

Table of Contents

Section One: Overview

- Introducing Student Learning Objectives as a Measure of Student Learning
- History on Student Learning Objectives
- What Are Student Learning Objectives?
- Case Study
- The Purpose of Student Learning Objectives
- Aligning SLOs with State, District and School-Level Goals
- Why SLOs?
- Federal ESEA Waiver Requirements Met by SLO Implementation
- OSSE's Role
- Requirements for LEA's Implementing Student Learning Objectives

Section Two: Student Learning Objectives in Context

- Student Learning Objectives
- Types of Objectives
 - Student Coverage
 - Class Objective
 - Targeted Objective
- Types of Targets
 - Mastery Target
 - Growth Target
- Number of SLOs
- Anatomy of an SLO

Section Three: The Process for Setting Student Learning Objectives

- The SLO Process
- Setting SLOs
- Teachers without Teams
- Understanding Baseline Data
- Setting Targets
- Choosing Quality Assessments
- Approving and Monitoring SLOs
- Monitoring Progress – Reviewing Student Learning Objectives at the Mid-Year Conference
- Evaluating and Scoring SLOs
- Documentation Needed to Evaluate SLO Attainment
- A Note of Data Collection and Reporting
- Guidance on Evaluating Individual SLOs
- Guidance on Evaluating a Set of SLOs

Section Four: Troubleshooting

- Implementation Challenges and Solutions
- Statement on Controlling for Quality at the LEA- Level
- SLOs FAQs
 - Process

- Context
- Additional Questions

Section Five: Glossary

Section Six: Appendix

I. Student Learning Objectives Across Various Instructional Models

- Co-Teaching Model
- Teachers of English Language Learners
- Specials Teachers (Arts, PE, etc.)

II. Framework for Selecting Assessments

III. Matrix of Assessments Piloted Across DC's RTTT LEAs

IV. Approval Checklist for Reviewing Student Learning Objectives

V. Evaluation Conference Planning Tools

VI. Scoring Tables

VII. Sample SLOs

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Executive Summary

State Education Agencies (SEAs) and Local Education Agencies (LEAs) across the country are revamping the way they measure teacher effectiveness. Student learning is the single most important indicator of educator effectiveness. Across Washington DC, Math and English teachers of grades four to eight receive a value-added measure (VAM) score based on how their students are *expected* to perform on the DC-CAS standardized assessment compared to how their students *actually* perform on the assessment at the end of the school year. Teachers instructing students who do not take the DC-CAS are still accountable for the student learning that occurs in their class and alternative measures have been developed to capture their contribution to student learning.

Student Learning Objectives (SLOs) present an alternative approach to measuring student learning in untested grades and subjects. The Student Learning Objectives process provides an opportunity for teachers to collaborate with other teachers and with their school administration to set meaningful academic goals for their students. Student Learning Objectives are long-term, measurable, academic goals set for students to accomplish at the end of a course. Developing Student Learning Objectives is an iterative process of identifying the most important learning content for the year alongside teachers of the same content area, reviewing student academic and social data, setting long term goals for students, measuring those long term goals along the way and evaluating student attainment of those goals at the end of the school year. In short, the Student Learning Objectives process trusts teachers to set goals for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach those goals.

Student Learning Objectives have been implemented in a number of states and districts across the country. Many have found, after years of implementation and refinement, that SLOs are a valuable addition to their school structure for the following reasons:

- *SLOs reinforce, and can help to formalize, good teaching practice.* The SLO process involves interpreting data, setting goals, using data to assess progress and adjusting instruction based on data collected.
- *SLOs acknowledge the value of teacher knowledge and teacher skill.* The writing of strong objectives is typically within the expertise of most teachers, and teachers have input on how student learning is measured.
- *SLOs are adaptable.* They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revisited based on changes in standards, curriculum, student population and student need.
- *SLOs encourage a collaborative process.* The process of developing SLOs, as interpreted by a number of districts and states, involves a deep level of collaboration among teams of teachers across grade levels or subject areas to identify the “most important” content.

The following chart demonstrates the Student Learning Objective process and the steps an LEA could follow to ensure the fidelity of the process across classrooms.

Step 1: Set and Approve Student Learning Objectives	Step 2: Monitor Student Learning Objectives	Step 3: Evaluate Attainment of Student Learning Objective
Teacher teams (where applicable) review course objectives and standards. Teams identify most important learning for the year.	Teacher teaches and monitors student learning throughout the year. Quizzes, interim assessments, benchmarks and other measures of student learning can and should be used to monitor student progress.	Teacher distributes end-of year assessment to students to measure student learning.
Teacher teams identify the assessment(s) they plan to use to measure student learning at the end of the course. Teacher teams can opt to use <i>Framework for Selecting Assessments</i> for guidance.	Teacher discusses progress with teacher teams and evaluator(s)	Teacher collects, analyzes, and reports final evidence of student learning. Teacher reviews student performance data (e.g. quizzes, benchmarks) and student social data (e.g. attendance records) to contextualize the school year.
Teacher collects and reviews student baseline data (e.g. diagnostic data, historical performance data, behavioral data).	Teacher and evaluator revise supports and interventions if students are not progressing as expected.	Teacher and evaluator review outcomes. Teacher provides outcome data and supporting evidence based on the level of standardization of the assessment. Evaluator reviews individual SLO attainment and evaluates the set (if an educator developed two SLOs) of objectives before assigning an attainment rating.
Teacher drafts Student Learning Objective(s) for their class and sets performance targets based on student baseline data.	Teacher and evaluator make adjustments to SLOs by mid-year (if necessary).	Teacher and evaluator reflect on outcomes to improve implementation and practice.
Primary evaluator and / or contributing evaluator review SLOs. <i>Student Learning Objective Approval Checklist</i> can assist with SLO quality control across classrooms.		

Section One: Overview

Introducing Student Learning Objectives as a Measure of Student Learning

Student learning is the single most important indicator of educator effectiveness. As such, all public school teachers in DC must include student growth data in their educator evaluations. The Student Learning Objective process described in this guidebook captures one approach to measuring student learning. The cornerstone of the Student Learning Objective process is that educator evaluation begins with the educator, and that the evaluation itself is grounded in data analysis, a rich reflective practice and continuous feedback.

History on Student Learning Objectives

The Student Learning Objectives approach is one alternative method for looking at student growth, particularly in non-tested grades and subjects, currently being explored in a number of federally funded Teacher Incentive Fund grant winning districts, as well as in early Race to the Top states.

The Student Learning Objective (SLO) approach was piloted in Denver beginning in 1999, and initial research on Denver's SLO adoption found that rigorous and high quality growth objectives were associated with higher levels of student achievement. Since then the process has been adopted by several states and districts including New York, Rhode Island, Charlotte-Mecklenburg, North Carolina and Austin, Texas. While each state and LEA has made their own modifications to the process, the intent for using Student Learning Objectives remains the same: Student Learning Objectives are useful for 1) identifying the learning focus for a course and 2) identifying how we are going to measure student learning in relationship to the focus.

What Are Student Learning Objectives?

Student Learning Objectives (SLOs) represent the most important learning for the year (or semester, where applicable). They are goals and objectives that are based on available prior student learning data. To that end, SLOs are informed by student learning data from a previously administered assessment, a diagnostic exam given at the beginning of the course, or another source that can give the teacher insight about students' "starting" point with the subject matter. The objectives are not only specific and measurable, but also aligned to content standards.

SLO Case Study

School Context:

Middle School #4 is located in Denver, Colorado and operates within the Denver Public Schools system. Middle School #4 serves over 600 students in grades 5 through 8, and is staffed by a team of teachers whose experience ranges from first and second year novices to 20-year veterans. Principal Smith has been the principal of Middle School #4 for the last five years and has developed a number of strategies to build community among his staff. Like many other

school principals, Smith implemented common planning time once a week for all of his teachers. During this time, teachers on the same teaching teams meet together to discuss curriculum, interim assessments, and classroom dynamics with their department chair while their students engage in non-core classes.

Incentivizing Teachers:

Principal Smith was aware of his district's interest in pay-for-performance incentives for teachers and decided to join the district's Student Learning Objectives (SLO) pilot program for two reasons. First, he was looking to ease into full implementation of SLOs; second, he wanted to be able to provide feedback to refine the Student Learning Objectives process. His school met the district's requirement for participation, with 85% of the teacher population voting in favor of pilot participation.

Pilot Implementation:

Denver Public Schools knew that setting a high quality SLO was not likely, in and of itself, to produce more learning and improved outcomes for students. However, the District believed that setting an excellent objective is the first step in an instructional loop of reflecting, planning, teaching and assessing that is carried out recursively and meta-cognitively by the teacher.

SLO Process:

To that end, pilot teachers individually developed two year - long instructional objectives for each of the four years of the pilot using the following process:

- (1) Review the available baseline achievement data on their current year students;
- (2) Write two objectives for the identified population(s);
- (3) Select a measure for each objective;
- (4) Establish expected gain or growth targets for the students in the class; and
- (5) Confer with the building principal for approval. At the end of the school year, the teacher presented evidence that one or both objectives had been met, and if the principal concurred, the teacher was compensated commensurately.

Sample SLOs:

Below are sample SLOs developed by Middle School #4's arts teachers:

- Music - 80% of students in fifth grade will be able to identify and describe the differences between three pieces of music from the Middle Ages, the Classical period, and/or 20th century.
- Visual Arts - 80% of students in sixth grade with 85% attendance will identify visual images in works of art with multicultural themes (e.g., King Tut, Nefertiti, Mt. Fuji, Sumo wrestler, samurai, Aztec, Mayan and Incan symbols).
- Dance - 80% of students in seventh grade will create a dance to demonstrate understanding of the scientific concepts of force and motion.
- Drama - 80% of students in eighth grade with 85% attendance will demonstrate acting technique by portraying characters in scripted scenes.

Below is a sample of the completed SLO conference form from one of Middle School #4's 8th grade math teachers who teaches an advanced Algebra course:

Role: Classroom Teacher (Middle School: Algebra 1)
Grade Level(s): 8
Content Area: Math
Rationale: This objective supports a department goal.
Population: My population is my 1st/6th period class, 32 students.
Interval of Time: One school year
Assessment: Teacher-Made Assessment
Baseline: 75% of my students scored below proficient on the Unit 4 pre-test and 25% scored proficient or above.
Expected Growth: 85% of the students will score proficient or above on the post-test.
Learning Content: Standard 2.2a, chapter 4 in discovering algebra; given a story problem, write an equation, create a table, make a graph, and interpret the graph.
Strategies: Scaffolding techniques, daily warm ups, exit tickets, activities, etc.

Teacher Reactions Post-Pilot:

"There is a lot more teamwork. We are on the same page. There is a lot of discussion about school-wide goals. There is lots of focus on students who are borderline or below grade level." – Pilot teacher

"The SLO process helps me focus on the most important learning goals for the year, and it helps me hold myself accountable to the data I collect every day." – Pilot teacher

"Has the SLO process had an impact on learning? Not really. Has it made me a better teacher? Not really. But it did help me to use data. We have always been doing the same thing. Now it's just on a piece of paper." – Pilot teacher

"I don't know if SLOs are that much different than any other objectives for teachers who are expected and determined to move children from one point to another." – Pilot teacher

"There isn't much equity among objectives. I would like to see the bar raised on objectives. Objectives can be changed mid-course which allows people to lower the bar if kids aren't doing well." – Pilot teacher

Findings:

Denver Public Schools compared the results of Middle School #4 with those of the other participating schools and drew a number of conclusions about Student Learning Objectives and their impact. They found that, in the beginning, teachers spent a lot of time focused on improving student performance on an assessment (i.e. "70% of my students will gain one year

or more in reading on the Iowa Test of Basic Skills) rather than focusing on learning content. They also found that there had been inadequate professional development for both principals and teachers on the craft of setting objectives and aligning instructional practices to them prior to the pilot. Below is a summary of the findings:

1. At all three academic levels—elementary, middle, and high school—higher mean student achievement on state standardized tests in the pilot schools is positively associated with the highest quality objectives.
2. Student achievement rises as length of teacher participation in the pilot rises. The longer the teacher participated in the pilot, the better their students performed on standardized assessments. As teachers strengthened their objectives and the strategies used to help their students reach their goals, their students performed increasingly well on standardized assessments.
3. The pilot has significantly increased the school and district focus on student achievement.
4. Teachers indicate that they have greater access to student achievement data and that they use the data more effectively, particularly baseline data, to establish growth expectations, to focus earlier on students who may need more assistance and to monitor progress.

The Purpose of Student Learning Objectives

Student Learning Objectives provide an opportunity for teachers to inform the way in which their practice is evaluated. Educators work together in teams, and alongside their evaluators, to determine priorities around content, and to establish expectations around how learning is assessed. By setting growth targets based on data that describes their specific students, educators are linking the evaluation of their practice directly to the impact they have on their students over the course of a semester or year.

Aligning SLOs with State, District and School – Level Goals

Student Learning Objectives link directly with school – level priorities and, where possible, district and state level priorities. School leaders might even opt to develop school – wide learning objectives as the basis and model for the SLO process for teachers. In the cases where course-level SLOs cannot be aligned to school-level objectives, evaluators and teachers can work together to ensure that SLOs complement school priorities.

Why SLOs?

OSSE recommends the use of SLOs as one option for measuring student growth, and for capturing the data collected in educator evaluations.

SLOs reinforce, and can help to formalize, good teaching practice. The SLO process involves interpreting data, setting goals, using data to assess progress and adjusting instruction based on data collected.

SLOs acknowledge the value of teacher knowledge and teacher skill. The development or selection of SLOs is a process uniquely aligned to teacher skills and experiences. The writing of strong objectives is typically within the expertise of most teachers, and teachers have input on how student learning is measured.

SLOs are adaptable. They are not always dependent on the availability of standardized assessment scores whose delivery typically does not happen in synch with the timeline of the school year. They can also be adjusted or revisited based on changes in standards, curriculum, student population and student need.

SLOs encourage a collaborative process. The process of developing SLOs, as interpreted by a number of districts and states, involves a deep level of collaboration among teams of teachers across grade levels or subject areas to identify the “most important” content.

Federal ESEA Flexibility Waiver Requirements Met by SLO Implementation

Under the ESEA Flexibility waiver, LEAs have three options for including student growth data in teacher evaluations for teachers of non-tested grades and subjects.

- The first option described is one in which teachers in non-tested grades and subjects use a *measure of school wide growth that is based on the DC-CAS in English / Language Arts and / or Mathematics.*
- The second option is to *develop a growth measure that is based on a standardized assessment that is aligned with or relevant to the CCSS.*
- The third option for including student growth data in teacher evaluations for teachers in non-tested grades and subjects is to *develop student learning objectives for every classroom that are aligned with Common Core State Standards (CCSS) or DC or Industry Standards where CCSS are not available. In grades or subjects in which pre-tests are not available, educators will use all available prior assessments to set appropriate objectives.*

OSSE’s Role

The guidelines for establishing Student Learning Objectives laid out in this document aim to set high standards, while also allowing LEAs the flexibility to modify certain components of the process to meet their unique goals and match their instructional vision.

To support LEAs in their efforts to meet federal requirements for measuring student growth in untested grades and subjects by implementing the Student Learning Objective process, OSSE commits to providing support to LEAs who choose to implement SLOs in the following ways:

1. OSSE will provide guidance, via this document and a series of technical assistance sessions, for SLO implementation.
2. OSSE will provide resources and examples of similar resources in use to assist in SLO implementation.

3. OSSE will ensure that LEAs have a strong quality control process in place that works to ensure all SLOs are rigorous and attainable.

Requirements for LEAs Implementing Student Learning Objectives

Each LEA is unique in terms of its leadership, capacity, and overall design to improve student achievement. Despite this diversity, the SLO process presents an opportunity for all LEAs to formalize good teaching practices, and to deepen the connection between these teaching practices and the mechanisms with which we evaluate teacher performance. While many of the teachers at LEAs across DC collect student data, set ambitious goals, adjust instruction for students and measure student progress to the goals, the SLO process described in the pages that follow holds teachers and administrators accountable for that process. The key role of the LEA is to create an environment conducive to supporting the ongoing cycle of data collection and analysis, reflection, goal setting and feedback between teachers and administrators.

Specifically, OSSE requires that all LEAs implementing the SLO process will:

1. Train evaluators to analyze data, draw conclusions about student and teacher performance based on various data points, approve SLOs, assist in mid-course check-ins (if applicable) and assign accurate ratings for teacher performance.
2. Monitor or implement the SLO process with fidelity across the school(s) by reviewing SLO goals, supporting data, and the overall implementation of the SLO process across the school(s) with the use of an established rubric, framework or checklist to ensure consistent reviews.
3. Provide procedural safeguards to ensure the integrity of the process, including evaluation appeals, mid-course adjustments, assessment documentation and quality control for target setting.

We recognize that the diversity among LEAs requires that the SLO process maintain a high degree of flexibility, yet it cannot be so flexible that LEAs feel that they are left without resources. The sections that follow are intended to provide readers with suggestions around best practices. The goal of the sections that follow is to share resources and notes based on the invaluable experience of those who have been engaged in this work. To that end we want to highlight the key steps that all teachers and administrators practicing SLOs must follow for successful implementation.



A Note on the Guidebook: The Flexibility Factor

There are a number of aspects of the SLO model presented here that have room for flexibility and LEA-level discretion. Throughout the document that follows, we have separated and labeled different options with a blue box marked “Flexibility Factor.”

Flexibility Factor

The “Flexibility Factor” boxes are used throughout this guidebook to highlight where LEAs have opportunities to customize aspects of the SLO process and establish policies to meet their individual needs.

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Section Two: SLOs in Context

Student Learning Objectives

Student Learning Objectives are long-term, measurable, academic goals set by teachers for the students enrolled in their courses. Student Learning Objectives require teachers to be familiar with both the standards and curriculum for the courses they teach, and also with their students' academic and behavioral data. With the use of Student Learning Objectives, teachers and evaluators work together to determine how content should be prioritized so that they can establish clear expectations for how student learning should be assessed. To that end, teachers often must collaborate with other teachers, their evaluators and other school leaders to make these determinations, creating an opportunity for multiple educators to lend their expertise and support for the establishment and attainment of these goals.

For some, setting or evaluating Student Learning Objectives represents a major shift in practice. It will require collaboration and the use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Over time this process will help us establish broader statewide perspectives on student learning and progress.¹

The big idea behind Student Learning Objectives is that teachers become fluent in the answers to the following two critical questions:

- 1) What do I expect my students to learn during their time in this course?
- 2) How will I know if they've learned it?

While the objectives themselves are important, the process of creating and monitoring the objectives is also important. The process should be familiar to teachers. In general, this process requires teachers to align goals with standards, measure students' baseline knowledge, set targets accordingly, and use high-quality assessment to measure students' end-of-the-year (or end-of-the semester, where applicable) performance.

Types of Objectives

Teacher generated objectives should include goals that cover all the students in their class. Given the collective push to ensure that all students are academically successful and making progress towards goals, it is important that teachers set at least one objective to cover all students, for each course. While teachers must set Class Objectives, they also have the option to set Selective Objectives for their lower performing students.

The Class Objective is a goal based on a students' starting point in a course. Although students may have different starting academic points, the Class Objective ensures that no student "falls between the cracks" when teachers set their goals. The class objective covers all students in the course.

¹ from Rhode Island Department of Education's Student Learning Objectives ___ Guidebook

The Selective Objective is a goal set specifically for those students who are significantly behind their peers. Selective Objectives often cover specific objectives for that particular subset of students to master. Selective Objectives are most useful when teaching courses where certain students are severely behind grade level. For example, in a general education third grade classroom, a teacher might have four students reading at the Kindergarten level. Developing a Selective Objective for this subset of students could help the teacher ensure that her attention is focused on their specific, unique learning needs. While the entire class may have a reading Class Objective that covers most of the reading standards, the targeted objective will only cover a subset of reading standards for this subset of students. Whether a teacher decides to create only Class Objectives, or a combination of both Class and Selective Objectives, all of the students in the class must be covered by the objectives.

Types of Targets

Teachers can set two different types of targets for their students when creating Student Learning Objectives. Teachers may opt to set a Mastery or Growth Target for their students. Targets describe where the teacher expects students to be at the end of the interval of instruction. Targets can be described in terms of absolute numbers, percentages, rubric –levels, or other ending points on an assessment.

For Mastery Targets, students are required to demonstrate a specified level of skill or content knowledge, regardless of data collected from baseline measures [e.g. all students will score a 4 or better (on a six-point rubric) on the end-of-course performance task]. Mastery Targets are most appropriate for courses where students are expected to start the course with little to no prior knowledge, such as chemistry or world history, and then develop their understanding of the content over time.

Conversely, **Growth Targets** require that students make a certain amount of progress toward a clear benchmark of performance. Students will likely have different ending points at the end of the semester, as the end point is based on students' starting point, or baseline data (for example: all students will increase their performance by 40 percentage points or more on the end-of-course assessment or students reading on A will increase to level D by the end of the year and students reading on level C will increase to level F by the end of the school year).

Number of SLOs

Educators and evaluators should work together to determine the appropriate number of Student Learning Objectives for a course. However, OSSE recommends a minimum of two objectives in order to cover the breadth of standards for which a teacher is responsible for a single course. For those teachers who teach multiple subjects to a single cohort of students throughout the day (e.g. second grade, self contained elementary students), evaluators may want to have teachers write English and mathematics SLOs to start – especially given the wider range of valid and reliable assessments that can be used for those subject areas. For those teachers who teach a single subject (e.g. the tenth grade World History teacher), two SLOs covering the majority of content for the course should be developed for the year.

Anatomy of an SLO

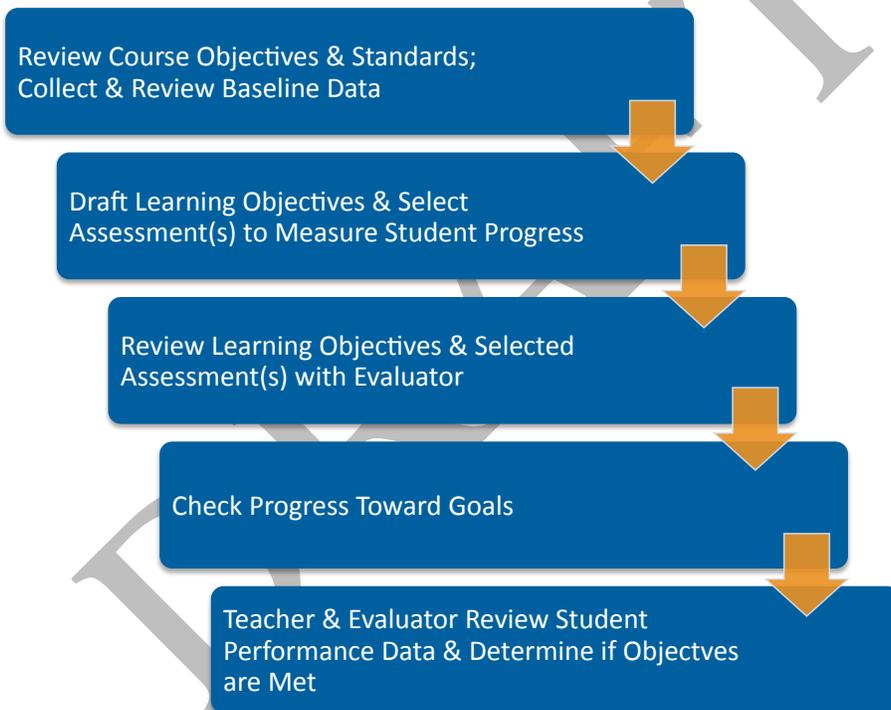
Criteria	Description
Objective	Identifies the priority content and learning that is expected during the interval of instruction. The objective statement should be broad enough that it captures the breadth and depth of content of an extended instructional period, but focused enough that it can be measured.
Rationale	Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective.
Aligned Standards	Specifies the standards (e.g., CCSS, DC Learning Standards, or other state or national standards) with which this objective is aligned.
Students Covered	Specifies the number of and grade/class of students to whom this objective applies.
Baseline Data	Describes students' baseline knowledge, including the source(s) of data and its relation to the overall course objectives. If baseline data is not available for the student population that the Student Learning Objective covers, data about a similar student group (such as students taught in a previous year) or national expectations about student achievement in this area may be referenced.
Targets	Describes where the teacher expects students to be at the end of the interval of instruction. The target should be measureable and rigorous, yet attainable for the interval of instruction. In most cases, the target should be tiered (differentiated) so that it is both rigorous and attainable for all students included in the Student Learning Objective.
Rationale for Targets	Explains how the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that the data indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target.
Student Learning Objective Assessment (Evidence)	Describes which assessment(s) will be used to measure student learning, why the assessment(s) is appropriate for measuring the objective, and its level of confidence and commonality.
Student Learning Objective Assessment (Evidence) Administration	Describes how the measure of student learning will be administered (e.g., once or multiple times during class or during a designated testing window by the classroom teacher or someone else).
Student Learning Objective (Evidence) Scoring	Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers).

Section Three: The SLO Process

The Process

Student Learning Objectives are not just about the goals that educators set for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goals. The educator collaboration and analysis required for successful SLO implementation aligns with effective teaching practices more broadly. Teachers engage in a collaborative process with their teams and ultimately collaborate with their evaluator (or supporting school leadership) to establish long-term, measurable, academic goals for their students.

Below is the recommended process for setting, approving and evaluating SLOs in DC.



Setting Student Learning Objectives

School leaders typically set school priorities and goals during the summer preceding the academic year. The school priorities should align with the State's overall vision and goals for academic success. For example, school leaders review the State's strategic plan in conjunction with their school plan and establish academic goals for their students. Additionally, school

leaders finalize courses and curriculum by the summer of 2012 for implementation during the 2012-13 school year. These priorities are then shared with instructional staff during the starting weeks of school, typically in late July and early August, so that teachers can begin their long-term course planning with the school's and State's overall academic direction in mind. School leaders, evaluators, and teachers establishing SLOs should follow this sequence of events starting with the identification and sharing of school-level and State priorities and goals with teachers before the teaching staff begins its long term planning for the year. SLOs should be aligned with the school's priorities and goals for the student population.

Student Learning Objectives should align with Common Core State Standards (CCSS) or grade-level state standards where CCSS are not applicable. When possible, teachers should work in grade-level or content teams to review the standards for a grade-level or content area and determine the most important standards and content for students to master. In addition to reviewing content standards and establishing grade-level or subject priorities, these teams of teachers should work together to analyze student performance trends and select a common measure for assessing student content knowledge and skills. Most LEAs already have structures in place for teams of teachers to work together, however, if an LEA does not, the evaluator or another LEA administrator should create teams of teachers to work together to review standards, identify priorities, select a common measure and establish goals.

Student Learning Objectives should be horizontally and vertically aligned, when applicable. To develop horizontally aligned Student Learning Objectives, all teachers in the same grade level and/or content area should collaborate to set Student Learning Objectives and then each teacher should set specific targets based upon his or her own students' baseline knowledge and skills. When an SLO is vertically aligned, teachers across grade levels should communicate and collaborate to ensure that students are progressing. <Flexibility Factor: Some LEAs use all-staff meetings as times for cross-grade collaboration and review of SLOs>

Teachers Without Teams

In some cases, one educator in the building may be the only person providing instruction for their particular grade level or team. This situation tends to happen more often at the high school level, or with educators who teach fine arts and physical education courses, for example. When possible, these teachers should collaborate with teachers of the same content or grade-level across the LEA network or with another LEA.

If collaboration among teachers responsible for similar content is not possible, collaborating with teachers of other grades or content areas can be helpful in setting Student Learning Objectives. A biology teacher, for example, may find it helpful to plan with a physics or chemistry teacher, since his or her students will eventually enroll in those more advanced science courses. Such collaboration will allow for vertical alignment of content material and cross-collaboration of teaching strategies.

Whether or not Student Learning Objectives are set individually or within a team, the target data for a class of students is analyzed separately for each teacher. Each teacher should review

the performance data for all of the students in his or her class(es) and assess where the students are starting the school year. During this time, the teacher will not only set academic goals for the students, but will also consider the interim measures (e.g. quizzes, performance tasks) that will be used to assess student learning towards the SLO over the year.

The evaluator's role is to provide opportunities for these grade-level and department-team meetings and to ensure that Student Learning Objectives are of uniformly high quality across grade-levels and content areas; with rigorous, quantifiable targets set for student performance based on high-quality sources of evidence.²

Understanding Baseline Data

Reviewing baseline student performance data is critical for developing Student Learning Objectives and setting numerical targets for the objectives. Baseline data is useful for developing a deep understanding of students' prior knowledge and skills for the course. While academic data is important, reviewing as expansive a data set as possible is useful in developing a comprehensive view of the student population enrolled in the course. Behavioral and attendance trends, for example, may provide insight about how much time a teacher can expect a given student to spend in his or her class over the course of the year. Attendance, we know, impacts a student's ability to reach the targets set for the class. While behavior and attendance are useful for consideration, academic growth expectations should not be a justification for lower expectations. They should provide context for interpreting student data. If a student's behavior, or attendance, is suffering, we expect that the school will follow up with the family to ensure appropriate behavior and consistent attendance.

Baseline data that is useful for understanding students' prerequisite skills and content includes, but is not limited to:

- beginning of course diagnostics and / or performance tasks,
- prior year tests,
- tests in other subjects,
- teacher-, school- or state generated tests,
- student grades in previous courses,
- student transiency rates,
- student behavior data,
- Individualized Education Plans.

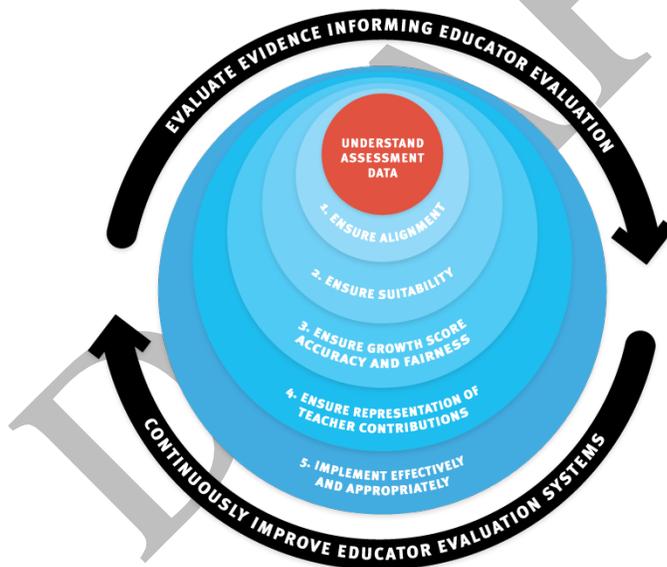
In some cases, baseline data may not be available. For example, kindergarten teachers may not have access to data from previous years. In such a case, teachers may want to consider administering diagnostic exams at the beginning of the year, or consider the yearly performance of kindergarteners from the previous year to approximate where their current kindergarteners are starting the year and set goals accordingly.

² Indiana Department of Education, "RISE Education and Development System", 2011.

Choosing Quality Assessments

Selecting high quality assessments is an integral component of the Student Learning Objective process. Because assessments measure what students are expected to learn over their time in the course, a quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course.

The *Framework for Selecting Assessments* was developed to assist educators as they select an assessment to measure student learning and inform teacher evaluation. The circles represent the layers, or steps, at each stage of the framework. The step highlighted in red is the critical step of understanding what your current assessment data tells you about what students are learning. The subsequent steps are necessary for determining that an assessment can be used to measure student learning and inform teacher evaluation. To see the details of each layer of the framework, along with guiding questions to facilitate the process of selecting a high quality assessment, see Appendix II, the Framework for Selecting Assessments. Below is an abridged version of the framework to set the foundation for selecting assessments.

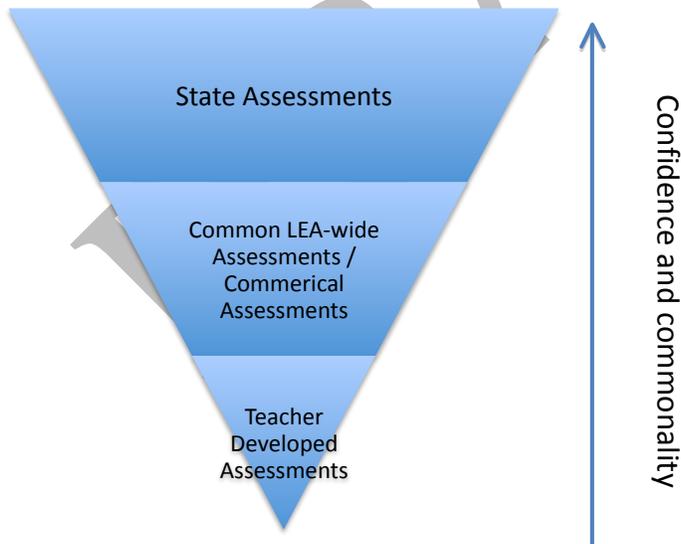


- Understand assessment data – With any assessment, it is critical that educators know how to interpret the scores from the assessment.

- Ensure alignment – a high quality assessment is one that is aligned with the LEA’s standards, curriculum, and instructional resources.
- Ensure suitability – A high quality assessment is one that yields reliable and meaningful information about what students know and are able to do, and is scored using clear guidelines and criteria.
- Ensure growth score accuracy and fairness – a high quality assessment is one that represents the range of where students should fall at the beginning, and then at the end, of a school year.
- Ensure representation of teacher contributions – a high quality assessment is one that is sensitive to teacher instruction and free of tangentially related content
- Implement effectively and appropriately – a high quality of assessment is one that is expanded the use of the assessment and able to maintain its fairness and integrity among its staff.

When choosing an assessment, teachers and evaluators must be *confident* that it is aligned to the course content standards, is appropriately rigorous for the grade-level/course and includes questions that require critical thinking, and is formatted in a way that is clear and free from bias. Additionally, it is important that those who teach the same course or grade use a *common* assessment wherever available. This helps ensure fairness and consistency across classes, and encourages teachers to collaborate around student learning.

The diagram below ranks assessment types based on the amount of confidence one can have in its alignment, rigor, and format, as well as the extent to which they are common across teachers of the same grades and courses.



Determining Performance Targets

Setting targets can be complex; there is no “cookie-cutter” way to do so. Educators should use student baseline data to inform Student Learning Objective targets. Additionally, educators should look at trends among past student populations on the given assessment when considering how to set targets for their current populations. Targets should be both ambitious and feasible for the students enrolled in the course. The end of year target should be one that adequately “stretches” students given their starting point at the beginning of the year.

When drafting a class objective, percentages or particular groups of students may not be excluded when setting performance targets. To address the needs of all students in the class, it may make sense for educators to set tiered targets for their students to ensure that every student is included under the SLO (e.g. students performing in the lowest third of the class may have an end-of-course target set lower than those students performing at the middle third and top third).

Approving and Monitoring SLOs

Student learning objectives must be approved once the objectives have been set by the teacher. Given the workload and varied content knowledge of many school leaders, content specialists or academic coaches may be considered as **contributing evaluators** for reviewing SLOs and their components (including targets, rigor of assessments, etc). Content specialists and academic coaches who attend team meetings may be uniquely positioned to oversee the SLO process as they are both familiar with the content and often have an on-going supportive relationship with the teachers. Whoever is selected, at the school level, to approve and monitor SLOs, the role, relationship and process should be identified in advance of engaging in this work. <Flexibility factor: LEAs may have other school leaders, in addition to the principal, approve and monitor SLOs. However, in many cases, the principal is still the primary evaluator and the only person allowed to give an overall summative evaluative rating>

Teachers should submit their SLOs before meeting with the primary evaluator and/or contributing evaluator in order to provide time for the evaluator to review the drafted SLO and supporting documentation.

When reviewing SLOs for approval, an evaluator attempts to answer three questions:

- 1) Is the objective focused on the right material?
- 2) Does the performance target represent an appropriate amount of student learning for the specified interval of instruction?
- 3) Will the Student Learning Objective Assessment provide the information needed to determine if the objective has been met?

The first question requires evaluators (and any supporting specialists) to consider what students are expected to learn over the course of the year. Evaluators must determine if the SLO is broad enough to cover the most important learning of the year, but not so broad that teachers are unclear about the content that students are expected to learn. The SLO examples

included in the appendix of this document provide guidance on what evaluators and teachers can expect from well-written SLOs.

The second question considers whether or not the growth or mastery target a teacher sets for students is both ambitious and feasible. The end of year target should be one that adequately “stretches” students given their starting point at the beginning of the year. Teachers should not set the target so low that students will reach the target by the middle of the semester. Conversely, targets should not be set at a level that is impossible for the majority of students to reach by the end of the course. Again, teachers are encouraged to collaborate with colleagues and review student performance trends (e.g. last year’s class) to determine what constitutes attainable *and* ambitious targets.

Lastly, the evaluator must ensure that the teacher is using a high-quality assessment as evidence of student learning. Teachers should use an assessment with high confidence and commonality whenever possible. Whether a teacher opts to use a state-created assessment, commercial assessment, or self-created assessment, the *Framework for Selecting Assessments* is useful for assessing the quality of the assessment. While a perfect assessment does not exist, by using the framework, evaluators and teachers will find that there are some assessments that are better aligned to the school’s instructional model than others. <Flexibility factor: Assessments also include performance tasks, portfolios of work and other measures of student learning where applicable for a course. These types of measures of student learning still have to be approved by the primary and/or contributing evaluator before a teacher can use them>.

Monitoring Progress - Reviewing Student Learning Objectives at the Mid-Year Conference

In many cases, the evaluator and the teacher will find it beneficial to review the end-of-course student learning objective and the students’ progress toward reaching the Student Learning Objective in the middle of the academic year. The mid-year conference, typically held in January or February of the school year, provides an opportunity for teachers and evaluators to work together and address how students’ academic needs are being met within the course. Where students are not progressing at the expected rate, the teacher and the evaluator should modify the type of support and interventions students receive to meet academic goals. Furthermore, the teacher and the evaluator should address the type of support and interventions the teacher may need to further accelerate their students’ academic growth.

Though extremely rare, the teacher and the evaluator may find that the original Student Learning Objective is no longer appropriate for students. Revisions and adjustments should be considered if:

- The teaching schedule or assignment has changed significantly,
- Class compositions have changed significantly,
- New, higher-quality sources of evidence are available,
- Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.

It is also important to note that there may be other extenuating circumstances that do not fit within the above categories. In such cases, evaluators are asked to use their professional judgment to determine if an SLO needs to be revised.

Evaluating and Scoring SLOs

By late April and May, evaluators and teachers should be preparing for end of the year final evaluative conferences, including SLO attainment evaluations and classroom observations, in addition to other measures of student success used by the LEA. Teachers should be aware of their students' end-of-the-year progress towards SLOs before the final evaluative conference. In addition to their students' final summative data, teachers may also want to review any benchmark data from the year and, where necessary, provide additional context for the evaluator to better understand the academic trajectory of the students in the class. This is an opportunity for teachers to explain, for example, how certain changes in instructional strategy greatly impacted student growth or how student absenteeism may have prevented certain students from making the desired growth. Essentially, teachers should know what occurred in their classrooms over the course of the year and be prepared to discuss these nuances with their evaluator.

Ideally, teachers would submit their SLO documentation (original goals, interim student performance, end-of-year student performance data, and any other supporting evidence) to their evaluator in advance. Submitting the SLO documentation ahead of time provides the evaluator with enough time to review the SLO documentation.

Evaluators should look at each SLO individually before officially evaluating SLO attainment. See Appendix VI for scoring tables to aid evaluators in scoring SLO attainment.

Evaluators should take the following steps:

- Review available evidence submitted by the educator, including the educator's summary of results and any supporting documentation.
- Compare results to original targets set for students.

Evaluators should review a comprehensive body of evidence before evaluating SLO attainment. The chart below demonstrates the level of documentation needed to effectively evaluate a teacher's SLO. In all cases, the teacher is expected to summarize whether or not their students have reached the desired targets set and include any contextual information explaining student performance.

Suggested Documentation Needed to Evaluate SLO Attainment

Assessment Standardization & Documentation Needed	Low Standardization (e.g. individual or teacher-team made test)	Medium Standardization (e.g. observation-based assessment)	High Standardization (e.g. DC-CAS)*
Documentation Type 1	Summary statement referencing attainment of target	Summary statement referencing attainment of target	Summary statement referencing attainment of target
Documentation Type 2	Compiled score data	Compiled score data	Compiled score data
Documentation Type 3	Rubric for scoring	Rubric for scoring	
Documentation Type 4	Anchor papers (i.e., examples of scored student work)	Anchor papers (i.e., examples of scored student work)	
Documentation Type 5	Assessment		

*A highly standardized assessment does not always mean a high quality assessment – greater standardization does not necessarily indicate higher quality. The quality of an assessment depends on many criteria, including its purpose, intended vs. actual use, and grade level appropriateness. Evaluators should review results on the evidence sources (can be compiled data or the assessment/artifacts themselves) specified in the Student Learning Objectives, and determine the extent to which each objective was met.

When looking at individual SLOs, evaluators should ask themselves a few questions:

- 1) Was the target for this SLO reached?
- 2) If not, was it close?
- 3) If so, was it greatly surpassed?

Evaluators, typically principals, should collaborate with the content specialists and coaches who provided SLO guidance and support to the teacher throughout the year if applicable. Given the time and energy spent with the evaluated teachers, persons in these positions may be more familiar with the strategies and data presented to demonstrate SLO attainment.

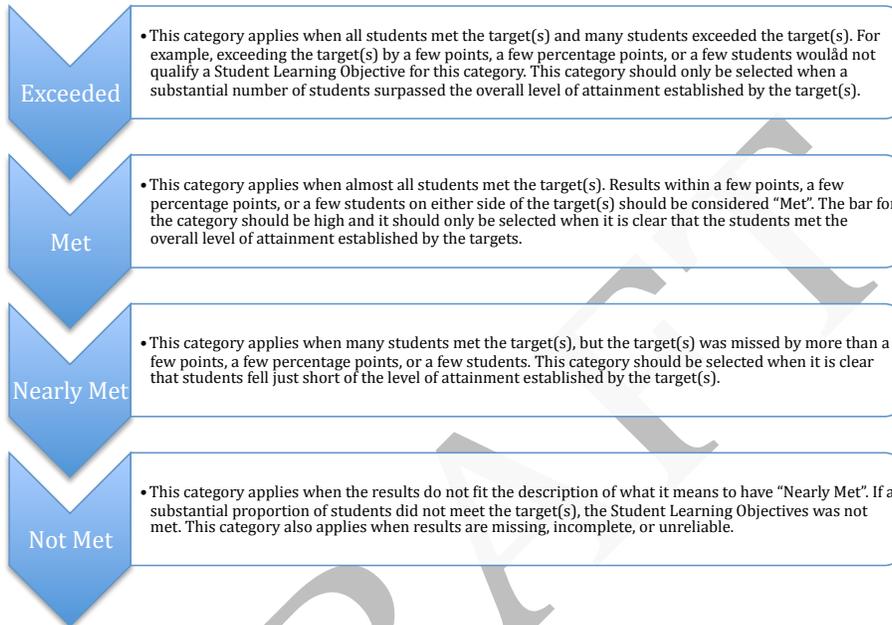
Evaluators should look at each individual SLO before drawing conclusions about attainment across multiple SLOs. Guidance is provided below to support evaluators in drawing conclusions about individual SLOs and the collective set of SLOs developed for a class.

A Note on Data Collection and Reporting

We recommend that evaluators set clear expectations at the start of each academic year around how they want to review student assessment data. There might be a system – wide

approach to data collection and organization, or the approach might differ by grade – level or content team. In either case, our recommendation is that teachers begin the idea with a clear understanding for how they are expected to share and report student achievement data.

Guidance on Evaluating Individual Student Learning Objectives



Guidance on Evaluating a Set (more than one) of Student Learning Objectives

Exceptional Attainment – Results across Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who (fully achieved / exceeded) surpassed the expectations described in their SLOS and/or demonstrated an outstanding impact on student learning.

Full Attainment – Results across Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOS and/or demonstrated a notable impact on student learning.

Partial Attainment – Results across Student Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.

Minimal Attainment – Results across Student Learning Objectives indicate insufficient mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.

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Section Four: Implementation Challenges and FAQs

Implementation Challenges and Solutions

Challenge: For evaluators, SLOs can be time consuming to monitor throughout the school year.

Solution: The schedule for approving, monitoring, and evaluating SLOs should be aligned to that of the LEA's existing teacher evaluation schedule. SLOs are reviewed and approved at the beginning of the school year, monitoring occurs during the middle of the year and evaluation occurs at the end of the school year. The SLO conferences should not be held as separate conferences, Instead, SLO conferences are infused in the discussion of the other measures of teacher effectiveness wherever possible.

Challenge: For a number of LEAs, the biggest change in their evaluative schedule will be the addition of the beginning-of-year meeting, as most LEAs currently conduct mid-year teacher evaluations and end-of-year teacher evaluations. Because all three meetings are critical to the successful implementation of SLOs we recommend that school leaders consider other tools and processes to make the conference time with the teacher as effective as possible.

Solutions:

- *Provide teachers with support from instructional staff beyond the evaluator.* While the evaluator is the person who must officially approve and evaluate an SLO, evaluators may find that there are other staff members in the building (e.g. content specialists or academic coaches) who are better equipped to review SLOs. They may have more content knowledge than the primary evaluator and may also be better equipped to tailor support to teachers pursuing SLO goals.
- *Pilot SLOs with a sub-set of teachers to understand what works best for your LEA.* While the SLO process has many benefits, we acknowledge that it may be cumbersome to begin such a process with the entire staff of teachers who will not receive Value Added Measurement data at the end of the school year. By piloting the process with a sub-set of teachers, for example, a grade level of teachers, evaluators can figure out how to manage the schedule and workload changes and prepare to scale those changes up to the subsequent teachers who will participate in the SLO process.

Challenge: For teachers, SLOs can be difficult to develop and monitor throughout the school year.

Solutions:

- *Provide teachers with SLO exemplars.* One of the best ways to produce a well-written SLO is to provide teachers with a variety of exemplars. Exemplars will provide teachers with examples of strong SLOs and teachers will have a better understanding of what is expected in this process. Please see the Appendix of this guidebook for exemplars.

- *Provide teachers with professional development.*
- *Consider a pilot experience.* Each LEA has teachers who are well positioned to test the SLO process locally. Engaging in a pilot study year enables the LEA to work out any kinks in the process before engaging the full teaching staff.

Challenge: During the first year of implementation, it will be difficult to ensure consistency across classrooms implementing SLOs. However, consistency is important as school leaders want to ensure that they are holding all of their teachers to the same standards. Furthermore, it allows school leaders to analyze the strengths and weaknesses of the SLO process by looking at data collected across a number of classrooms.

Solution: LEAs will be responsible for implementing their own SLO quality control mechanisms over the course of the year. However, this guidebook contains a number of tools to help LEAs control for quality across their classrooms, such as the *Student Learning Objectives Approval Checklist*. Furthermore, participating LEAs are encouraged to visit SLO Task Force Meetings hosted at OSSE to share practices with each other.

Frequently Asked Questions

Why is OSSE presenting SLOs as a measure of student performance?

Student Learning Objectives are an opportunity for teachers, those who work most intimately with students, to set the goals for success for their classrooms. SLOs provide an opportunity for teachers to collaborate with their peers and think collectively about the type of learning that will increase student achievement. Goals for students should be both rigorous and attainable.

Process

Should all teachers set an SLO?

LEAs receiving Race To The Top funding must incorporate student learning as a component of every teacher's evaluation. For teachers in grades 4-8, student learning is measured using the value-added measure. However, for students in untested grades and subjects, student learning can be measured via a variety of other methods, including Student Learning Objectives.

During the first year of implementation, LEAs may find it more beneficial to phase in the SLO process with only a few grade levels or subjects. The gradual implementation of the SLO process allows teachers and principals to familiarize themselves with the process and make recommendations necessary to refine the process for scaling up to additional grades and subjects.

How many Student Learning Objectives should teachers set?

Teachers implementing SLOs should set at least two SLOs per class to cover the breadth of their content standards for the year. Teacher teams should identify the major standards or

overarching concepts and skills that are necessary for the successful completion of a course and use them to guide the setting of their objectives. All objectives should be based on DC Learning Standards or Common Core State Standards.

For grades and subjects that are not covered by the DC Learning Standards or Common Core State Standards, objectives should align to available national standards, perhaps those set forth by professional associations (e.g. National Art Education Association).

What students should the Student Learning Objectives cover?

A teacher's set of objectives should address all students for whom a teacher is responsible. In addition, teachers can set tiered goals so that performance targets are differentiated.

Does each student have an individual learning objective?

No. Student Learning Objectives are long-term academic goals set for groups of students, as opposed to individual students. Every teacher will set at least two Student Learning Objectives for the students he or she teaches. A teacher's set of objectives should address all students in the class. In addition, teachers can set tiered goals so that performance targets are differentiated.

What is an appropriate performance target?

Teachers should begin with the data and historical information they have available on current students and use it to set performance for the Student Learning Objectives. Diagnostic or pre-test data and/or prior year's grades and assessment data can be used to inform performance. During the beginning-of-year SLO approval meeting, the evaluator will consider the rigor of the target. Performance targets that are not sufficiently rigorous should not be approved.

What data should I use to set my Student Learning Objective performance targets?

Available data pertaining to your current students should be used to set your targets. This data may be a collection from previous years or the current year (e.g. last year's assessment results or a pre-test from the beginning of the current year). If data is unavailable for the students for whom you are currently responsible, data from a similar student population may be used.

How will student learning be measured?

All Student Learning Objectives require sources of evidence to be used in order to determine how much students learn during the interval of instruction. If a common assessment is available, it should be used as the primary source of evidence. If a common assessments is unavailable, other assessments (such as those created by teams of teachers) and their scoring method(s) must be approved by the evaluator.

What evidence sources may be used to describe student growth toward objectives?

Teachers must present at least one source of evidence for each objective, but multiple sources may be used. If a common assessment exists, it should be used as the primary source of evidence. Teachers are encouraged to collaborate with grade-level teams and content teams to obtain or develop common assessments for Student Learning Objectives.

If a teacher is using an internally developed assessment, the evidence (ex. teacher-made exam, student portfolios, writing pieces, etc.) and plans for how the evidence will be scored must be approved by the evaluator. Evaluators must consider whether objectives have high-quality sources of evidence when initially approving them.

What if teachers don't have access to a common assessment?

Teachers in some grades and subjects do not have access to common local- or standards-aligned third-party-created assessments for their course standards. In these cases, teachers will need to measure student progress toward their Student Learning Objectives by using assessments that they create, in collaboration with other teachers in their school or LEA who teach the same course. If there are no two teachers in the LEA who teach the same course, teachers may create their own assessment.

Assessments should be approved by the evaluator and/or coaches and content specialists before being used to measure student progress toward Student Learning Objectives. Teacher teams can build on the summative assessment that they are already using to measure student progress if the assessment aligns to the school's standards and curriculum.

It is possible that a teacher-created assessment may change in content from when it is approved by the evaluator early in the year to when it is administered at the end of the year. Such changes to the assessment must be addressed and approved at the Mid-Year Conference. Assessments are not expected to decrease in rigor in order to ensure that students are able to hit their end of course targets.

In order to properly measure student learning for every course and grade level, DC teachers must strive to develop or identify appropriate assessment tools. At the start of the school year, the building administrator(s) will meet with content area leaders and teams of teachers in subjects where external assessments are not available to discuss possible sources of evidence. Course teams developing assessments are encouraged to collaborate across LEAs.

Prior to the beginning-of-year approval, course teams will share these assessments, along with the accompanying scoring tool(s), with their evaluator for review. As a part of the approval process, the evaluator will provide feedback on the assessment and scoring tool. The quality of these assessments and scoring tools is central to the meaningful tracking and evaluating of progress on Student Learning Objectives.

Where can I find examples of Student Learning Objectives?

Examples of Student Learning Objectives can be found in the appendix of this guidebook. You can also find examples of SLOs on the OSSE website at <http://.....>

Context

What if one of my students does not perform as well as I expected him/her to perform? How will that affect my Student Learning Objective score?

Student Learning Objectives are designed to capture the learning goals for groups of students, instead of individual students. When the teacher and evaluator set Student Learning Objectives at the beginning of the year, the teacher should set rigorous but attainable targets for the group for whom he or she is responsible. When setting these targets, teachers should take into account students' past performance and the fact that not all students may learn at the same rate.

Student Learning Objectives are scored using a holistic rubric by evaluators who are familiar with the context in which a teacher is operating. Teachers will have multiple opportunities to share the unique circumstances of their classroom with their evaluator, including the mid-year conference. He or she should be aware of any special circumstances (e.g. a student who is new to the school or has been absent for extended periods of time).

What should you do if you are a teacher who has new students joining the class late in the year?

The mid-year conference presents an opportunity for a teacher and evaluator to revisit and revise goals, if needed. Any teacher who has students who have been added to his or her roster late in the year and wishes to alter his or her Student Learning Objectives should discuss these changes with their evaluator at the Mid-Year Conference. All Student Learning Objectives should be "locked" (no more changes made) by early-February. Students who are added to a teacher's roster after the Mid-Year Conference has occurred should not be included in the Student Learning Objective for evaluation purposes.

What if I teach a student who is chronically absent? Will his or her attendance count against me in my Student Learning Objective?

All students for whom a teacher is responsible should be covered by a teacher's set of Student Learning Objectives. However, at the End-of-Year Conference, the teacher and evaluator will have a conversation about the teacher's summative student learning data. If it appears as though there are factors outside the teacher's control that significantly impact his or her student learning data, those factors may be taken into account when the evaluator is assigning a final Student Learning Objective rating.

My students have a wide variety of ability and skill levels. How can I set Student Learning Objectives that are both rigorous for all students but still attainable?

Student Learning Objectives can be set in a variety of ways. Targets may be set that pertain to the average performance of a group of students, they may be based on student progress from one level to another or overall mastery. Targets may also be tiered such that students with similar academic histories are expected to meet one target while students with another similar history are expected to meet another target. Specific targets may vary between various groups of students for whom a teacher is responsible. See some of the sample Student Learning Objectives for ideas on how to differentiate targets.

Additional Questions

How do teachers who provide special education and English Language Learners services set Student Learning Objectives when they might be working with students across multiple grade levels or subjects?

Student Learning Objectives for special education teachers will vary depending on the individual context. Special education teachers should work with their general education counterparts and evaluator to construct Objectives that are in alignment with those of the general education classes but accommodate for the specific starting points of the special education students. For more information, please review some of the samples of Student Learning Objectives available in the appendix.

Not all grades and subjects have access to the same types of student assessments as evidence for Student Learning Objectives. How can we maintain comparability among different grades and subjects?

While teachers may assess student learning using different assessments, all teachers will have the ability to use the sources of evidence available to set customized learning targets based on available data. In addition, all Student Learning Objectives are assessed using a common scoring guide, allowing the evaluator to take into account inconsistencies such as variability in assessment type. Student Learning Objectives are meant to be set collectively by a team of teachers such that comparability is established within and across LEAs, and conversations about measuring student learning become grounded in a common language.

What evidence do we have that Student Learning Objectives are an effective way to measure student progress?

In many ways, Student Learning Objectives are not new, and have been used by some of the early Teacher Incentive Fund (TIF) districts for years. A study of the use of Student Learning Objectives in two other districts (Denver and Charlotte-Mecklenburg) found correlations between rigorous student learning objectives and student achievement on other independent measures.

The Technical Assistance Task Force found Student Learning Objectives to be a favorable approach to measuring student learning because it allowed teachers to work with their colleagues and use existing tools to make determinations about how much students are learning. In many cases, the actual measurement of student learning is being done in the same way as it was before Student Learning Objectives were created – Student Learning Objectives merely ask teachers to use those measures and determine specific, numerical goals for their students. Also, Student Learning Objectives can be used for all teachers since they do not require the use of a state or national assessment.

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Section Five: Glossary

Baseline Data: Baseline data refers to the initial information available to teachers about their students' performance. This data was collected either in previous years or at the start of the new school year. Baseline data that is useful for understanding students' ability and prior performance includes, but is not limited to:

- beginning of course diagnostics and / or performance tasks,
- prior year tests,
- tests in other subjects,
- teacher-, school- or state generated tests,
- grades in previous courses,
- transiency rates,
- behavior data,
- Individualized Education Plans.

Class Objective: The Class Objective is a goal based on a students' starting point in a course. Although students may have different starting academic points, the Class Objective ensures that no student "falls between the cracks" when teachers set their goals.

Common Core Standards: The Common Core State Standards, adopted by the Board of Regents in July 2010, define the knowledge and skills students should have in English literacy and mathematics within their K-12 education careers so that they will graduate from high school able to succeed in college, careers, and life. The Standards were developed as a state-led effort of 45 states, 2 territories, and the District of Columbia, and coordinated by the National Governors Association and Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators, and education experts.

DC Comprehensive Assessment System (DC CAS): The DC Comprehensive Assessment System (DC CAS) is taken in mid-April. It is a series of tests that assesses our students on reading in grades 2-10; math in grades 3-8 and 10; science in grades 5 and 8; biology in high school; and writing in grades 4, 7 and 10

DC Learning Standards: DC has adopted the Common Core State Standards in reading and mathematics. In addition, DC has adopted a series of learning standards in the arts, early learning, health and physical education, science, social studies, technology and world language.

Growth Targets: Growth targets require that students make a certain amount of progress toward a clear benchmark of performance. Students will likely have different ending points at the end of the semester, as the end point is based on students' starting point, or baseline data (for example: all students will increase their performance by 40 percentage points or more on the end-of-course assessment).

Mastery Targets: For mastery targets, students are required to demonstrate a specified level of skill or content knowledge, regardless of data collected from baseline measures [e.g. all students will score a 4 or better (on a six-point rubric) on the end-of-course performance task].

Mastery Targets are most appropriate for courses where students are expected to start the course with little to no prior knowledge, such as chemistry or world history, and then develop their understanding of the content over time.

Primary Evaluator: Typically the principal, this is the individual who is chiefly responsible for evaluating a teacher's effectiveness.

Contributing Evaluator: A secondary evaluator is a staff member appointed by the school leader or principal to review SLOs and their components. Content specialists or academic coaches may be uniquely positioned to serve as secondary evaluators as they are both familiar with the content and have an on-going supportive relationship with the teachers.

Student Learning Objectives: A long-term academic goal that educators set for groups of students. It must be specific and measurable, based on available prior student learning data and information, and aligned to standards, as well as any school and district priorities. Student Learning Objectives should represent the most important learning during an interval of instruction and define a measurable level of progress or mastery that students should attain.

Performance Targets: Performance targets describe where the teacher expects students to be at the end of the interval of instruction.

Selective Objective: The Selective Objective is a goal set specifically for those students who are significantly behind their peers. Selective Objectives often target specific objectives for that particular subset of students to master.

Technical Assistance Sessions: Meetings hosted by OSSE to offer additional support to RTTT LEAs as they use student performance as an indicator of teacher effectiveness.

Technical Assistance Task Force: A committee of RTTT representatives, including data specialists and school leaders, who advise OSSE on the content and processes of the Student Learning Objectives. Input included advice on the persons contributing to SLO evaluation, SLO examples and recommended timelines.

VAM (Value-Added Measure): Value added measures are the estimated contributions to student test scores made by teachers and schools.

Appendix I. Student Learning Objectives Across Various Instructional Models

School leaders and teachers know what is best for their students, and employ a variety of instructional models to effectively reach students. To that end, there have been adjustments made to accommodate those teachers in different instructional roles.

Co-teaching Model (including special education co-teaching models)

Educators who co-teach as part of a grade level or content team (co-planning, co-instructing, and co-assessing) shares the Student Learning Objective of his/her team. With co-teaching models, the assumption is that both teachers share equal responsibility for the learning of all students in the course. In this scenario, the special educator and the general educator should review standards and data together and agree upon a set of Student Learning Objectives for all of the students they teach. They should monitor student progress together and are jointly responsible for the academic achievement of all students. When a special educator is providing services in a variety of content areas, English Language Arts and mathematics should be prioritized.

Teachers of English Language Learners

Teachers of English Language Learners whose primary responsibility is students' language development may set SLOs using English Language Development (ELD) goals based on Cook's profiles (for more information on Cook's profiles, visit <http://www.ride.ri.gov/applications/ell/>). Evidence should include ACCESS for English Language Learners, the WIDA Model, or locally developed assessments based on the WIDA standards (speaking, writing rubrics, WIDA summative ELPS, ACCESS released items, etc.).

Teachers of English Language Learners whose primary responsibility is content-related support should align their SLOs to general educators' content-focused SLOs. Since the group(s) of students may differ on each teacher's caseload, targets should be tailored accordingly.

English Language Learners should be incorporated in general educators' SLOs. Teachers may set differentiated targets to ensure that all students are meeting a rigorous, yet attainable, target. In some cases, evidence may need to be differentiated for English Language Learners to account for how they currently demonstrate content skills and knowledge (this can be found in the WIDA CAN-DO Descriptors by domain and grade level cluster). All teachers should ensure their content targets for English Language Learners are informed by students' language comprehension and communication skills.

Specials Teachers

Teachers of specials courses may have a difficult time developing Student Learning Objectives for their students, particularly since they are usually the only teacher of their particular subject matter in their school. In this instance, the specials teachers should follow the same SLO process as teachers who do not operate within a team. If collaboration with teachers of a

similar subject is not possible, specials teachers might find it beneficial to meet with each other. During this time, the different teachers can discuss the content and skills that students are expected to learn and the best way to assess their students. If a written assessment is not the best way to assess student learning at the end of the school year, for example, with physical education, teachers may want to consider creating a fitness test that measures stamina and endurance, paired with a written assessment that measures students' knowledge of different sports and their rules. Performing arts teachers, for example, may find it most beneficial for students to compose an original piece of work, while visual arts instructors may want students to demonstrate their content knowledge through a portfolio chronicling their best work throughout the year. Ultimately, we believe that instructors are best equipped to define the best way.

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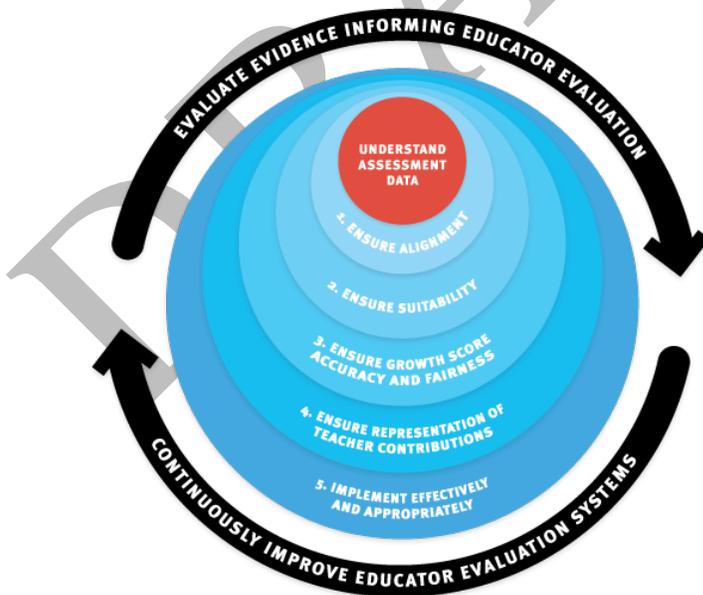
Appendix II. A Guiding Framework for Selecting Student Assessments for Use in Teacher Evaluations

Across the country, states and districts are tackling the challenging questions associated with how to use the results of assessments of student learning as a component of teacher evaluation systems. Carefully designed and validated assessments of student learning can provide valuable evidence of teacher quality. Researchers investigating the psychometric properties of an assessment can make inferences about an assessment’s ability to measure what it claims to measure (validity) and an assessment’s ability to yield stable and consistent results (reliability). Most of the research on the validity of assessments makes inferences about whether or not students have learned what the assessment claims to measure. However, what researchers have not done, for the most part, is taken the next step to validate the use of this data to make claims about the effectiveness of the instructional practice.

Determining whether an assessment is appropriate for use in measuring student learning *and* as a reflection of teacher practice requires a nuanced, reflective process. The prerequisite for this process is highlighted in the illustration in red to call out its importance; building an understanding of the assessment data currently collected must be the starting point. Please refer to Section VII of this report, titled “Understand Assessment Data,” for a description of the kinds of questions we recommend answering when engaging in a dialogue about assessment data.

Figure 2, below, illustrates the process we recommend for continuously evaluating the evidence informing educator evaluation, including student assessment data, and continuously improving educator evaluation systems.

Figure 2.



Pre-requisite Step: Understand Assessment Data

Before LEAs can dive into answering the questions posed in our *Guiding Framework for Selecting Assessments for Teacher Evaluation*, the first step must be to consider the assessment data with which you are working.

While the framework itself will be useful for LEAs as they inventory and select pilot assessments to inform teacher evaluation, we also acknowledge that LEAs have already selected some assessments to pilot in untested grades. It is imperative that LEAs designate time for building an internal, collective understanding of the data captured by their current pilot assessments.

This prerequisite step is about practitioners – teachers, curriculum developers, testing coordinators, school leaders – sitting down together to ask questions about what the scores collected really mean, what the scores collected reveal about student learning, and what the basis would be of any comparison made about student performance.

The following questions provide guidance around how to engage in this dialogue:

- What types of scores are generated by the piloted assessments?
- What does our current pilot assessment data tell us about student learning?
- Do we know what our scores really mean in terms of student growth?
- How do we know what counts as a “good” score on this assessment? What is our basis of comparison from one score to the next?
- Does the data support our assumptions about student growth and teacher performance?
- Does the data support sufficiently differentiated conclusions about teacher performance?

Step 1: Ensure Alignment

Once there is an understanding of the assessment data itself, we propose that the first step to selecting student assessments is a process of ensuring alignment. Figure 3, below, provides four key questions that LEAs must answer when considering alignment.

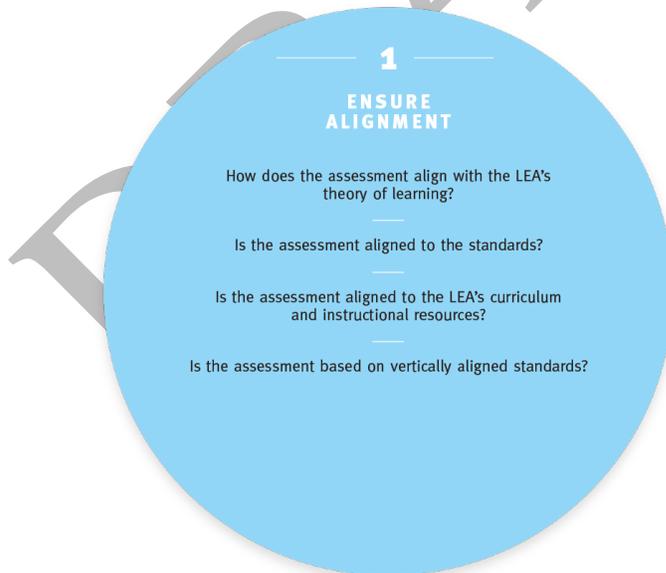
First and foremost, does the assessment align with the LEA's theory of learning? In other words, if an LEA has a project-based learning approach, and all teachers provide project-based instruction, does the selected assessment allow for self-constructed responses by students? If the LEA is using an assessment with only multiple-choice questions, are there other assessments that can be used to compliment the LEA's theory of learning?

The next series of questions asks if the assessment is aligned to the standards, the curriculum and the instructional resources in use. In other words, what is the expected instructional trajectory for students so they are able to exhibit the stated learning outcomes? Do these outcomes align with your instructional materials and with what is being assessed? Verifying this alignment will ensure that the assessment covers the content and skills that students are expected to acquire and demonstrate in a particular course.

This series of questions begs another series of questions about the degree to which the instructional resources, curriculum and standards are aligned. It also begs questions about the fidelity with which instructional resources are implemented in classrooms.

The fourth question below asks about vertical alignment. Vertically aligned standards describe the progression of how students' knowledge and skills in a given subject matter are expected to develop over the course of time, from one grade to the next (Herman et al).

Figure 3.



Step 2: Ensure Suitability

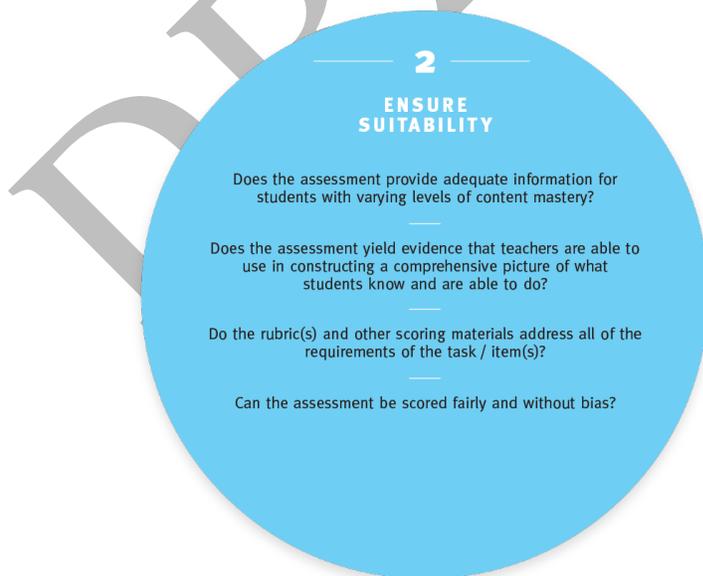
After answering the series of questions about alignment outlined in Step 1, the next step we propose to take in selecting student assessments is to investigate the suitability of the assessment. Figure 4, below, provides four key questions that LEAs should answer when considering suitability.

A high quality assessment is one that yields reliable and meaningful information about what students know and are able to do, and is scored using clear guidelines and criteria. LEAs must examine whether or not the designated assessment provides adequate information about students' competencies as demonstrated by their responses on the assessment. In other words, the assessment data should provide equally rich information for students who demonstrate low, mid-range and high levels of content mastery. Data collected from the assessment should support, and expand upon, teachers' pictures of what students know and are able to do. The assessment should be designed in a way that is accessible and fair for all students.

Does the assessment provide information, when paired with other student performance data, give the teacher a comprehensive view of a student's skills and content knowledge? For example, if you are an ELA teacher, the assessment may demonstrate that a student has strong writing skills. The assessment might not, however, reveal evidence of a student's ability to speak in front of an audience. In order to develop a comprehensive view of the student's ability to communicate, the ELA teacher must consolidate and interpret data from a range of sources.

The assessment itself must be able to be scored fairly and without bias. One indicator of fair and unbiased scoring is the likelihood of different raters arriving at the same score for a given response. Scoring materials must also address the requirements of the task. The scoring categories should be clearly defined and coherent across the range of performance levels. If students are scored for observation-based tasks, scoring must clearly indicate acceptable student responses.

Figure 4.



Step 3: Ensure Growth Score Accuracy and Fairness

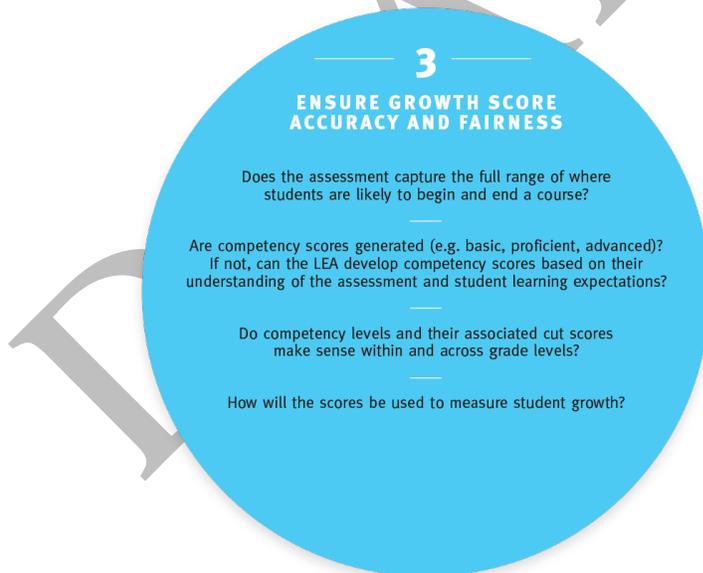
The third step in selecting student assessments is to ensure that the growth score captured is accurate and fair. Figure 5, below, provides four key questions that LEAs should consider to ensure growth score accuracy and fairness.

First, in order to portray students' learning and growth over time, the scores yielded should represent the range for where students fall at the beginning, and then at the end, of a school year. In some cases, the assessment generates a score that indicates a student's skill and content knowledge as basic, proficient, or advanced based on their performance on the assessment. If the assessment does not generate a competency score, LEAs may be able to develop their own bands of basic, proficient, or advanced based on the percentage of items scored correctly on the assessment. Again, this depends on the LEA's understanding of the questions, and the depth of knowledge covered by the questions, on the assessment.

Cut scores for defining proficiency levels must make sense both within and across grade levels. For example, to be classified as "advanced" on a 7th grade science exam should require deeper analysis and more understanding than an "advanced" classification on a 6th grade science exam.

Finally, teachers should know how scores are used to measure student growth. In some cases, growth may be calculated based on the amount of progress a student demonstrates from the start of the school year to the end of the school year. In other cases, growth might be explained by the percentage of content mastered by the end of the school year. Defining adequate growth via assessment scores should occur after carefully reviewing the assessment and reviewing the school's overall academic goals.

Figure 5.



Step 4: Ensure Representation of Teacher Contributions

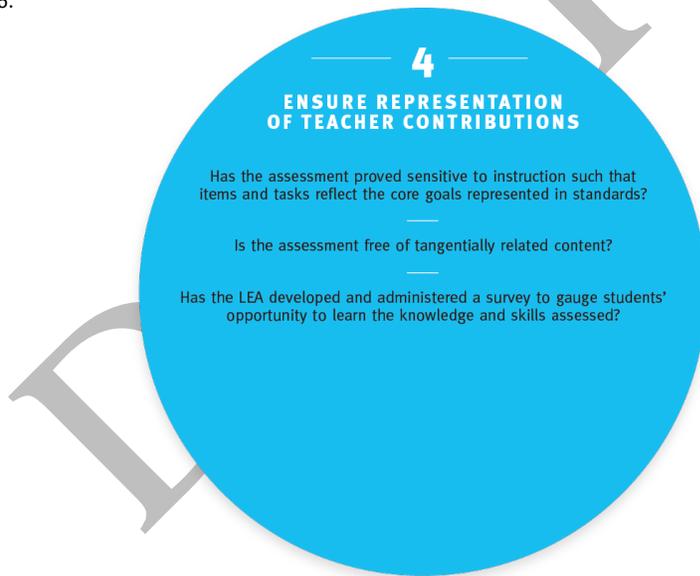
Once an LEA has decided that an assessment is suitable for measuring student learning, it can start the process of gauging whether or not the assessment is suitable for evaluating student growth as a component of teacher evaluation. Figure 6, below, outlines three questions that LEAs must answer to ensure representation of teacher contributions.

To answer these questions, LEAs must examine the assessment’s ability to reflect a teacher’s contribution to student learning. The assessment should be analyzed for its sensitivity to teacher instruction so that students receiving poor instruction and students receiving well-crafted and well-delivered instruction do not demonstrate the same learning competencies.

The assessment should be free of tangentially related content. In other words, it should evaluate students’ performance on the targeted learning goals represented in the standards and curriculum, and should not evaluate students on content that is not covered, or only tangentially related.

One suggestion made by both the Gates Foundation in their *Measures of Effective Teaching* study, and in the paper titled “Guidance for Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems” written by Joan Herman and her colleagues, is to administer a survey to gauge student perceptions about the quality of their learning experiences. Administering a survey to gauge students’ perceptions about the effectiveness of the teaching to which they are exposed in concert with test administration is one method for ensuring that scores represent individual teachers’ contributions, and can be used as a tool for interpreting students’ performance.

Figure 6.



Step 5: Implement Effectively and Appropriately

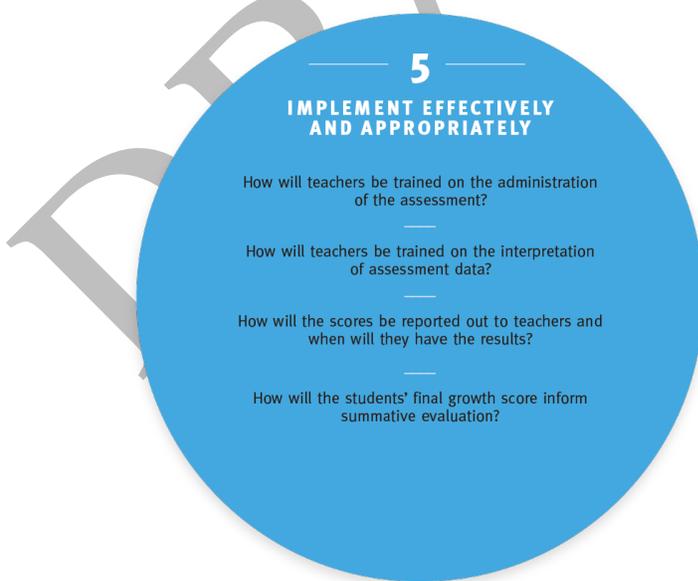
The final step we propose LEAs take in selecting student assessments to inform educator evaluation is to implement assessments effectively and appropriately. Figure 7, below, outlines the four questions that LEAs should answer in order to use an assessment in a manner that ensures fairness and integrity among their staff.

First, teachers must be trained on the administration of the assessment, including, but not limited to, any guidelines for the amount of time allotted for students to complete the assessment and accommodations made for students with special needs. Teachers must also receive training on the interpretation of assessment data. Once teachers receive their assessment data, they should know how to interpret it. What does the data tell a teacher about their students' learning? Can this data be used to inform future instruction?

Teachers should also know when they will see their students' results and how the scores will be reported. Will teachers look at aggregate class data or will they only have access to individual student data? Should teachers expect the school's data personnel to distribute reports or can teachers access the data on their own?

Finally, what will student scores mean for evaluation ratings for teachers in in non-tested grades and subjects? In some cases, student growth scores contribute to 30% of a teacher's overall evaluation score while another LEA may decide that student growth scores account for 50% of a teacher's evaluation score. A teacher might have to have a certain percentage of all of their students attain one year of growth to be deemed 'effective' for the growth component of their evaluation or an LEA might decide that one year's growth is not ambitious enough given the school's performance on the exam, but instead suggest 1.25 years of growth as adequate. In either case, we are not making a recommendation, but instead, urging LEAs to do a thorough review and analysis before finalizing growth expectations *and* share these expectations with instructional staff.

Figure 7.



Jenna Shapiro 9/13/13 1:30 PM
Comment: See separate document – could not incorporate because of formatting issues.

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Appendix IV. Approval Checklist for Reviewing Student Learning Objectives

The checklist below is designed for use by the evaluator during the Beginning of Year Conference. It highlights all necessary criteria for a highly effective SLO, and provides a space for the Evaluator to indicate the approval status for each individual piece of criteria.

Approval Checklist for Reviewing Student Learning Objectives		
Criteria	Indicators	Approval Status
Objective (Skills & Content)	Objective statement identifies specific knowledge and/or skills students should attain and / or the specific student outcome that will be affected.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
	Objective statement focuses on appropriate knowledge and/or skills for the course, grade level and student population.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
	Provides a clear explanation of why this content is an appropriate focus and/or area of need for student growth.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
Rationale	Provides a data-driven and curriculum-based method, series of strategies, or plan that will be used to achieve the objective are described.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
Alignment to Standards	Specifies the standards (CCSS and / or DC Learning Standards) with which the objective is aligned.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
Students Covered	Specific number of students covered is clearly identified.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
Baseline Data	Data about current student performance or behavior is included.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
Targets	Targets are measurable.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
	Targets are rigorous, yet attainable for all students within the interval of time specified.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
	Targets are informed by baseline data, with a clear explanation of how targets are determined.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
Evidence	Evidence source(s) measure the identified content/skills or outcome identified in the Objective Statement.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
	Evidence source(s) identified is high quality.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
	Description articulates how the evidence will be collected and analyzed or scored (including description of scoring guides, rubrics, or instructions).	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision
Rationale	Provides a data-driven and curriculum-based method, series of strategies, or plan that will be used to achieve the objective are described.	<input type="checkbox"/> Acceptable <input type="checkbox"/> Needs Revision

Appendix V. Evaluation Conference Planning Tools

The pages that follow contain a series of three conference planning tools to be used by the Primary Evaluator or, when applicable, by the Contributing Evaluator during the three annual evaluation conferences:

1. Beginning of Year Conference Planning Tool
2. Mid-Year Conference Planning Tool
3. End of Year Conference Planning Tool

As with all tools provided, please feel free to amend as necessary to best suit your needs and align with your LEA's specific approach. The conference planning tools below are intended to provide a framework for how to approach these conversations, but likely do not capture all of the specific components you aim to cover.

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Beginning of Year Conference Planning Tool

Objectives:

1. **Review and approve the teacher's draft of student learning objectives and professional growth plan.**

The teacher should:

- Draft at least two Student Learning Objectives.**
- Draft a Professional Growth Plan, or work with a designated staff member (coach, content specialist, etc.) to draft a Professional Growth Plan, according to the LEA's designated systems around growth objectives and plans.**
- Ensure that the primary evaluator (and any other necessary administrators) have access to the items above at an agreed upon time prior to the conference.**

The evaluator should:

- Review the teacher's prior evaluation data if applicable.
- Review the teacher's Professional Growth Plan.
- Review the teacher's Student Learning Objectives and any relevant student learning data (and assessment, if applicable).

Conversation Agenda

Introduction and Overview

- **Review conference objectives (including, but not limited to, SLOs, classroom observations, VAM data, etc).**

Discuss Student Learning Objectives

- **Review and discuss the relevant student learning data and Student Learning Objectives.**

Discuss other parts of teacher evaluation system (e.g. classroom observations), if applicable at this time.

Discuss Professional Growth Plan

- **Discuss rationale for Professional Growth Plan and associated objectives.**
- **Consider how to support this plan and how it builds off of and integrates work from the previous year.**

Closing and Follow-up

- **Review any specific follow-up identified during the conversation.**
- **Ensure that the teacher clearly understands next steps to pursue for growth and development.**
- **If appropriate, discuss upcoming announced observation.**

Mid-Year Conference Planning Tool

Objectives:

1. **Discuss and reflect upon teacher's performance during the first half of the school year.**
2. **Revisit Student Learning Objectives (and other measures of teacher performance, if applicable). Update and revise, if necessary.**
3. **Revisit Professional Growth Plan. Update and review, if necessary.**

The teacher should:

- Bring original Student Learning Objectives and supporting student performance data (e.g. benchmark data, interim assessment data, first semester attendance records, etc).**
- Bring Professional Growth Plan, along with notes on any changes made to the plan since the Beginning of Year Conference.**
- Ensure that the primary evaluator (and any other necessary administrators) have access to the items above at an agreed upon time prior to the conference.**

The evaluator should:

- Review the teacher's original Student Learning Objectives, along with the supporting student performance data.
- Review other measures of teacher performance, if applicable.
- Review the teacher's Professional Growth Plan.

Conversation Agenda

Introduction and Overview

- **Review conference objectives (including, but not limited to, SLOs, classroom observations, VAM data, etc).**
- **Discuss teacher questions and/or concerns as they relate to SLOs, observations, VAM data, etc.**

Revisit Student Learning Objectives

- **Ask the teacher to reflect on his/her practice this school year thus far, and to reflect on the impact he or she is having on student learning.**
- **Discuss student learning data and teacher progress toward meeting Student Learning Objectives.**
- **Review any necessary revisions to Student Learning Objectives and agree on revision timeline.**

Discuss other parts of teacher evaluation system (e.g. classroom observations), if applicable at this time.

Discuss Professional Growth Plan

- **Briefly review progress on Professional Growth Plan and related benchmark data collected and presented.**
- **Identify revisions to Professional Growth Plan and Goals, and identify activities to promote teacher growth, if applicable.**
- **If the educator is in danger of being rated in one of the lower two tiers of the teacher evaluation system, ensure that the goals and benchmarks laid out in the Professional Growth Plan are appropriate and aligned with targeted areas for development.**

Closing and Follow-up

- **Review any specific follow-up identified during the conversation.**
- **Ensure that the teacher clearly understands next steps to pursue for growth and development.**
- **If appropriate, discuss upcoming announced observation.**

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End of Year Conference Planning Tool

Objectives:

1. **Review Professional Growth Plan, discuss and reflect upon teacher's performance over the course of the school year.**
2. **Discuss summative feedback on measures of teacher performance.**
3. **Discuss and review final effectiveness rating.**
4. **Plan ahead for next year. Discuss potential goals for Professional Growth Plans.**

The teacher should:

- Bring original Student Learning Objectives and final assessment data (teachers may also add more context to their students' performance data via benchmark data, interim assessment data, attendance records, etc.).**
- Review the Professional Growth Plan and consider changes for the following school year.**
- Ensure that the primary evaluator (and any other necessary administrators) have access to the items above at an agreed upon time prior to the conference.**

The evaluator should:

- Review the teacher's original Student Learning Objectives, along with supporting student performance data.
- Review other measures of teacher performance, if applicable.
- Review the teacher's Professional Growth Plan.

Conversation Agenda

Introduction and Overview

- **Review conference objectives (including, but not limited to, SLOs, classroom observations, VAM data, etc).**
- **Discuss teacher questions and/or concerns as they relate to SLOs, observations, VAM data, etc.**

Discuss Student Learning Objectives

- **Review and discuss the relevant student learning data and Student Learning Objectives.**
- **Review data and discuss attainment of individual Student Learning Objectives.**
- **Discuss the Student Learning Objective process. Specifically, discuss the following:**
 - o **What did the teacher learn about the teaching and learning occurring in his or her classroom through the process of setting and monitoring Student Learning Objectives?**
 - o **What did the teacher learn about his or her practice through the process of setting and monitoring Student Learning Objectives?**
 - o **What might the teacher do differently next year, based upon his or her Student Learning Objective results?**
 - o **Share the overall Student Learning Objective rating, along with any rationale and summative feedback.**

Discuss other parts of teacher evaluation system (e.g. classroom observations), if applicable at this time.

Discuss Professional Growth Plan

- **Review progress on Professional Growth Plan and related benchmark data collected and presented.**
- **Based on all available evidence, identify the teacher's strengths and areas for development. Areas for development should be aligned with previously provided feedback, and should be based on relevant data.**

If applicable, Final Effectiveness Rating

- **Discuss the overall Final Effectiveness Rating.**
- **Discuss potential goals for next year's Professional Growth Plan, and discuss potential Student Learning Objectives for the year ahead.**

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Appendix VI. Student Learning Objectives Attainment Scoring Tables

The two tables below provide a suggested framework for final scoring on Student Learning Objective attainment. The first table breaks down attainment scoring for LEAs asking their teachers to develop two SLOs, and the second table breaks down attainment scoring for LEAs asking their teachers to develop three SLOs.

Attainment Scoring Table for 2 Student Learning Objectives

Score on SLO #1	Score on SLO #2	Final
Exceeded	Exceeded	Exceptional Attainment
Exceeded	Met	Full Attainment
Exceeded	Nearly	Full Attainment
Exceeded	Not Met	Partial Attainment
Met	Met	Full Attainment
Met	Nearly Met	Full Attainment
Met	Not Met	Partial Attainment
Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Not Met	Minimal attainment
Not Met	Not Met	Minimal Attainment

Attainment Scoring Table for 3 Student Learning Objectives

Score of SLO #1	Score on SLO #2	Score on SLO #3	Final
Exceeded	Exceeded	Exceeded	Exceptional Attainment
Exceeded	Exceeded	Met	Exceptional Attainment
Exceeded	Exceeded	Nearly Met	Full Attainment
Exceeded	Exceeded	Not Met	Partial Attainment
Exceeded	Met	Met	Full Attainment
Exceeded	Met	Nearly Met	Full Attainment
Exceeded	Met	Not Met	Partial Attainment
Exceeded	Nearly Met	Nearly Met	Partial Attainment
Exceeded	Nearly Met	Not Met	Partial Attainment
Exceeded	Not Met	Not Met	Minimal Attainment
Met	Met	Met	Full Attainment
Met	Met	Nearly Met	Full Attainment
Met	Met	Not Met	Partial Attainment
Met	Nearly Met	Nearly Met	Partial Attainment
Met	Nearly Met	Not Met	Partial Attainment
Met	Not Met	Not Met	Minimal Attainment
Nearly Met	Nearly Met	Nearly Met	Partial Attainment
Nearly Met	Nearly Met	Not Met	Partial Attainment
Nearly Met	Not Met	Not Met	Minimal Attainment
Not Met	Not Met	Not Met	Minimal Attainment

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