

Student Learning Objectives: Quality Assurance



Phase Two Regional Training
December 2012

Student Learning Objectives Quality Assurance

Session Outcome

Understand key considerations for quality assurance of SLO implementation

Student Learning Objectives Quality Assurance



Admministratively Feasible

Professionally Acceptable

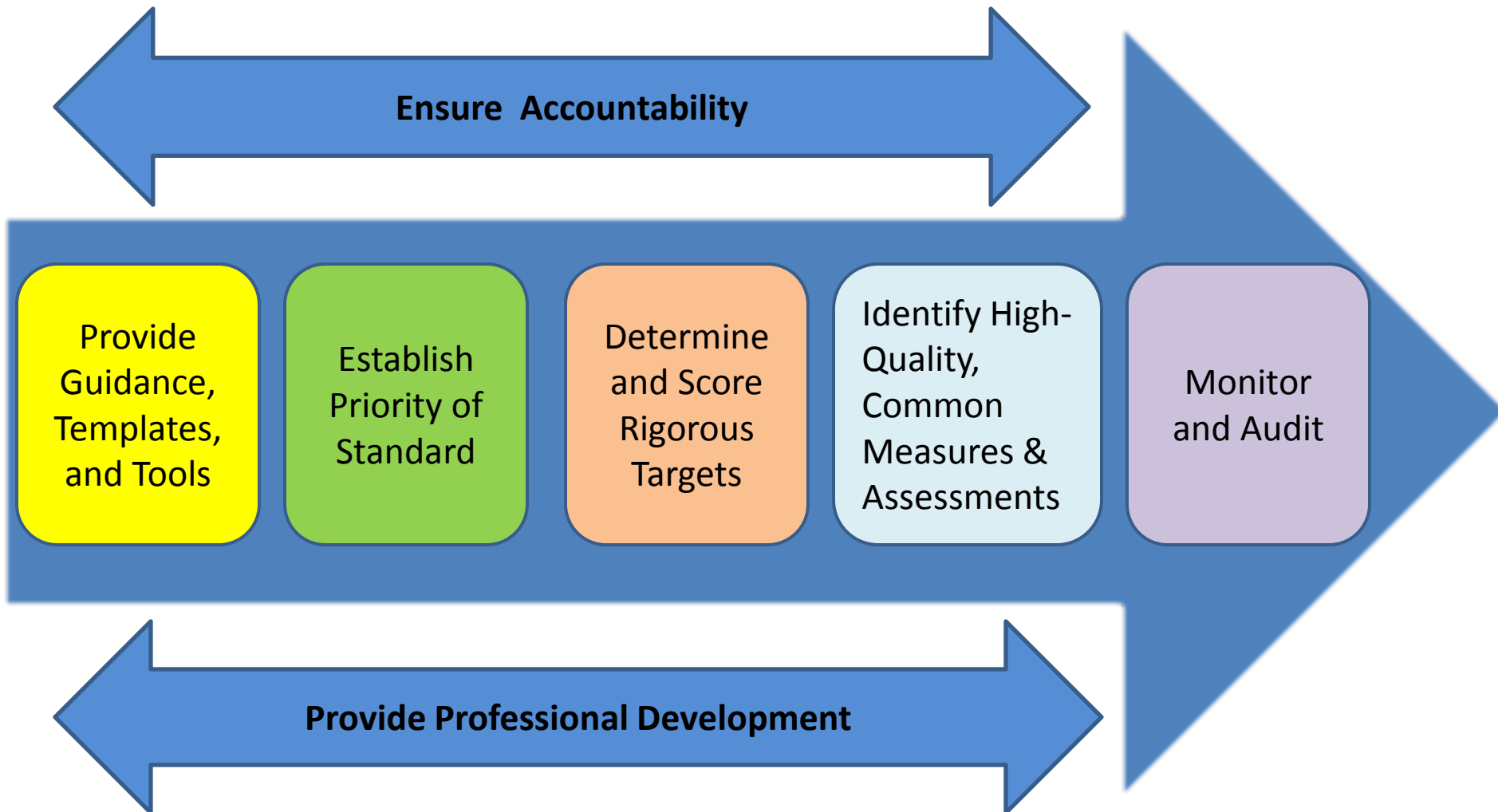
Publicly Credible

Legally Defensible

Economically Affordable

Source: National Board of Professional Teacher Standards

Student Learning Objectives Quality Control Components



Student Learning Objectives Quality Assurance

Provide
Guidance,
Templates,
and Tools

Local School System Responsibilities

- Adhere to COMAR
 - 13A.07.04-1 - Evaluation of Teachers and Principals
- Establish District Standards and Requirements
 - Number of SLOs and Consistency with SLO Components
 - Provide Annual Training and Professional Development
 - Create Documentation Process

Student Learning Objectives Quality Assurance

Provide
Guidance,
Templates,
and Tools

Local School System Responsibilities

- Establish District Standards and Requirements (con't)
 - Determine Student Attendance Requirement
 - Outline Assessment Selection Criteria
 - Develop Approval and Scoring Criteria
 - Design a System for Evaluator Accountability

Student Learning Objectives Quality Assurance

Provide
Guidance,
Templates,
and Tools

SLO Approval Rubric Domains

- Priority of Standard
- Rigor of Target
- Quality of Measure & Evidence
- Action Plan

Approving the SLO



To approve the SLO...

Priority of Standard	<p>The content is aligned to common core, international, national, state, local or industry recognized 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>

System Master Plan Goal

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

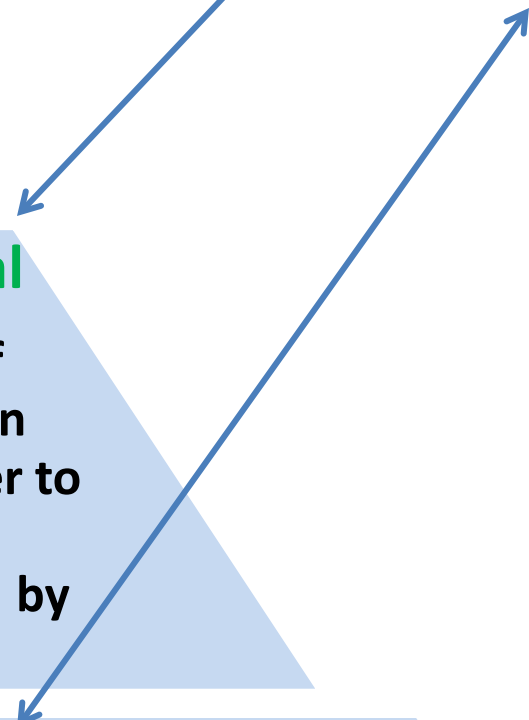
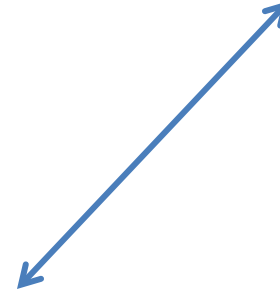
School Improvement Goal

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.

Establish
Priority of
Standard



To approve the SLO...

Rigor of Target	<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 <u>rationale</u> explains how the rigor and attainability of the numerical target were 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 represents 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 approve the SLO...

Quality of Measure & Evidence	<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 Approve the SLO...

Action Plan	<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>

Student Learning Objectives Quality Assurance

Activity:

Use *Rubric for Approval of Teacher-Written SLO* to review SLO example.

Student Learning Objectives Quality Assurance

Provide
Guidance,
Templates,
and Tools

SLO Approval Rubric Domains

- **Priority of Standard**
 - Aligned Content
 - Focuses on Critical Skills
 - Reflects District/School Priorities
 - Selects Content that is Appropriate for Instructional Interval
- Rigor of Target
- Quality of Measure & Evidence
- Action Plan

Student Learning Objectives Quality Assurance

Establish
Priority of
Standard

Determining Critical Content for SLOs

What would you tell a teacher to consider when choosing “critical content”?

Think Aloud...

Student Learning Objectives Quality Assurance

Establish
Priority of
Standard

Determining Critical Content

- Identify Student Population
- What must students know and be able to do to go to the next level?
- What is my level of understanding of the content?
 - What are the “gateway skills”, “power themes”, “enduring learnings”?
 - Are there connections to other disciplines?
 - Have I reviewed appropriate resources?
 - Have I reviewed appropriate assessments?

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

SLO Approval Rubric Domains

- Priority of Standard
- **Rigor of Target**
 - Supported by data
 - Represents an appropriate amount of learning
 - Differentiates target when appropriate
- Quality Measure & Evidence
- Action Plan for Professional Development

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Follow the Two “A”s Rule:

AMBITIOUS

&

ATTAINABLE

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Setting Student Growth Targets

- Targets must be clearly demonstrated given limitations with assessments
- All components of the SLO must be considered and aligned at the beginning
- Targets cannot be set in isolation from the measurement instrument

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Setting Student Growth Targets

- Growth Expectations Agreed Upon by Both Teacher and Evaluator
 - How was the growth target(s) set?
 - Data Sources
 - Data Analysis
 - What is the rationale for rigor of the growth target?
 - Why are these targets challenging, yet attainable?

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Questions To Consider

- Past performance of current students?
- Past performance of previous students?
- District or school performance targets?
- Similar targets among teachers of the same grade or subject content?

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Questions To Consider

- Percent of students receiving **interventions**?
- Percent of **students are not advancing** to due to lack of mastery of critical content?
- **Gap** between **current** performance and **expected** performance?

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Approaches to Setting Targets

- Proficiency Target
 - 80% of students will pass the end of course exam
 - 50% or better will score a 3 or better on the AP exam
- Growth Target
 - 100% of my students will progress at one fitness level
 - 65% of my 1st graders will make projected growth or better on the MAP assessment

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Approaches to Setting Targets

- Target Average
 - My psychology students will answer, on average, 80% of the questions correctly on the end of course exam.

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Approaches to Setting Targets

- Tiered Targets Based on Initial Assessments:

By April 1, 2012, all high school student enrolled in Pre-Calculus will demonstrate measurable improvement from their pre-assessment score to their post-assessment score as determined by the following criteria:

Level 1: (0 - 25%)

Level 3 (51 – 75%)

Level 2: (26 - 50%)

Level 4 (76 – 100%)

Those scoring in Levels 1 – 3 will move up at least one level on the post assessment. Those scoring in Level 4 will increase their post assessment score by $\frac{1}{2}$ the distance to 100%.

Student Learning Objectives Quality Assurance

Determine
and Score
Rigorous
Targets

Setting Student Growth Targets

- Student Growth Measures
 - Common Assessments
 - Multiple Measures
 - District-Level Benchmarks
 - Performance Assessments
 - Artifacts
 - Portfolios

Student Learning Objectives Quality Assurance

Identify High-
Quality,
Common
Measures &
Assessments

SLO Approval Rubric Domains

- Priority of Standard
- Rigor of Target
- **Quality Measure & Evidence**
 - Provides data on target(s)
 - Aligns with standards
 - Appropriate for student population
 - Measures state, district or school criteria
- Action Plan

Student Learning Objectives Quality Assurance

Identify High-
Quality,
Common
Measures &
Assessments

***No measure is perfect;
however, better measures
allow for better decisions***

- MET Project: Policy and Practice Brief, January 2012 Teacher

Student Learning Objectives Quality Assurance

Identify High-
Quality,
Common
Measures &
Assessments

Examples of Types of Measures/Assessments

- Commercially Developed and Validated Measures Aligned with the Standards
- Criterion-referenced Tests, Inventories, and Screeners
- District common benchmark assessments, end of course exams
- Authentic Measures to Document Performance
- School or Teacher-developed Approved Measures

Student Learning Objectives Quality Assurance

Identify High-
Quality,
Common
Measures &
Assessments

Assessment Selection Considerations

- How much time or manpower to administer?
- Is a scoring tool available?
- How much time or manpower to score?
- Will results be available in time to inform evaluation?
- What is the cost to purchase?
- How many teachers will be able to use the assessment?
- What training is required?

Student Learning Objectives Quality Assurance

Identify High-
Quality,
Common
Measures &
Assessments

Assessment Selection Criteria

- **Alignment:** Aligned to standards and SLO
- **Meaningful:** Reflects knowledge and skills valuable to students and course content
- **Precision:** Addresses accuracy and alignment
- **Timely:** Promptly provides data for use in evaluations
- **Adaptable:** Includes potential for accommodations

Student Learning Objectives Quality Assurance

SLO Approval Rubric Domains

- Priority of Standard
- Rigor of Target
- Quality Measure & Evidence
- **Action Plan**
 - Selected instructional strategies support target(s)
 - Identified professional development supports SLO implementation

Student Learning Objectives Quality Assurance

Review the *SLO Scoring Process for the Maryland Teacher Evaluation Model* for scoring an SLO.

Student Learning Objectives Quality Assurance

Monitor &
Audit

Regional Training – Phase 3

Next Steps

- Evaluator Calibration Sessions
- SLO Audits/Random Sampling of SLOs
- Analyze/Compare Data
- Documentation of Student Work and Assessments
- Assessment Security Issues

Student Learning Objectives Quality Assurance



Admministratively Feasible

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Source: National Board of Professional Teacher Standards



**Visit MSDE's Teacher and Principal Evaluation Website at:
MarylandPublicSchools.org/MSDE/programs/tpe**