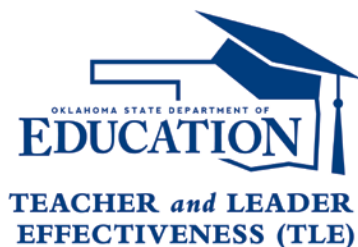


Oklahoma Student Learning Objectives and Student Outcome Objectives Facilitator Guide: Module 2

2014–15



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Overview

Training Purpose and Goals

The Oklahoma State Department of Education (OSDE) has provided Oklahoma school districts with three modules for training teachers, evaluators, and district staff on setting student learning objectives (SLOs) and student outcome objectives (SOOs).

These three modules cover the following topics:

- Module 1. Introduction to SLOs: Development (2 hours)
- Module 2. Refining and Approving SLOs (1 hour)
- Module 3. SLO Scoring and Feedback (2 hours)

Before providing these modules as training for staff, district leaders should use the district decision guide. *If leaders do not make district-specific decisions, these training modules will not be useful to district staff.* After providing these trainings at the district level and incorporating information on district decisions, teachers should be prepared to write SLOs/SOOs.

The intended outcomes of the three training modules are

- Develop an understanding of the SLO process and how SLOs fit into the larger teacher and leader effectiveness (TLE) goals
- Explore the steps in the SLO cycle
- Review and provide feedback on a sample SLO
- Learn about available support and resources to implement the SLO process at the local level

Audience

This facilitator guide is for district trainers to use when training Oklahoma district staff.

All teachers and evaluators should receive professional learning on the SLO/SOO process, even if they have a value added measure (VAM) score, because all teachers can choose to use an SLO/SOO for their other academic measure (OAM). In addition, because of changes in state standards and state assessments, some teachers may not receive a VAM score and may be required to write an SLO as part of their student academic growth measure.

Timing

Module 2 will last an hour. District trainers should determine how best to provide this professional learning to teachers and evaluators given existing district structures, including professional development days and professional learning community meetings.

Resources

Table 1 summarizes the resources OSDE has provided to districts and teachers to support implementation of SLOs/SOOs as student academic growth measures.

Table 1. Available SLO/SOO Resources

Resource	What It Does
<i>SLO/SOO Guidebook for District Decision Makers</i> : includes district decision-making guide*	District decision makers can use this guidebook, along with the included decision-making guide and OSDE recommendations, to make district-specific decisions regarding the SLO/SOO process.
<i>SLO/SOO Guidebook for Teachers</i>	Districts can modify this guidebook to align with local decisions and provide teachers and evaluators with information on the SLO/SOO process.
SLO/SOO Sample Template	Teachers and teacher teams can use the template to create SLOs or SOOs. The template includes a space to record SLO/SOO final scores. Districts can modify it to align with local decisions.
SLO Sample Quality Checklist	Teachers and evaluators using SLOs can use this checklist to approve SLOs during Step 2, SLO/SOO Approval. Districts can modify it to align with local decisions.
SOO Sample Quality Checklist	Teachers and evaluators using SOOs can use this checklist to approve SOOs during Step 2, SLO/SOO Approval. Districts can modify it to align with local decisions.
Train the Trainer Sessions on SLOs/SOOs	These trainings, offered across the state in October and November 2014, will provide district decision makers and trainers with information on the SLO process and how it can be adopted or adapted to fit local contexts.
SLO/SOO Training Presentation Assistance Kit (PAK)*	The train the trainer sessions on SLOs/SOOs will include resources in a PAK available on the OSDE website, so that district trainers can modify materials for their own district trainings.
Online Community of Practice*	This online site offers a forum in which districts can find and share SLO resources and discuss SLO implementation problems of practice.

*Available only to district leaders or designees

The Teacher and Leader Effectiveness website, which contains many SLO/SOO resources, is located at <http://ok.gov/sde/tle>.

Preparation

District Decisions. Before providing the training to teachers and evaluators, district leaders should make sure that district decisions are complete. Appendix D of the *SLO/SOO Guidebook for District Decision Makers* lists these decisions.

Modifying Materials. The *SLO/SOO Guidebook for Teachers* is designed to be populated with district decisions at key points. Completing it is necessary even if a district is accepting OSDE recommendations. Training module slide presentations should also include district decisions. All teachers and evaluators should receive a copy of the *SLO/SOO Guidebook for Teachers*.

Logistics. Participants should receive clear communication about the time, date, and location of each professional learning session.

Follow-up Support. Additional resources that districts can use to provide additional support to teachers and evaluators are available on the online Community of Practice. These include resources to support writing growth targets.

Presenting Module 2

Introductory Activity

Make sure participants bring their copy of the *SLO/SOO Guidebook for Teachers* to the training.

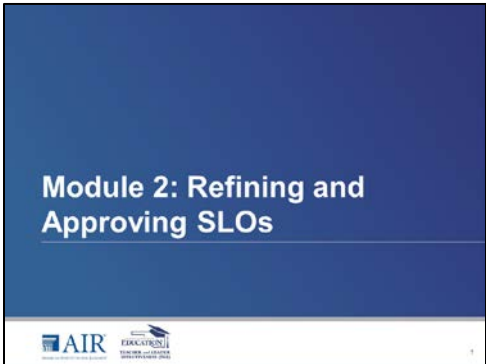
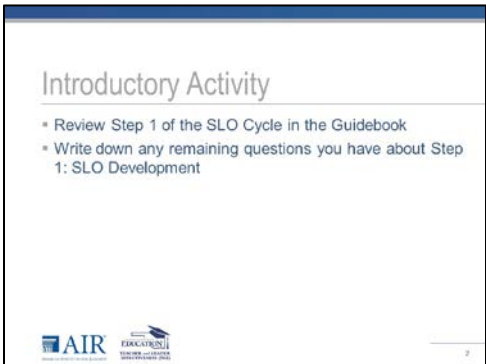
Ahead of time, prepare the following materials:

- Create signs for the activity on Slide 6:
 - Notice
 - Wonder

Necessary Copies

- Handouts 3 and 4 for each participant

Slides

<p>Slide 1: Module 2: Refining and Approving SLOs</p> <p>1 minute</p> <p>Overview: <i>In the last session we learned what SLOs are, what the SLO process is, and what the Oklahoma SLO template looks like. We also learned about the role of SLOs in the TLE system. As we discussed, OSDE has provided guidance on many parts of the SLO development process and has allowed districts to make some of the specific decisions based on what is best for them and the teachers and administrators they work with.</i></p> <p><i>In this section of the training, we will look more closely at what it takes to ensure that all SLOs are of high quality. We will also look at the approval process for SLOs.</i></p>	 <p style="text-align: right;">Slide 1</p>
<p>Slide 2: Introductory Activity</p> <p>5 minutes</p> <p>Ask participants to review Step 1 of the guidebook and write down any remaining questions they have about SLO development.</p>	 <p style="text-align: right;">Slide 2</p>

Slide 3: Outcomes

1 minute

Module 2 focuses on the bolded outcome.

Review slide with participants.

Now that we have an understanding of the SLO cycle and have had a chance to see the sample templates and sample checklists, we are going to dive a little deeper into how to use the tools with our sample SLO.

Outcomes

- Participants will:
 - Develop understanding of the SLO approval process and how SLOs fit into the larger TLE goals and current practices
 - **Explore the steps in the SLO cycle**
 - Review and provide feedback on a sample SLO

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Slide 3

Slide 4: SLO/SOO Cycle

1 minute

As we think about the SLO/SOO cycle, we can focus on the work that teachers are already doing. Most teachers are already setting goals for their students and grounding those goals in both the standards they are responsible for covering and in where their students already are. Whether I am a middle school science teacher responsible for covering the earth science standards or a high school music teacher who teaches band, I want to make sure that I am not spending time teaching things my students already know. Step 1, SLO Development, is geared toward helping teachers formalize this process.

In Step 2 we will look at how teachers and administrators can work together to make sure that SLOs reflect the rigorous and attainable goals that teachers should be setting.



Slide 4

Slide 5: Step 2: SLO Approval

10 minutes

(Slide is animated.)

Read slide.

The SLO approval process is grounded in the checklist. Each document covers the essential questions because they are part of state law. Each document also supports the others.

Click for the next bullet.

- *The SLO template and the checklist are closely linked. These tools make up a road map that teachers can use in creating SLOs. Teachers may attach a copy of the checklist to their completed SLO template to make the approval process easier. Administrators may use the checklist during the approval conference. Either way, the SLO approval process ties in nicely with observation and other conferences that are already part of the TLE plan.*

Click for the final bullet.

- *The flexibility the checklist provides allows some room for growth and development of the process through using quality and high-quality components. As educators get*

Step 2: SLO Approval

- After an SLO is created, it is submitted for approval.
- It must meet all quality indicators on the Sample Checklist to be approved.
- If the SLO is not approved, then the teacher receives feedback from the approver, makes adjustments, and resubmits the SLO.

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Slide 5

used to the process, the quality components allow for minimum information. For more experienced teachers or teachers who want to include additional information, the high-quality components provide a way to give credit for the extra effort. Over time, it's possible that both sets of components will be required.

Slide 6: Activity: Notice and Wonder
10 minutes

This slide references Handouts 3 and 4.

One piece of chart paper should have the heading NOTICE, and the other should have the heading WONDER. *We are now going to read the checklist carefully and do some critical review. As you read over the checklist, think about what you notice in this document and what you wonder about this document. When you are done, we will share out with the whole group.*

Let groups work for 5 minutes.

So what are some things you notice? Wonder about? As participants share their notices, document the notices on the chart paper. If participants do not mention the two levels of components, say, *What is the difference between the quality and high-quality components?*

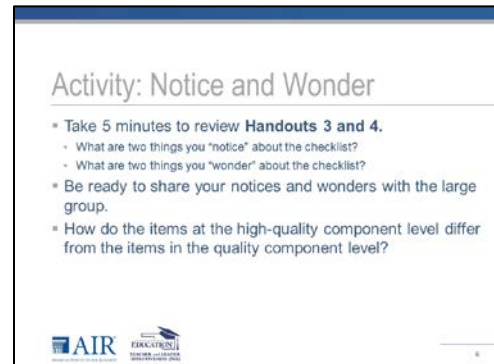
Explain that this activity is intentionally this way to acknowledge that the SLO writing process takes time to master and do well. Expectations in the first year or two must be realistic for all teachers. As time goes on, it's important to start thinking about how to move some high quality into the quality as teachers and approvers become more fluent and comfortable with the process.

During the review of Notice and Wonder, notices can be at any level. For example:

- "I notice that there is a line between quality and high-quality components."
- "I notice that essential questions are listed for each category."

OR

- "I notice that the difference between quality and high-quality for baseline and trend data is that in high-quality, teachers are asked to draw on the trend data."



Slide 6

Slide 7: Sample Checklists

3 minutes

To summarize, the SLO approval process is grounded in the sample checklists.

Read slide.

- *OSDE created the sample checklist and template that allows enough guidance but also allows district flexibility. Because the essential questions are part of the state law, each document covers those essential questions. Each document also supports the others.*
- *As we considered our approach to supporting teachers and administrators in their work, we closely linked the SLO template and checklist. These tools help set a road map that teachers can use in creating SLOs. Some districts ask teachers to attach a copy of the checklist to their completed SLO template to make the approval process easier. Other districts have the administrators use the checklist during the approval conference. Either way, the SLO approval process ties in nicely with observation and other conferences that are already part of the TLE plan.*
- *The flexibility provided in the checklist allows some room for growth and development of the process through using quality and high-quality components. As educators get used to the process, the quality components allow for minimum information. For more experienced teachers or teachers who want to include additional information, the high-quality components provide a way to give credit for the extra effort. Over time, it's possible that both sets of components will be required.*



Slide 7

Slide 8: Growth Targets

2 minutes

(Slide is animated.)

Setting growth targets can seem like one of the most challenging parts of writing an SLO.

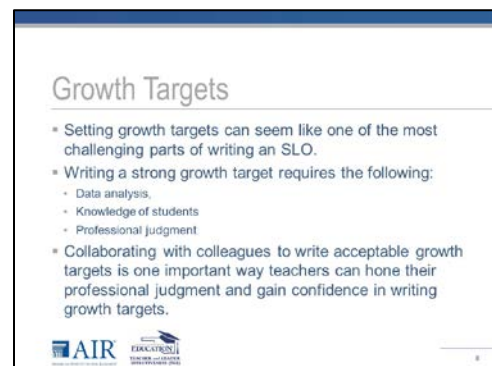
Ask participants why they think teachers might find this to be the case. (Possible answers include lack of baseline data, never having set concrete growth targets before, using new assessments to measure student growth, first year writing SLOs.)

Click slide.

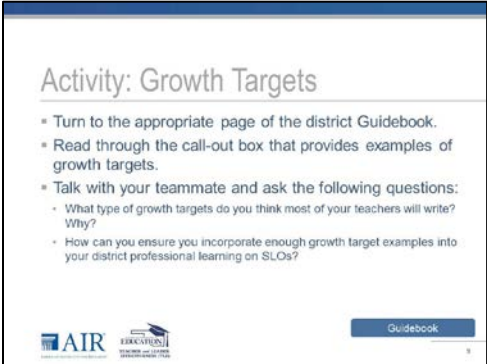
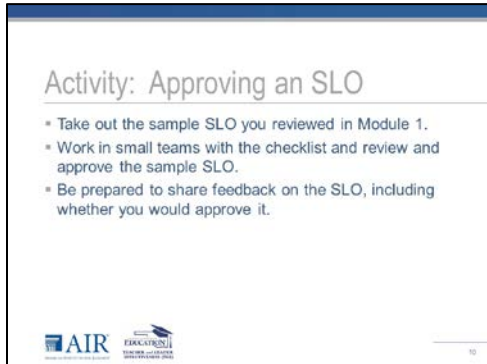
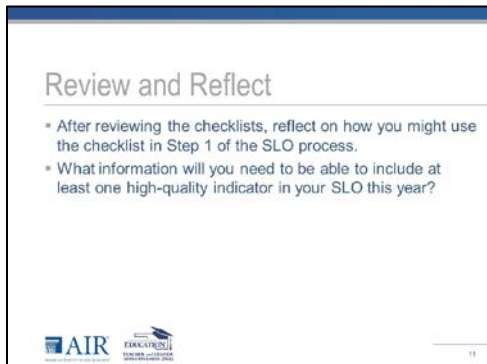
- *Writing a strong growth target requires teachers to analyze data, consider their knowledge of students, and assess their professional judgment to create targets that are rigorous and attainable.*

Click slide.

- *Collaboration with colleagues to write acceptable growth targets is one important way teachers can hone their*



Slide 8

<p><i>professional judgment and gain confidence in writing growth targets.</i></p> <ul style="list-style-type: none"> ▪ <i>SLO approvers may need to provide teachers with lots of feedback. The most important thing is for teachers to write a strong rationale for their growth targets, justifying why they are rigorous and attainable.</i> 	
<p>Slide 9: Activity: Growth Targets</p> <p>5 minutes</p> <p>Read the activity instructions.</p> <p>Give participants five minutes to read the examples and talk with their partners.</p> <p>Ask for volunteers to share out answers to each of the questions.</p>	 <p style="text-align: right;">Slide 9</p>
<p>Slide 10: Activity: Approving an SLO</p> <p>15 minutes</p> <p>In this activity, participants review the sample SLO they reviewed in Module 1 and practice using the checklist to approve or offer suggestions for improvement of the sample.</p>	 <p style="text-align: right;">Slide 10</p>
<p>Slide 11: Review and Reflect</p> <p>2 minutes</p> <p><i>After reviewing the checklists, reflect on how you might use the checklist in Step 1 of the SLO process.</i></p> <p><i>What information will you need to be able to include at least one high-quality indicator in your SLO this year?</i></p>	 <p style="text-align: right;">Slide 11</p>