Module 3: Scoring SLOs and Reflecting on Progress

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

Activity: Table Talk

- In table groups, review Ms. Bullen's Infographic and discuss the following questions:
  - Where do the SLO steps fit into the graphic?
  - How does this graphic support the SLO process in the larger data picture?

Outcomes

- Participants will:
  - Develop 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/SOO Cycle

Guidebook

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Step 3: Midcourse Check-In

- The goal of the midcourse check-in is for the teacher to examine progress and review results for the first half of the course.
  - Celebrate success
  - Identify next steps
- During the conversation, teachers can share data, artifacts, and anecdotal information about student progress.
- No ratings are assigned during these conversations.

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Midcourse Check-In: SLO Revisions

- It is a rare occasion that an SLO will need to be revised midcourse.
- If there are any extenuating circumstances that could impact a teacher's ability to meet the student growth targets, then these must be discussed during the midcourse check-in meeting.
- Additionally, the teacher and evaluator must develop a plan to revise and approve the original SLO.

Activity: What Data Would You Use?

- Review the sample SLO and in your district team.
  - Use **Handout 5** and the sample SLO and determine what instructional adjustments you would suggest to ensure students are making sufficient progress?
  - What other data or artifacts you would collect and bring to the conference?

Step 4: Year-End Reflection on SLO Progress

- At the end of the course, the teacher and evaluator meet to reflect on SLO progress.
- This meeting can take place during other TLE conferences or meetings, such as postobservation conferences.
- However, if final student data are available at the end of the school year, then Steps 4 and 5 can be combined into a single meeting.

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Step 5: SLO Scoring and Summative Conference

- Once final student data are available, the teacher and evaluator meet and discuss SLO scoring.
- This step provides a dedicated time for the teacher and evaluator to have a critical conversation on the following:
  - How the SLO has impacted their practice
  - How they will use the information collected during the SLO process to inform goals and objectives in the future
- If the data are available in the same school year, then Steps 4 and 5 can be combined for one conference.

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SLO Scoring

- SLO scores are based on the percentage of students who met the growth targets in the SLO.
- After postassessment data are collected and scored, the teacher or evaluator will determine the percentage of students who met the target and use the scale on page 24 of the Guidebook to determine the score.

SLO Scoring Scale

- State law requires that districts “Create an SLO/SOO evaluation rating for each teacher and each leader on a scale from 1.00 to 5.00.”
- To do this, OSDE has created a 1.00–5.00 scale based on analysis of other state and district scales from across the country.
- Districts must use the OSDE scoring scale during year 1 of SLO implementation (2014-15)
- The OSDE recommended scale will be revisited over time and adjusted as needed.

SLO Scoring Scale

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

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Activity: Let Us Practice

- Using **Handout 6**, determine the percentage of students who met or exceeded their growth target and determine the SLO score for the sample SLO.

Building a Data Culture

- Use a variety of high-impact data sources
- Find collaboration time
- Make connections across data points
- Participate in data-based feedback regularly

Activity: Use a Variety of Data Sources

- Refer to **Handout 7**.
- Circle five data sources you think have the greatest impact on instruction and student learning and form a rationale.
- When you have finished, discuss your selections and rationale with the people in your group.
  - How can you embed these data sources into conversation and regular use in planning and instruction?
  - What are other data sources you might consider?

Find Collaboration Time and Make Connections Across Data Points

- During collaboration time, teachers and leaders can do the following:
  - Collaborate across content and grade levels
  - Think about cross-curricular connections and planning
  - Share best practices and techniques
  - Conduct lesson studies
  - Conduct collaborative data analysis

Data-Based Feedback

Feedback conversations should be:

- **Focused** on the SLO.
- **Evidence Based** and grounded in the data**.**
- **Constructive** in order to reinforce effective instructional practices and provides ideas for improvement.
- **Timely** so it can be applied quickly.
- **Actionable** and focus on behaviors that can be changed.

Activity: Role Play

- Take your original chart from the wall.
- Plan a data-based conversation that is focused, evidence based, constructive, timely, and actionable using the sample SLO.
  - As a teacher, what is role in the conversation?
  - As an evaluator, what is your role in the conversation?
- Divide your table into teachers and evaluators and role play the conversation.
- Share out.

Wrap-Up: Revisit Ms. Bullen's Data-Rich Year

- In district teams, look back at Ms. Bullen's infographic and discuss the following:
  - Where do Steps 4 and 5 fit in?
  - What are two data practices you would like to encourage teachers and leaders in your district to do this year as part of the SLO process?