Oklahoma Student Learning Objectives and Student Outcome Objectives Facilitator Guide: Module 1

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 1 will last about one hour and 45 minutes. 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
SLO/SOO Guidebook for District Decision Makers; 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.
SLO/SOO Guidebook for Teachers	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 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 1

Introductory Activity

Ahead of time, prepare the following materials:

- Create signs for the activity on Slide 1:
  - Three-dimensional chess
  - Flag football
  - Tackle football
  - Kick the can
- Create charts with the following template components as the headers for the activity on Slide 15:
  - Focus/Content
  - Interval of Instruction
  - Student Population
  - Baseline/Trend Data
  - Assessment(s)/Evidence
  - Growth Target(s)
  - Rationale for Growth Target(s)

Necessary Copies

- *SLO/SOO Guidebook for Teachers*
- Handouts 1 and 2

Slides

Slide 1: Module 1 Title Slide 1 minute Introduce yourself and welcome participants to the first professional learning session about SLOs. This first module will provide an introduction to SLOs in [district name].	 **Slide 1**

Slide 2: Introductory Activity: Four Corners 20 minutes (Slide is animated.) Before this activity, post the following signs in four different places in the room: ▪ Three-dimensional chess ▪ Flag football ▪ Tackle football ▪ Kick the can After the speaker reads each statement stem, participants will move to the space labeled with the sport that reflects their feeling about the activity mentioned. *Alright, to get us moving and thinking about this work, we're going to ask you to participate in a four corners activity. How many of you have done this before?* Click to reveal the first two bullets and read the directions. Have everyone stand up; click to reveal the first statement. After participants have moved to their chosen locations, give the groups two to three minutes to discuss; then ask for someone from each corner to explain his or her choice of analogy with the whole group. Repeat the process for the other two statements. *Okay, let's go ahead and head back to our seats.*	 **Slide 2**
Slide 3: Outcomes 1 minute *As you remember, these are the outcomes for the set of three trainings, but Module 1 will specifically focus on the first two bolded outcomes.*	 **Slide 3**

Slide 4: SLO/SOO Definitions 1 minute Read the definitions of “SLO” and “SOO.” Tell the participants that during the session, “SLO” will refer to both SLOs and SOOs. Draw participants’ attention to the box in the corner of the slide that says there is more information on this topic on the appropriate page of your district’s guidebook.	 **Slide 4**

Slide 5: SLOs Are Not

5 minute

We thought it might be useful to take some time to eliminate a few misconceptions about SLOs.

Please note that SLOs are not an opportunity for a teacher to write his or her own test and then determine which students to measure. Although it is true that some teachers may write their own assessment when another form of assessment is not available, they will write SLOs for entire classes of students. No students will be excluded from an SLO. Therefore, a teacher will not have the opportunity to determine which students to measure.

SLOs are also not based on subgroups of students, such as the English language learners (ELLs) in a classroom. SLOs will not be written specifically for select groups of students such as those with special education status, gifted and talented students, ELLs, or any other distinct group of students. All students in a course or class will be included in a teacher's SLO.

Teachers will not be required to write an SLO for every class or subject they teach. We will talk more about this later on today.

Many educators are familiar with individualized education program (IEP) goals, which are specific to the student and are focused on a very narrow skill or aspect of content. SLO goals are longer term goals that apply to all students in a particular class or course and cover key portions of content or key skills. However, IEP goals are similar to SLOs in that they are specific, measurable, achievable, relevant, and time bound and are differentiated based on student needs. We will see later how SLOs can contain differentiated targets for students.

Please turn to Appendix A, which is the SLO/SOO template for the district. We will spend a lot of time in the next two days looking at a sample SLO, but we want to give you a minute to look at the template so you have as sense of what this process encompasses. Take a minute to look through the template. Pause. *In a minute, we'll spend more time looking at the template in depth.*

Reiterate that the SLO/SOO process is a formalized goal-setting process.

Slide 5

Slide 6: TLE Overview 2 minute *As the figure shows, the TLE system is divided into three measures.* *As you know, the quantitative student academic growth measures can look different depending on the grade or subject taught by a teacher.* ▪ *In grades and subjects in which a state test is administered and teachers receive a VAM score, the VAM score will be the teacher's student academic growth measure.* ▪ *For teachers in nontested grades and subjects who do not receive a VAM score, the student academic growth measure will be calculated through SLOs or SOOs.* *Seventy to 80 percent of Oklahoma teachers will write SLOs or SOOs for their student academic growth measure.*	 **Slide 6**
Slide 7: Implementation Timeline 1 minute *As a quick reminder, here is the implementation timeline. You will notice that SLO data will be gathered this year and will inform next year's evaluation rating. What you'll learn today is that SLOs provide just the type of flexibility necessary for a late start. There is still enough time to develop SLOs and collect the necessary data to meet this timeline. In fact, there is an advantage to starting later in the year. When we talk about setting growth targets, we'll see that having knowledge about your students can help you figure out appropriate growth targets. We'll talk about setting growth targets later today.*	 **Slide 7**

Slide 8: State Policies for Academic Growth 2 minutes ▪ *On March 4, 2014, the Oklahoma State Board of Education adopted policies related to SLOs/SOOs. This piece explains how SLOs/SOOs will be used in local evaluation policies for teachers and leaders who do not receive a VAM score.* ▪ *SLOs/SOOs will address four essential questions, which we will see in detail a little later.* ▪ *They will build on the training American Institutes for Research (AIR) will provided this fall.* ▪ *They will demonstrate the student academic growth that teachers or leaders influence, and they will provide feedback to those teachers or leaders to help them grow as professionals.* ▪ *Local policies will have a great deal of flexibility in determining how SLOs/SOOs are developed and approved. OSDE, in partnership with AIR, will provide district recommendations, tips, and best practices on how to make these decisions.* ▪ *SLOs/SOOs will be scored on the same 5-point scale that all components of the TLE system use.*	 **Slide 8**
Slide 9: Who Completes an SLO? 1 minute *To clarify, here's a quick overview of who would complete an SLO. Take a minute to read the slide.* *If a teacher teaches multiple subjects that fall into both VAMs and SLOs, the VAM results will make up 35 percent of the quantitative measure. However, if an educator chooses, an SLO/SOO could be an option for the 15 percent OAM of the quantitative measure.* *For administrators, 35 percent of your quantitative evaluation score will be based on an aggregate of VAM or, if VAM doesn't apply to you, an aggregate of teacher SLO scores. It is possible that an administrator could write an SLO as an OAM if he or she chooses to do so.*	 **Slide 9**

Slide 10: SLOs Versus Other Academic Measures 1 minute *As you start to learn more about the SLO process, it may seem to be similar to the OAM process. To clarify, we've provided a comparison.* Take a minute to read this slide aloud. *In some cases, teachers might want to write two SLOs—one for the 35 percent and one for the 15 percent OAM. SLOs are an approved OAM. However, a teacher cannot write* ***one*** *SLO and use it for both scores. A teacher must have* ***two quantitative measures.***	 **Slide 10**
Slide 11: Activity: Turn and Talk 15 minutes Ask participants to turn to each other and talk about what they just learned. Then give them about five minutes to share out either with the whole group or their table and then ask whether they have any questions.	 **Slide 11**
Slide 12: SLO/SOO Cycle 1 minute *Now that you have a better sense of how SLOs fit into the larger picture, let's dive into the SLO process and how to develop an SLO. The SLO process comprises five steps.* Ask participants to turn to the appropriate page of the district guidebook and read the descriptions of the five steps of the SLO cycle. After participants have two minutes to read, ask: *How do these steps align with other steps in the TLE system? With other processes you have in place in your district/school?* If no one offers information, mention that the SLO process is about analyzing data, writing goals, and checking in through conversations, which teachers and leaders are already having (e.g., grade level groups, post observation conferences, professional learning communities).	 **Slide 12**

Slide 13: Step 1: SLO Development

10 minutes

This slide references Handout 1.

Read slide.

Now that we have seen what the SLO development process looks like, let's take a look at the standard template that all teachers will follow to develop their SLOs. We looked at the blank template a few minutes ago, but let's look at it more closely.

Slide 13

Slide 14: SLO/SOO Template

2 minutes

You'll notice that the template is divided into four essential questions. These essential questions are required.

Slide 14

Slide 15: Activity: SLO Sample Template Review 15 minutes This slide references Handouts 1 and 2. Ahead of time, prepare charts with each template component as the headers. Post the charts around the room as participants are reviewing and writing. *So, to confirm some of your statements and to ease some of your concerns about the SLO template and development, let's look at a completed sample SLO template.* *Take 10 minutes to look over the template and read through the completed SLO so that you have a concrete idea of what an SLO could look like. Then, take brief notes on anything you find confusing, putting each note or question on a separate sticky note and indicating which section it applies to (e.g., baseline data or student population) so that when we go through each step in detail, you will be able to remember and voice those observations. Also, as you read through this sample SLO, highlight words or phrases you think are key within each component. When you're finished, please post your questions or comments on this paper (or to a white board) under the section of the template with which they correspond.* Give participants 10 minutes to review the template and then ask participants to post their questions on the charts around the room.	 **Slide 15**

Slide 16: SLO/SOO Template Components 1 and 2

5 minutes

You've had some time to read through a completed SLO template and jot down some questions. We've reviewed the questions and will address them as we're sharing this information and at the end of this section.

Encourage participants to turn to the appropriate page in your district's version of the guidebook.

1. *Focus/Content*

   The focus/content component describes the content of the course that the SLO/SOO will cover. When completing this component, the teacher should consider the standards, skills, outcomes, or content that students should master by the end of the course. This is an opportunity for teachers to collaborate within grades and subjects (horizontal collaboration) and across grades and subjects above and below their course (vertical collaboration).

   This section also includes DISTRICT DECISION POINT 4: FOCUS/CONTENT OF THE SLO. That information should be inserted into this slide.

2. *Interval of Instruction*

   The interval of instruction is the start and end date of the SLO/SOO, which the teacher or teacher team identifies. Typically, the start date is the beginning of the school year or within a few weeks of the course starting. The end date can vary based on the assessment selected. In most cases, the interval will conclude before the end of the school year.

   The length of the interval of instruction must match the length of the course (e.g., quarter, semester, trimester, or year) so the SLO/SOO can be approved.

   Because of the delayed implementation timeline in 2014–15, for this year only it is not required that the interval of instruction match the length of the course. Teachers, in collaboration with their evaluators, can choose an interval of instruction that makes sense given their district's implementation timeline. Districts may choose to provide further guidance about the interval of instruction.

Slide 16

Slide 17: SLO/SOO Components 3 and 4 5 minutes 3. Student Population *The Student Population section identifies which students are covered in the SLO. In this component, the teacher describes the student population included in the SLO. In addition to identifying the students, teachers should be able to describe the student population and acknowledge any factors that might affect a students' growth over the interval of instruction.* This section also includes DISTRICT DECISION POINT 5: STUDENT POPULATION. That information should be inserted into this slide. *4. Baseline/Trend Data* *The Baseline/Trend Data section is where the teacher or teacher team identifies and analyzes data related to the student population included in the SLO, describing student strengths and weaknesses.*	 **Slide 17**
Slide 18: SLO/SOO Component 5 5 minutes 5. Assessment(s)/Evidence *In the Assessment(s)/Evidence section, teachers or teacher teams describe the assessment(s) or other evidence that they will use to measure student growth on the SLO. The assessments must align with the Focus/Content of the SLO.* This section also includes DISTRICT DECISION POINT 6: ASSESSMENT(S)/EVIDENCE. The information about that district decision should be inserted into this slide.	 **Slide 18**

Slide 19: SLO/SOO Components 6 and 7

5 minutes

6. Growth Target(s)

   The growth target should articulate the amount of growth expected for all students over the interval of instruction. The SLO Quality Checklist and SOO Quality Checklist require that all students in the course or focus area have a growth target.

   Writing growth targets can be challenging, especially the first time. It requires teachers to rely on baseline data, their knowledge of students, and their professional judgment to create targets that are rigorous and attainable. Collaboration with colleagues to write acceptable growth targets is one important way teachers can hone their professional judgment and gain confidence in writing growth targets. Remember, the later start this year will actually benefit teachers because they know more about their students now than they knew about them at the beginning of the year.

   This section also includes DISTRICT DECISION POINT 7: GROWTH TARGETS. The information about that district decision should be inserted into this slide.

7. Rationale for Growth Target(s)

   The rationale for growth targets section explains why the growth targets for the students covered by the SLO/SOO are rigorous and attainable.

   This section should describe why the growth target is appropriate for each student or group of students and the student characteristics that make it appropriate. It should discuss how the baseline and trend data show that these targets are rigorous and attainable.

Slide 19

Slide 20: Step 1: Tips and Considerations

2 minutes

There are some strategies you can use as you work on step 1.

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

Consider asking a colleague to review your SLO and provide feedback

Slide 20

Slide 21: Activity: Think and Reflect 3 minutes *Looking at the SLO template.* *Turn and talk with a colleague and discuss:* ▪ *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?*	 **Slide 21**