Exploring Student Learning Objectives (SLOs) & Student Outcome Objectives (SOOs)

American Institutes for Research in Partnership With the Oklahoma State Department of Education
Session Overview

This session will provide an overview of SLOs/SOOs for teachers and leaders, which will be used for the Student Academic Growth (SAG) component of the Teacher and Leader Effectiveness Evaluation System (TLE).
Agenda

1. Overview
2. Introduction to the SLO Cycle
3. Activity: Reviewing an SLO
4. SLOs in Oklahoma
5. Questions
Educator Effectiveness
Theory of Action

Educators and researchers agree that Teacher Effectiveness is the single most important school-based factor in student academic achievement.

Do you believe...?

- Every child deserves to have an effective teacher every year. 
- Yes

- Every teacher deserves to have a team of effective leaders throughout his/her career.
- Yes

- Effectiveness can be developed.
- Yes

- Educator growth is best achieved through deliberate practice on specific knowledge and skills.
- Yes

We do, too!

This is why the Oklahoma State Department of Education will provide leadership for Educator Effectiveness by:

- Developing a system to assess educator strengths and weaknesses;
- Providing access to high-quality professional development; and
- Guiding districts through a framework of offering individualized professional learning opportunities (including – but not limited to – best practices videos, peer collaboration, coaching, hands-on workshops, and professional reading); and
- Seeking ongoing feedback to improve the system and professional development opportunities provided.
Three Components of TLE

Quantitative: Other Academic Measure (One Year Lag) 15%

Quantitative: Student Academic Growth Measure (One Year Lag) 35%

Qualitative: Observation Framework 50%

Value-Added Model (VAM) Result

Student Learning Objective/Student Outcome Objective (SLO/SOO)
Oklahoma SLO/SOO Train-the-Trainer Sessions for District Training Lead(s)

Tentatively September, October, and November

Look for details and registration information in the monthly TLE Newsletter.
INTRODUCTION TO SLOs/SOOs
Who We Are

• AIR is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally.

• Since 2010, AIR has worked extensively with states and districts across the country supporting the design and implementation of SLOs as one piece of a multiple-measure performance evaluation system.
Today’s Goals

• Build understanding of the student learning objective (SLO) cycle
• Develop a common SLO language
• Review and critique an SLO
An SLO/SOO 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 or for subgroups of students.
SLOs: National Perspective

• States are reforming their performance evaluation systems to include multiple measures.
• Using SLOs, student growth can be measured in tested and nontested subjects and grades.
• A review of publicly available documents shows 23 states require and two states allow individual teacher SLOs. (Lacireno-Paquet, Morgan, & Mello, 2014)
Why Use SLOs?

• Provide an opportunity for rich professional conversations focused on educational expectations
• Provide educators a voice in their evaluation
• Recognize and demonstrate success in the classroom
• Provide flexibility and adaptability
• Encourage professional collaboration
• Connect teacher practice to student learning
• Provide a way to meet state and federal mandates to measure student growth for any teacher
What Does Early Research Indicate?

• Teachers reported increased focus on student achievement and data use and increased use of evidence-based practices as a result of the SLO goal-setting process (Community Training and Assistance Center, 2013; What Works Clearinghouse, 2009).

• Teachers using SLOs valued the opportunity to analyze data and plan instruction as part of the SLO process and reported feeling “empowered” and taking a more active role in their evaluation after SLOs were implemented (Donaldson, 2012; The New Teacher Project, 2012).
What Does Early Research Indicate?

Some positive correlations have been found between the quality of SLOs and student achievement and between the number of objectives met by teachers and student achievement, but mixed results point to a need for more research (Austin Independent School District, 2010; Community Training and Assistance Center, 2013).
THE SLO CYCLE
The SLO Cycle

I. SLO development process

II. SLO approval

III. Midcourse check-in

IV. Final review of SLO attainment and scoring

V. Discussion of summative rating and impact on practice

I. SLO Development

SLO development generally includes the following five steps:

1. **Identify core content and standards**
2. **Gather and analyze student data**
3. **Determine the focus of the SLO**
4. **Select or develop an assessment**
5. **Develop a growth target and rationale**

How Are SLOs Developed?

<table>
<thead>
<tr>
<th>SLO Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Data</td>
</tr>
<tr>
<td>Student Population</td>
</tr>
<tr>
<td>Interval of Instruction</td>
</tr>
<tr>
<td>Standards and Content</td>
</tr>
<tr>
<td>Assessments</td>
</tr>
<tr>
<td>Growth Targets</td>
</tr>
<tr>
<td>Rationale for Growth Targets</td>
</tr>
<tr>
<td>Instructional Strategies</td>
</tr>
</tbody>
</table>
What Does an SLO Look Like?

Handout: SLO template from Rhode Island

Source: http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/GuidebooksForms.aspx
II. SLO Approval

Student Learning Objective Quality Review Tool

Priority of Content

1. Does the Objective Statement identify specific knowledge and/or skills that are essential for students to attain in the course/grade?
   - Yes ☐ No ☐
2. Is the objective statement broad enough that it captures the major content of an extended instructional period, but focused enough that it clearly pertains to the course subject/grade/students and can be measured?
   - Yes ☐ No ☐
3. Does the objective rationale provide a data-driven and/or curriculum-based explanation for the focus of the SLO?
   - Yes ☐ No ☐
4. Based on your answers to the questions above, would you rate the Priority of Content as acceptable?
   - Yes ☐ No ☐

Rigor of Target

5. Does the SLO describe the baseline knowledge of all current students and how it was assessed, and reference historical data, if available?1
   - Yes ☐ No ☐
6. Based on student starting points, is the target possible for all students to realistically attain, while also representing a rigorous interval of learning with an effective teacher?
   - Yes ☐ No ☐
7. If appropriate is the target tiered to reflect students' differing starting points?
   - Yes ☐ No ☐
8. Does the target rationale explain how the target was determined in connection with baseline data or information (benchmark assessment, historical data, trend data, etc.)?
   - Yes ☐ No ☐
9. Based on your answers to the questions above, would you rate the Rigor of Target as acceptable?
   - Yes ☐ No ☐

Quality of Evidence

10. Does the evidence source measure the identified content/skills of the Objective Statement?
    - Yes ☐ No ☐
11. Does the explanation of assessment administration include when it is administered, how often, and by whom, along with a description of how the evidence will be collected and scored (e.g., description of scoring guides, rubrics, or instructions)?
    - Yes ☐ No ☐
12. Does the scoring process have safeguards in place to ensure consistent scoring aligned to clear expectations of student work (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)?
    - Yes ☐ No ☐
13. Based on your answers to the questions above, would you rate the Quality of Evidence as acceptable?
    - Yes ☐ No ☐

Overall

14. If you were the evaluator, would you have approved this SLO?
    - Yes ☐ No ☐

---

1 Please note that Baseline Data is included under Rigor of Target here and not in the revised Anatomy of an SLO (p.13 of the Addendum to the Rhode Island Teacher Evaluation and Support System) because an accurate assessment of target rigor requires that an assessment of student baseline knowledge is included.

Handout: Example SLO Approval Checklist from Rhode Island

III. Midcourse Check-In

- How are your students progressing toward growth targets?
- Which students are struggling/exceeding expectations?
- What additional resources do you need as you work to achieve your SLOs?
IV. Final Review of SLO Attainment and Scoring

**Teacher**
- Administer the final assessment(s) to students.
- Collect all relevant information and compile it in a useful way for the evaluator.

**Evaluator**
- Ask teachers to complete an end-of-year reflection.
- Score SLOs, and set up a final meeting with the educator.
- Prepare to give feedback and plan next steps.
V. Discussion of Summative Rating and Impact on Practice

Seek opportunities to practice providing critical feedback in a safe and supportive environment.

Focus on the summative rating and lessons learned from the process.

Address aspects of the educator’s performance that were valuable for improving student learning as well as those aspects that could be improved.

Prepare to offer resources to struggling teachers while providing reinforcement and opportunity for effective teachers.
SLO Approaches

Type 1
Set by teacher or teacher team using available assessments

Type 2
Set by teacher or teacher team using assessment list or ranking

Type 3
Set by teacher or teacher team using common assessments

Type 4
Set by local education agency using common assessments and common growth targets

Increasing Teacher Agency

Increasing SLO Comparability

ACTIVITY: REVIEWING AN SLO
Reviewing an SLO

• Review the provided SLO.
• As you review, jot down a few notes about:
  – What components make sense to you?
  – What components would you change? Why?
  – What questions come to mind?
• As a whole group, we will discuss your thinking.
References


• The New Teacher Project. (2012). *Summer report: Creating a culture of excellence in Indiana schools*. Indianapolis, IN: Indiana Department of Education.


Oklahoma State Department of Education
Office of Educator Effectiveness

IMPLEMENTING SLOs/SOOs IN OKLAHOMA
State Policies

Local District Policies for Student Academic Growth Must:
Require that each teacher and each leader for whom a Value Added Result is not available use an SLO/SOO.

a. Require that each SLO/SOO address each of the essential questions.
b. Require that each SLO/SOO be developed based on training provided by or approved by the Oklahoma State Department of Education.
c. Only allow for use of SLOs/SOOS that demonstrate Student Academic Growth impacted by the teacher or leader in order to provide actionable feedback.
d. Address the process used to develop and approve the SLO/SOO.
e. Create an SLO/SOO evaluation rating for each teacher and each leader on a scale from 1.00-5.00.
State Policies

SLO/SOO Essential Questions

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

2. Where are my students now (at the beginning of instruction) with respect to the objective?

3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?

4. How will they demonstrate their knowledge/skill(s) at the end of the interval of instruction?
Local SLO/SOO Decisions
Resources and Support

• OSDE will continue to convene groups of stakeholders in order to develop recommended practices for a variety of content areas and teacher/leader types.

• Recommended practices developed by these groups might include such things as:
  – example SLOs/SOOs;
  – suggested assessments/measures/tools for students to demonstrate their knowledge and skills; and
  – identification of the most important knowledge/skill(s) for particular grades and subjects.
Contact Information

OSDE Customer Service Desk
405-521-3301

Dr. Kerri White
Assistant State Superintendent
Educator Effectiveness
Kerri.White@sde.ok.gov
405-521-4514

Dr. Jenyfer Glisson
Executive Director
Teacher and Leader Effectiveness
Jenyfer.Glisson@sde.ok.gov
405-522-0282

Susan Pinson
SLDS District Data and PD Liaison
Susan.Pinson@sde.ok.gov
405-522-1835

Ginger DiFalco
Coordinator
Teacher and Leader Effectiveness
Ginger.DiFalco@sde.ok.gov
405-522-8298
Exploring Student Learning Objectives (SLOs) & Student Outcome Objectives (SOOs)

American Institutes for Research in Partnership with the Oklahoma State Department of Education