

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



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

Agenda Outcomes

- Recognize how S.L.O.s align with the goals for Maryland's Race To The Top Initiative
- Develop a shared understanding of the purpose for using S.L.O.s
- Become familiar with the S.L.O. vocabulary, development and implementation process
- Plan for key considerations in pilot implementation of 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

Maryland's Vision for Education Reform

Revise
the PreK-12 Maryland State
Curriculum

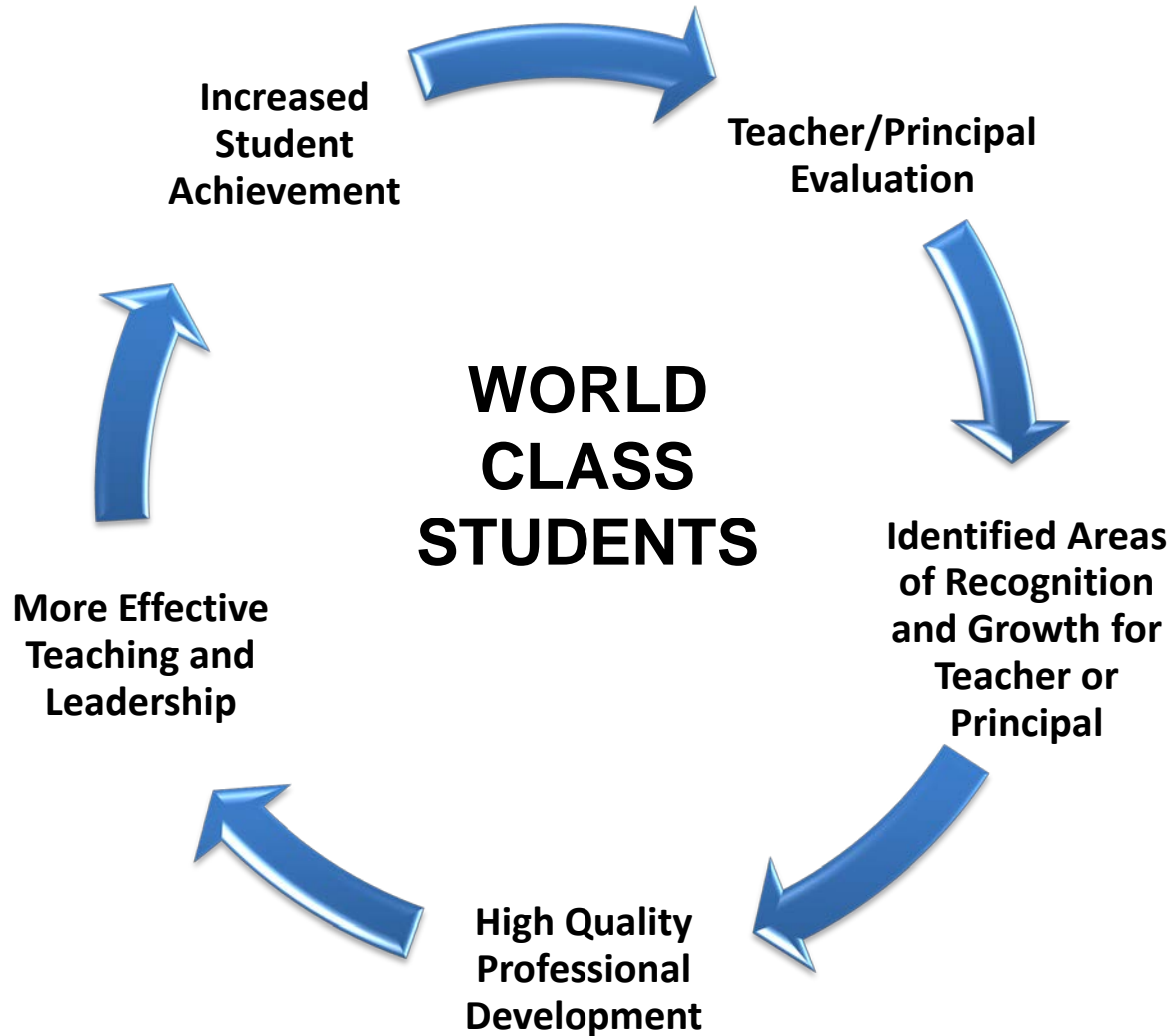
Redesign
Teacher & Principal
Preparation, Development,
Retention, and Evaluation

WORLD CLASS
STUDENTS

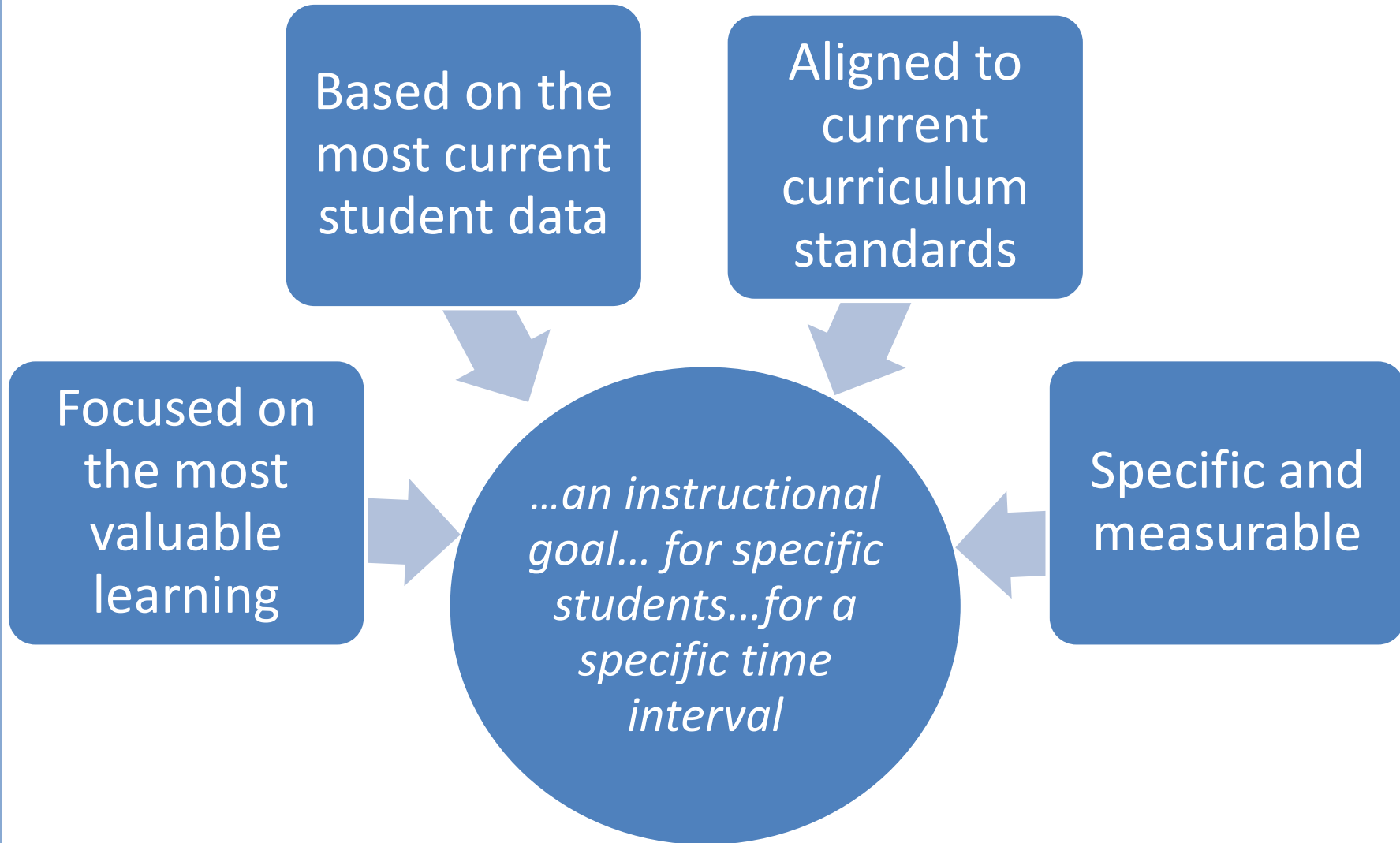
Build
a Statewide Technology
Infrastructure

Implement
the Breakthrough Center
Approach

Maryland Teacher and Principal Evaluation System



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



Data Review & Baseline Evidence

What data sources and where is the instructional starting point for students?

Student Population

For whom is the SLO developed?

Learning Content

What is the appropriate content for the targeted student population?

Instructional Interval

How long will instruction be focused on this learning content?

Target

To what point will students progress or master the content?

Evidence of Growth

What is the progress of students (beginning to end of the instructional interval)?

Rationale

Why this learning content? Why these students? Why not others?

Strategies

How will selected instructional strategies help students achieve the targeted goal?

Teacher Professional Development and Support

What resources/assistance will help increase instructional effectiveness?

SLO COMPONENTS

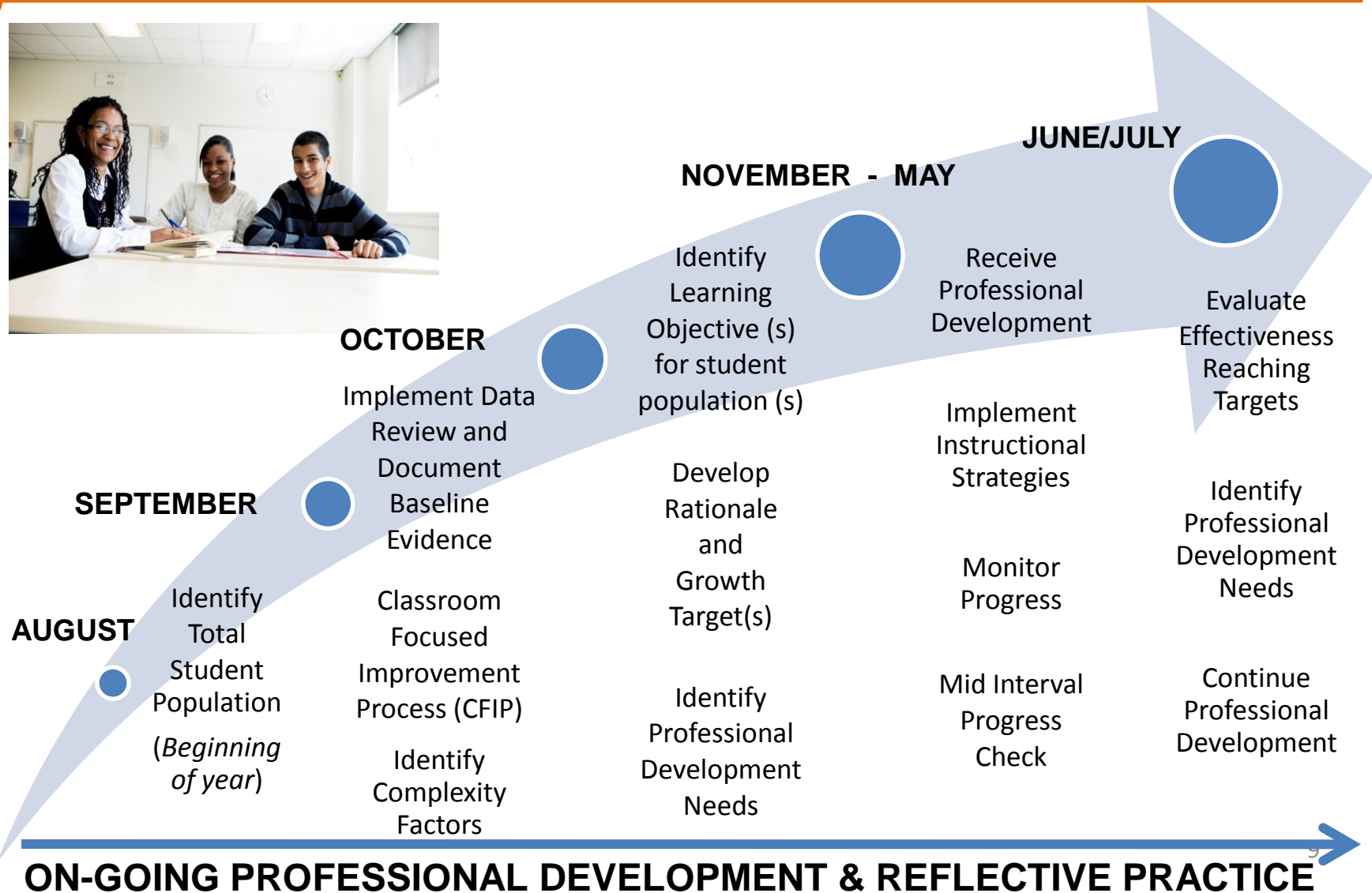
S.L.O.s Step-by-Step

A School-Based Approach

Please reference p. 3 in handout:

***Targeting Growth - Using Student Learning Objectives
as a Measure of Educator Effectiveness***


On-Going Professional Development and Reflective Practice



Quality Control Considerations:

- Regularly analyze and compare data from S.L.O.s with other measures of teacher and student performance.
- Provide support for evaluator calibration sessions.
- Set requirements or provide guidance for how to choose and develop high-quality assessments.
- Spot check S.L.O.s.
- Hold administrators accountable for S.L.O. quality.
- Training, Training, Training

Quality Control Continuum



Provide guidance, templates, and tools

Train district staff and principals

Hold principals accountable for quality

Spot check SLOs for rigor

Support creation of common assessments

Create standardized methodology

Whole Group Guided Practice



Whole Group Practice

DIRECTIONS



STEP 1: Read Silently:

**Guiding Questions and
ELA Grade Five SLO**

STEP 2: TEAM –UP

**Side A – Begin with “Data
Review”**

**Side B – Begin with “Evidence of
Growth”**

Work in Pairs

STEP 3: Suggest “Probing Questions”



What are your probing questions?

Small Group Process



Student Learning Objectives

Small Group Outcomes

- Review a second S.L.O.
- Discuss challenges, opportunities and “AH-HAs” created by the S.L.O. process
- Learn from LEAs

Small Group Report Out

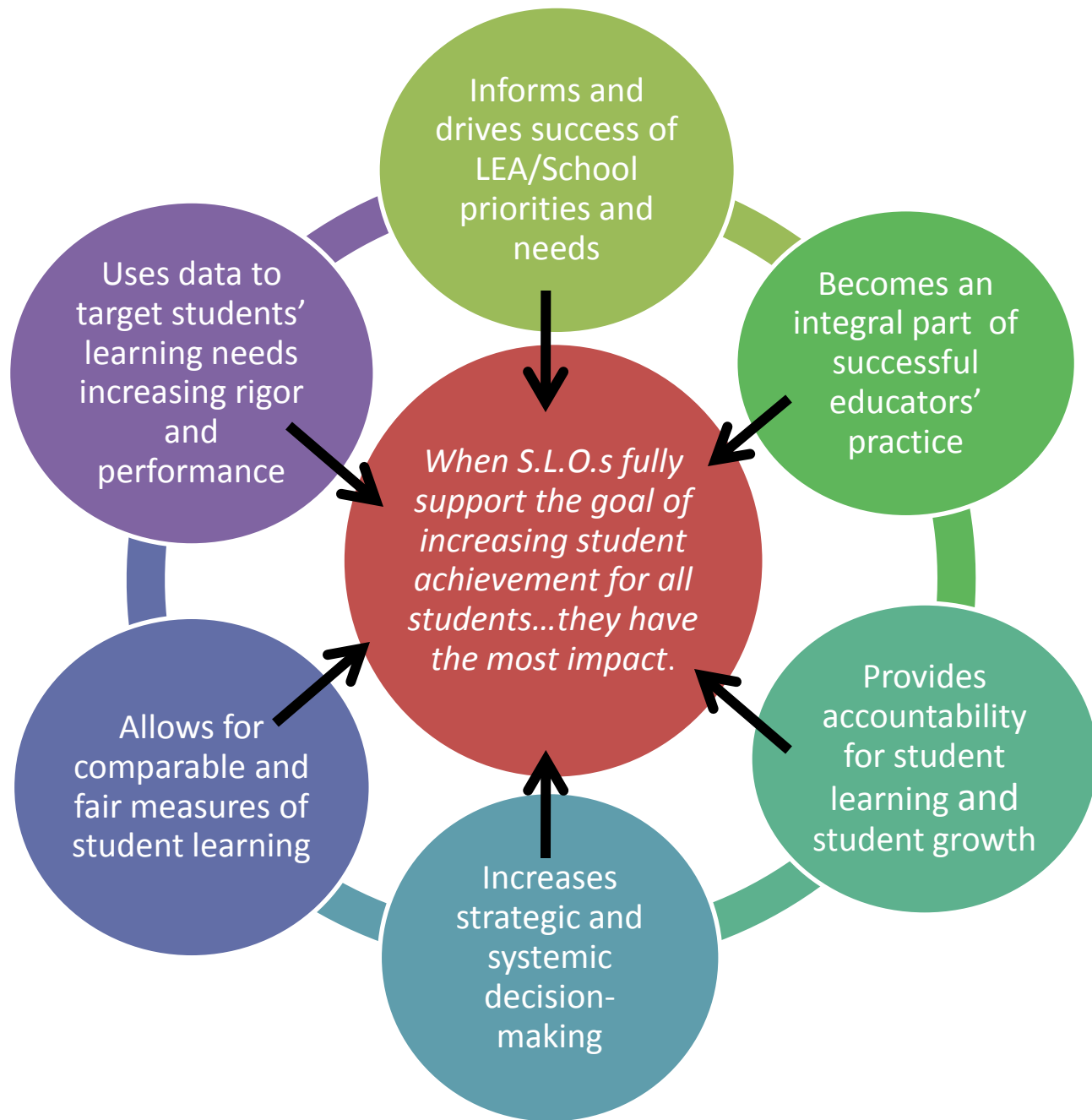
Student Learning Objectives

- “AH-HA” Moments
- Challenges
- Opportunities





Positive Outcomes



Enjoy Lunch !



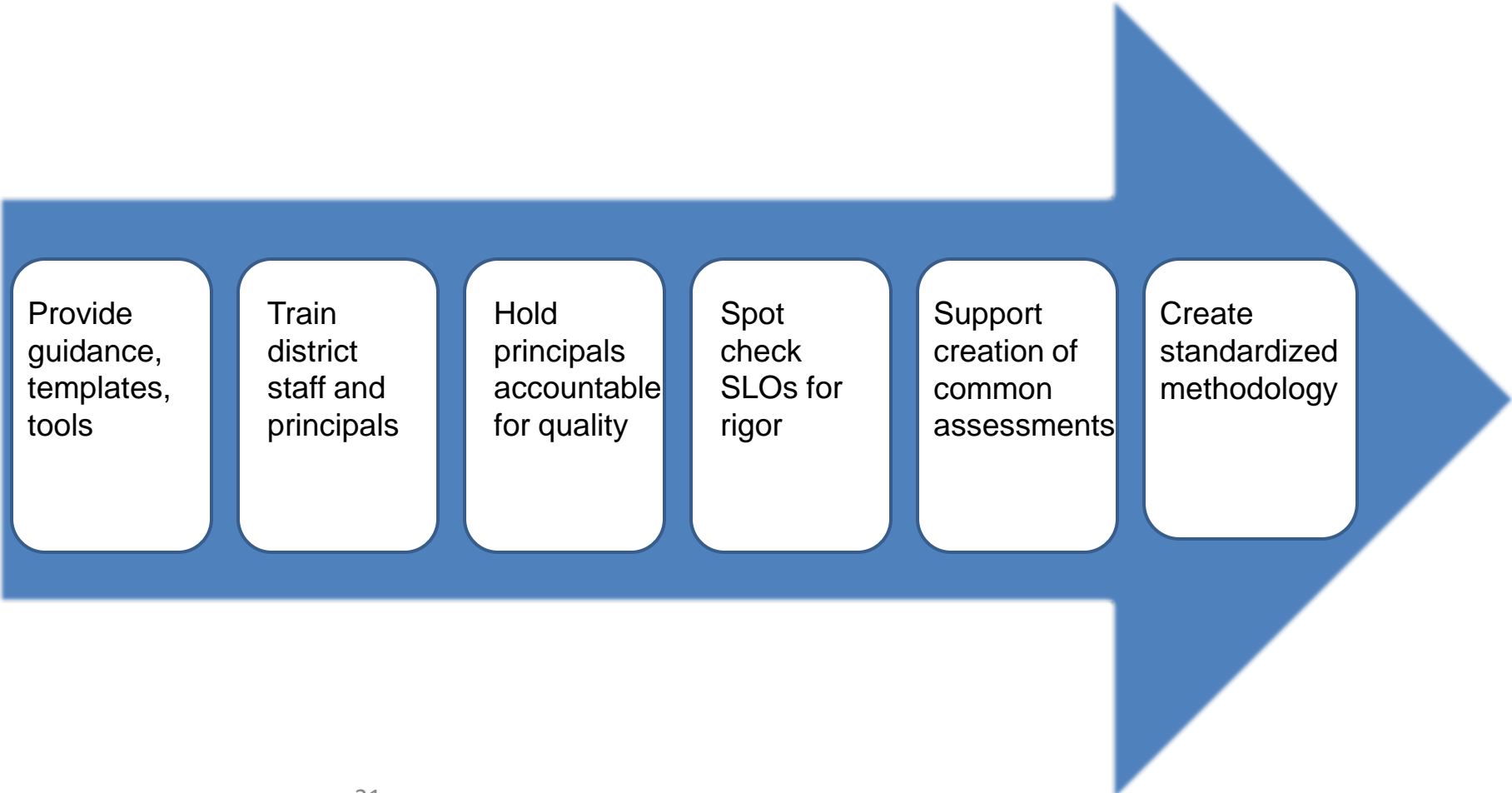
Considerations for Pilot Implementation: Making the Connections

- ✓ Frame evaluation process as part of the continuous improvement process
- ✓ Align State – District - School goals with S.L.O. goals
- ✓ Connect S.L.O process with other aspects of good teaching
- ✓ Integrate S.L.O. training with Common Core and other curricular training
- ✓ Integrate S.L.O. development with existing data review/analysis processes

Considerations for Pilot Implementation: Making the Connections

- ✓ Use existing structures and processes to support SLO implementation
 - ✓ School Improvement Planning
 - ✓ Professional Learning Communities
 - ✓ Department Chairs, Team Leaders
 - ✓ Student Teamings
 - ✓ Classroom Focused Improvement Process (CFIP)
 - ✓ SMART Goals
 - ✓ Action Research
 - ✓ Performance Assessment

Considerations for Pilot Implementation



Provide guidance, templates, tools

Train district staff and principals

Hold principals accountable for quality

Spot check SLOs for rigor

Support creation of common assessments

Create standardized methodology

LEA Focus Group Process

Student Learning Objectives

Outcomes

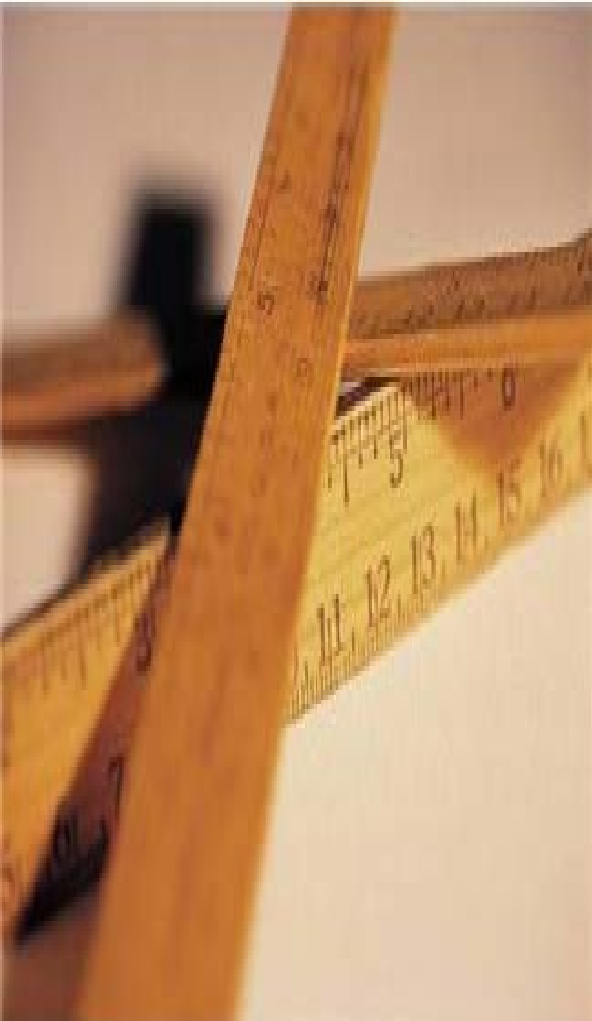
- Provide time for planning and discussion with regard to implementing the S.L.O. process
 - Identify strategies, process, etc. already in place
 - Discuss strategies, processes, timelines, personnel and resources that are needed
 - Identify what technical assistance may be needed



LEA Focus Group Report Out


Student Learning Objectives

- Strategies already in place?
- Next steps?
- Technical assistance needed?



MSDE Next Steps

- ❖ Finalize procedure for scoring S.L.O.s for the State model
- ❖ Make revisions, as necessary, to the guidance document based on pilot feedback
- ❖ Plan and provide future professional development



*“If properly implemented,
student learning objectives help teachers
bring more science to their art,
strengthen instructional support
to the classrooms, and
improve the quality of the outcome.”*

*William J. Slotnik
Founder and Executive Director
Community Training and Assistance Center*

EVALUATION



Please complete an evaluation before you leave.

Thank you for your time and attention!