Module 1: Introduction to SLOs

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

OKLAHOMA STATE DEPARTMENT OF EDUCATION
TEACHER *and* LEADER EFFECTIVENESS (TLE)

Activity: Four Corners

- Stand up and move to the corner that aligns best with the statement after each statement is read.
- Pair up and discuss why you chose that corner.
- Discuss the following statements with your partner:
  - In my district, collaborating with colleagues is like playing…
  - In my district, implementing TLE is like playing…
  - In my district, implementing other academic measures (OAMs) is like playing…

Outcomes

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

SLO and SOO Definitions

- An **SLO** is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students.
- An **SOO** is a measurable, long-term goal focused on a specific outcome (skill, behavior, and so on) that is informed by available data that a teacher or teacher team sets at the beginning of the year for all students.

Guidebook

SLOs Are NOT…

- An opportunity for teachers to write their own test and select which students to measure
- Based on subgroups (e.g., English language learners, gifted and talented) of students in a classroom
- For every class or every course taught by a teacher
- The same as individualized education program goals

Guidebook

TLE Overview

Guidebook

AIR® American Institutes for Research®

Oklahoma State Department of Education
Teacher and Leader Effectiveness (TLE)

TLE Implementation Side-By-Side in Accordance with SB 426

Qualitative Evaluations+ OAM Pilots + Student Academic Growth Pilot 2013-2014

- Qualitative Evaluation Fully Implemented
- Mandatory OAM Pilot – NO STAKES
- Mandatory Roster Verification/Student Academic Growth Pilot Spring 2014 – NO STAKES

Qualitative + OAMs Data Gathered + Student Academic Growth Data Gathered 2014-2015

- Qualitative Evaluation
- OAMs gathered at Site Level for 2015-2016 Teacher Evaluation
- Roster Verification Completed/ Student Academic Growth Data Compiled for 2015-2016 Teacher Evaluation

First Year of Full TLE Implementation 2015-2016

- Qualitative Evaluation
- OAMs from 2014-2015 used in this year's Teacher Evaluation
- OAMs gathered at Site Level for 2016-2017 Teacher Evaluation
- Student Academic Growth Data from 2014-2015 used in this year's Teacher Evaluation
- Roster Verification Completed/ Student Academic Growth Data Compiled for 2016-2017 Teacher Evaluation
- 1st Year of Tracking Teacher Evaluation using Complete TLE System for employment decisions

Second Year of Full TLE Implementation 2016-2017

- Qualitative Evaluation
- OAMs from 2015-2016 used in this year's Teacher Evaluation
- OAMs gathered at Site Level for 2017-2018 Teacher Evaluation
- Student Academic Growth Data from 2015-2016 used in this year's Teacher Evaluation
- Roster Verification Completed/ Student Academic Growth Data Compiled for 2017-2018 Teacher Evaluation
- All Components of the TLE System Used to Guide Employment Decisions

OKLAHOMA STATE DEPARTMENT OF EDUCATION
TEACHER and LEADER EFFECTIVENESS (TLE)

State Policies for Academic Growth

- Require that each teacher and each leader for whom a value-added result is not available use an SLO/SOO.
  - Require that each SLO/SOO address each of the essential questions.
  - Require that each SLO/SOO be developed based on training provided by or approved by the OSDE.
  - Allow only for the use of SLOs/SOOs that demonstrate student academic growth impacted by the teacher or leader to provide actionable feedback.
  - Address the process used to develop and approve the SLO/SOO.
  - Create an SLO/SOO evaluation rating for each teacher and each leader on a scale from 1.00 to 5.00.

Who Completes an SLO?

- Teachers who do not receive VAM scores, including the following:
  - Teachers of nontested grades and subjects
  - Teachers of tested grades and subjects not that do not receive a VAM score (e.g., Grade 8 science)
  - Teachers of tested grades and subjects listed previously with fewer than 10 eligible students
  - Administrators of a building with only nontested grades and subjects (e.g., PK–2 grade buildings)
  - Administrators of a building who would receive a value-added result but have fewer than 10 eligible students

Guidebook

SLOs Versus Other Academic Measures

- SLOs
  - Are directly linked to content and standards
  - Might be determined by teacher, teacher teams, or district personnel
  - Provide a structure for student goal setting
  - Are required as 35 percent of the quantitative measure
- OAMs
  - Are directly or indirectly related to academic success
  - Are selected by the educator
  - Include an extensive list of options, including an additional SLO/SOO
  - Are required as 15 percent of the quantitative measure

Guidebook

Activity: Turn and Talk

- Turn to an elbow partner and share your understanding of the following:
  - An SLO versus an SOO
  - Who completes and SLO
  - How an SLO is and is not like an OAM

SLO/SOO Cycle

Guidebook

AIR® American Institutes for Research®

Oklahoma State Department of Education
Teacher and Leader Effectiveness (TLE)

Step 1: SLO Development

- During the SLO development process, the teacher or teacher team completes the *SLO/SOO Sample Template*.
- The *SLO/SOO Sample Template* includes seven components that align to Oklahoma's four essential questions.

Guidebook

SLO/SOO Template

Essential Question	SLO/SOO Component
What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?	1. Focus/content
	2. Interval of instruction
Where are my students now (at the beginning of instruction) with respect to the objective?	3. Student population
	4. Baseline/trend data
How will students demonstrate their knowledge and skills at the end of the interval of instruction?	5. Assessment(s)/ evidence
Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?	6. Growth target(s)
	7. Rationale for growth target(s)

Guidebook

Activity: SLO Sample Template Review

- Review **Handout 2,** the sample SLO
- Write questions on sticky notes for each component of the template as you review the SLO
- Post your questions related to each component

SLO/SOO Template Components 1 and 2

- What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?
  1. Focus/content
     - Describes the course content covered by the SLO/SOO
     - Should be aligned with standards
  2. Interval of instruction
     - Should match the length of the course (year, semester, trimester, and quarter)
     - During 2014–5, might be shorter because of the delayed implementation timeline statewide

Guidebook

SLO/SOO Template Components 3 and 4

- Where are my students now (at the beginning of instruction) with respect to the objective?
  3. Student population
     - Describes students covered by the SLO/SOO
     - Describes student population (individualized education program status, English language learner status, and mobility)
  4. Baseline/trend data
     - Summarizes relevant baseline, trend, and historical data

Guidebook

SLO/SOO Template Component 5

- How will students demonstrate their knowledge and skills at the end of the interval of instruction?
  5. Assessment(s)/evidence
     - Describes assessment use in SLO/SOO
     - Aligns with standards

Guidebook

SLO/SOO Template Components 6 and 7

- Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
  6. Growth target(s)
     - Describes expected growth for each student
  7. Rationale for growth target(s)
     - Explains why growth targets are rigorous and attainable for all students

Guidebook

Step 1: Tips and Considerations

- As you work on writing your SLO, consider collaborating with your colleagues on assessments, baseline, and trend data
- Use multiple data sources, both academic and non-academic, to help determine growth targets
- Ask a colleague to review your SLO and provide feedback

Activity: Think and Reflect

- Looking at the SLO template:
  - Which components will be easiest for you? Why?
  - Which components will be the most difficult for you? Why?
  - How can you utilize the expertise of your colleagues to support the components that will be difficult?