSchools.org/MSDE/  
programs/tpe](http://MarylandPublicSchools.org/MSDE/programs/tpe)**

