Oklahoma Student Learning Objectives and Student Outcome Objectives Facilitator Guide: Module 3

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Contents

Page

Overview 1
- Training Purpose and Goals 1
- Audience 1
- Timing 1
- Resources 2
- Preparation 2

Presenting Module 3 4
- Introductory Activity 4
- Slides 4

Overview

Training Purpose and Goals

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

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 3 will last two hours. 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 3

Introductory Activity

Ahead of time, be sure to make the following copies for each participant.

Necessary Copies

- Ms. Bullen's Data Rich Year handout
- Handouts 5, 6, and 7
- Handout D

Slides

Slide 1: Module 3: Scoring SLOs and Reflecting on Progress 1 minute This module will provide information about Steps 3, 4, and 5 of the SLO template.	 **Slide 1**
Slide 2: Table Talk 10 minutes Pass out copies of the Ms. Bullen's Data Rich Year handout to each participant. As participants are coming in and getting settled, have them complete the activity on the slide. Read slide. Give participants about 10 minutes to discuss. Then ask for a few groups to share out. Help participants understand that the SLO process fits with the practices already taking place in their schools and districts.	 **Slide 2**

Slide 3: Outcomes 1 minute Read slide.	 **Slide 3**
Slide 4: SLO/SOO Cycle 1 minute *In Steps 3, 4, and 5, we will focus on monitoring and adjusting instruction so students are on track to meet the growth targets.*	 **Slide 4**
Slide 5: Step 3: Midcourse Check-In 10 minutes *The goal of the midcourse check-in is for the teacher to examine progress and review results for the first half of the course. This brief conversation about student growth is an opportunity to celebrate progress to date and identify next steps. It is also an opportunity for the teacher to share data, artifacts, and anecdotal information about student performance; these pieces may be used as evidence of teacher practice. No ratings are assigned during these conversations.* *Examples of data and artifacts could include* ▪ *Student work samples* ▪ *Formative and benchmark assessment results* ▪ *Observations of students* *The midcourse check-in meeting should ideally be combined with another meeting that is part of the TLE process, such as a postobservation conference, to reduce and streamline the number of meetings required for each teacher and evaluator.*	 **Slide 5**

Slide 6: Midcourse Check-In: SLO Revisions 2 minutes *In rare cases, it may be necessary to revise SLOs halfway through the year/course because of extenuating circumstances (e.g., change in teaching assignment, extended leaves). If this happens, the midcourse check-in will be a more formal process that involves revising the original SLO and reapproval. For a teacher to be allowed to revise his or her SLOs/SOOs, there must be sufficient evidence that the extenuating circumstances are significant enough. Sufficient evidence of extenuating circumstances includes evidence of circumstances that are unexpected, are significantly disruptive, are beyond a teacher's control, and may have reasonably affected the teacher's performance.* Ask participants to turn to the page of the district guidebook listing any pre-identified district extenuating circumstances.	 **Slide 6**
Slide 7: Activity: What Data Would You Use? 15 minutes This slide references Handout 5. (You may need to eliminate this activity if time is running short.) Give participants 15 minutes to look at the sample interim data (aligned with the sample SLO), and answer the questions on the slide.	 **Slide 7**
Slide 8: Step 4: Year-End Reflection on SLO Progress 10 minutes Read Step 4 in guidebook. *Step 4 and step 5 can be combined if the data are available at the end of the school year or course. For example, Rachel Anderson, the teacher who's SLO we have been reviewing on Handout 2, her assessment data would be available before the end of the year. Consequently, she and her evaluator could have a combined meeting for Steps 4 and 5.* *However, if final assessment data will not be available until the following school year, Step 4 is an opportunity for a teacher and evaluator to discuss the SLO process, progress that was made (using interim student data), and how the teacher might adjust the SLO for the following school year.* After reviewing the slide, pause and give participants a minute to read the guidebook.	 **Slide 8**

An example of a teacher who would have separate Step 4 and 5 meetings would be a teacher who used state assessments in his SLO. He and his evaluator would meet for a Year-end Reflection on SLO progress in May or June and would meet again for SLO Scoring and the Summative Conference after state assessment results are released in the fall of the following year. Trainer notes: Steps 4 and 5 could be combined if assessment data/evidence is available the same year as the interval of instruction. If that is the case, they still might have a summative rating conference to talk about all the TLE ratings and the final rating in the fall, as the TLE system prescribes. Step 4 is about learning about student progress and adjusting practice the following year and about planning for the SLO process for the following year. Step 5 is about sharing the score and how it will roll up into the final TLE score. It can also include some reflection questions, but if Step 5 is done the following year, the conversation may not be as meaningful.	
Slide 9: Step 5: SLO Scoring and Summative Conference 5 minutes (Slide is animated.) Before introducing the text, do the following: *Read about Step 5 in the guidebook. What questions come to mind?* Click to add text. Read the slide. *Whenever the final student data are available to score the SLOs, it is important to follow the scoring with a conversation about how the SLO has impacted practice and how the teacher will use that information to inform planning and teaching strategies and help him or her decide how to adjust the SLO process next year.* *If there was a conference at the end of the previous school year, there is no need to have another one.*	 **Slide 9**

Slide 10: SLO Scoring

1 minute

Steps 4 and 5 address not only scoring but also the conversation about the scores. We will start by talking through the scoring process and later talk about data-driven conversations in a broader sense and how they can fit into the SLO process.

Read slide.

Slide 10

Slide 11: SLO Scoring Scale

1 minute

The OSDE scale is required for Year 1. This scale aligns with the common grading scale in that 70%-79%=Effective, 80%-89%=Highly Effective, and 90% and above=Superior. Attaining 70% is reflective of minimum expectations.

- *This is consistent with the TLE system as a whole.*
- *These are minimum standards for Year 1.*
- *Learned a lesson from the OAM process and will collect comparable data this first year so we can adjust the scale the following year.*
- *Provides the benefit of the doubt since this is the first year of implementation.*

Slide 11

Slide 12: SLO Scoring Scale

2 minutes

This scale assumes that over time teachers and leaders will be better at setting growth targets. The process becomes more intuitive and accurate the more you do it and the more data you have to inform the process. Notice that the largest range in the scale is a 5. This means that if I teach 100 kids, 10 kids can miss the growth target and I will still receive a 5 as my SLO rating. Let's think about a 3. How many kids can miss the growth target?

State legislation requires that districts use a 5-point scale. This scale is what the state recommends, at least initially, with the potential for adjusting it later. If a district would like to adjust the numbers, it is welcome to do that.

SLO/SOO Score	Percentage of Students Who Met or Exceeded Their Growth Targets
5	90–100
4.5	85–89
4.0	80–84
3.5	75–79
3.0	70–74
2.5	65–69
2.0	60–64
1.5	55–59
1.0	54 or less

Slide 12

Slide 13: Activity: Let Us Practice 15 minutes This slide references Handout 6. *Turn to Handout 6 in your packet. Take a look at the scoring sections and determine what score this teacher would receive.*	 **Slide 13**
Slide 14: Building a Data Culture 10 minute *We've been talking a lot about how these data practices are most likely already occurring in your schools and districts. It's important to remember that an isolated conversation about student learning targets and data between a teacher and an evaluator is a good first step, but to really make an impact on instruction, it's important that we build a culture focused on using and talking about data. We want SLO conversations to be rich and lead to real changes in instruction and student outcomes—similar to the example of Ms. Bullen's data rich year. To make the most of reflective conversations and to begin to embed them into the work teachers and leaders are already doing, we're going to think about building a data culture. A data culture will make a huge difference in the ease and implementation of SLOs. Based on the results from the poll, it sounds like there are some great things happening with data use in your districts. This slide provides a quick summary of ways you can build a well-rounded approach to using data in conversations that will promote a data culture in your district and help teachers and leaders use the SLO process for support. We're going to talk in more detail about these things and hear what you do in your schools and districts.* Read slide and explain each bullet: ▪ *There is a huge amount of data available to educators beyond assessment data. Teachers are conducting lots of formative assessment and collecting information about their students on a daily basis. Using all of the data helps paint a clearer and probably more accurate picture so that when a teacher needs to set growth targets, he or she will have the information to inform accurate and rigorous targets.* ▪ *Time is incredibly precious these days, so finding time—even short amounts of time—to look for and talk about data is critical. The more fluent teachers and leaders are*	 **Slide 14**

in talking about data, the quicker these processes go. ▪ *Even if grade and subject teams aren't able to meet, there are ways teachers can connect and talk about data with others in their schools. For example, the music teacher and the fourth-grade teacher can talk about how to integrate content that students are struggling with into each other's lessons.* ▪ *The more you talk about data, the better people will get at doing so, and the less of a burden it will feel like. As with anything else, it takes practice and time to do. This definitely applies to the SLO process, but it also applies to data practices in general.* *Take a minute to self-assess how many of these activities are being implemented consistently across your school/district. Which ones would you like to see more consistently implemented? What's your barrier?* Give participants a few minutes to talk in district teams and then ask if anyone would like to share out. Explain that you will help them conquer their barriers and will provide some quick suggestions on how to build the data culture with less time and fewer resources.	
Slide 15: Activity: Use a Variety of Data Sources 10 minutes This slide references Handout 7. *Turn to Handout 7 in your packet. This handout has a list of different sources of data.* Read slide. Give participants two minutes to circle, and then prompt them to talk in their table groups. Whole groups can share out: *Where did you agree and where did you disagree?* *Considering multiple data sources is a great way to think about data all the time. They are not dependent on time or other people to collect and analyze, and any educator can do it—not just subjects or grade levels that have "standardized" test data. By "high-impact," we mean data sources that yield information that tells us how students are progressing over time and can provide the specificity needed to make instructional adjustments or inform differentiation for students.*	 **Slide 15**

Slide 16: Find Collaboration Time and Make Connections Across Data Points 2 minutes (Slide is animated.) Before bringing up the text, ask, *What types of collaboration time do you have built into your teachers' schedules?* If the participants indicate that there are none, suggest ways to build it into their schedules (e.g., an hour on professional development days, during common planning periods, 15 minutes during a staff meeting). Mention that they don't need a lot of time, but having structures and expectations for the time will help ensure that collaboration will happen. Explain that the suggestions on the slide can be broken up over the course of several short meetings or as part of grade-/department-level meetings. *Who knows whether at least two of these activities are taking place consistently across schools and teachers in your district? How about three? Four?*	 **Slide 16**
Slide 17: Data-Based Feedback 1 minute *When you have conversations focused on providing feedback, make sure you think about these five facets. Steps 2, 3, 4, and 5 of the SLO cycle provide opportunities for providing feedback. Now, you're going to have a chance to practice this so you are able to continue building a data culture in your school.* Read slide.	 **Slide 17**
Slide 18: Activity: Role-Play 15 minutes This slide references Handout D; pass it out to participants after the activity. Explain that role-playing is not for everyone, so if they do not want to role-play, they should at least talk through the conversation and practice using this structure and the questions. *Use your original chart and the sample SLO to plan out a data-based conversation between a teacher and evaluator. Remember to make the conversation focused, evidence based, constructive, timely, and actionable. After you have determined what you will ask, role-play or talk through the conversation as a teacher and an evaluator. You can divide the roles among the group members, so a few will play the*	 **Slide 18**

teacher and the others the evaluator. After the activity, note that Handout D contains some possible responses for feedback on this SLO. Handout D includes the sample SLO used throughout the training, an annotated version of the SLO, and an improved version. It also includes an example of an SOO. Thank participants for engaging in that activity and share a few reflections you heard around the room. *After doing all of this work, you might be wondering how it fits into the scoring process. The scoring process would be meaningless if there weren't targeted feedback tied to it that would help teachers and leaders adjust their practice.*	
Slide 19: Wrap-Up: Revisit Ms. Bullen's Data Rich Year 5 minutes Read slide and ask a few people to share out.	 **Slide 19**