Student Learning Objectives
Texas Center for Educator Excellence (TxCEE)
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Texas Center for Educator Excellence

Our work is focused on:

- Increasing educator excellence
- Improving student achievement
- Aligning district resources
- Teacher and School Leader training
Texas Educator Excellence Model (TEEM)
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Most of what we do in communities and organizations focuses us on our individual needs.
We attend a conference or meeting for our own purposes, for what, “I can get out of this.”
Conversation is different.
Although we each benefit individually from a good conversation, we also discover that we were never as separate as we thought.
Good conversation connects us at a deeper level.
As we share our different human experiences, we rediscover a sense of unity.
We remember we are part of a greater whole.
And as an added joy, we also discover our collective wisdom.
We suddenly see how wise we can be together.

-- Margaret Wheatley
“turning to one another”
Principles for Our Session

Wisdom resides within us.

“No angels will parachute in here to save us. Rather, the angel is all of us together.” The wisdom for implementation and acting is within us. It has to be.

Focus on what’s working, ask what’s possible, not what’s wrong.

Energy for change in communities comes from working with what is working. When we accelerate and amplify what is working, we can apply those things to the issues in community that drain life and energy.
Objectives

• Develop an understanding of what an SLO is and how SLOs can be used to drive improvements in student achievement.

• Discuss the importance of developing a district’s SLO Approval Process, Procedures, and Rubric.

• Create a plan to align SLOs with teacher evaluation and professional learning.
Consensus Gram – 1 to 5

- Each person has one sticky note.
- Write a number 1-5 to show SLO implementation level.
- 1- is the lowest
- 5- is the highest
- Place your response on the wall graph.
- Interpret the Consensus Gram with the group.
What is a SLO?

A Student Learning Objectives (SLO) is an assessment tool that allows a teacher to quantify his/her impact on student achievement as measured within the parameters of a particular academic or elective standard.
Student Learning Objective #8

Subject/Content Area: English Language Arts  
Campus: Builder High School

District: Walt Disney Central School District  
Academic Year: 2017–18

Teacher: Mrs.  
Grade Level(s): Grade 10

Individual or Team SLO (describe if team): Individual SLO

Standards-Based Objective Statement & TEKS

The student will be able to make complex inferences about text and use textual evidence to support understanding. The student will be able to infer by utilizing figurative language, tone, and forms of narration within a piece of literary text.

111.2 J. English Language Arts and Reading, English II
Reorganizing Category 2: Understanding and Analysis of Literary Texts
2(C) Evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction.

(6)(A) Make complex inferences about text, and use textual evidence to support understanding.  
(Readiness Standard – Fiction)

Data-Driven Rationale

Last year (2016-17), 54% of 9th graders did not meet the standard for (6)(A) as measured by the EOG assessment, and 41% did not meet the standard for 2(C) and 6(A). Looking across our other reading standards, 6(A) is a key area of weakness for these students. Historically, our campus struggles with Reporting Category 2.

Not only have my students struggled historically with making complex inferences about text and synthesizing texts, this standard is a priority. It is a key skill for understanding increasingly complex texts and an important part of becoming a self-directed critical reader.

Preinstruction Assessment and Postinstruction Assessment

The pretest and posttest will focus on the target standards, and include test items that ask for the ability to relate the figurative language of a literary work to its historical setting, evaluate the connection between forms of narration and tone in a work of fiction, and make complex inferences. A publisher created the tests used in the class (Maintained) and consists of six (a) multiple-choice test for supporting content knowledge, and (b) open-response item to assess mastery of the more complex standard (6)(A).

Short Answer Prompt:

Part of the title of Twain’s story is “An Instructive Little Tale.” In 1-2 paragraphs, write to explain the central idea for the story. Use evidence from the text to explain how the central idea is developed throughout the story.

Pretest approved by: ____________  
Posttest approved by: ____________

Student Population

Fifty students are covered in this SLO. These 50 students are all the students from two of my general education English II language arts (ELA) classes (i.e., third and fourth periods). The other class I teach is AP English II. When identifying the highest area of need based on campus performance, my general education English II language arts students became higher priority for identifying area of need.

Interval of Instruction

This is a yearlong SLO and covers the whole grade 10 ELA course of instruction.

SLO Approved by (name/title): ____________  
Date: ____________
What is it that **teachers** need to know, understand, and be able to do to **create** a SLO?

What is it that **teachers** have to know, understand, and be able to do to **create student growth** related to this SLO?

What is it that **administrators** need to know, understand, and be able to do to **lead** the SLO Process?
1. Align learning goals, assessments, and plan instruction

2. Collect and prepare a variety of data about student learning

3. Interpret data and analyze root causes for identified gaps

4. Find research based, best practice strategies to improve student learning

5. Implement new strategies into instruction to increase student learning

6. Determine instruction interventions

7. Monitor progress using formative assessment feedback
Teacher Evaluation Rubric

• Identifies those aspects of a teacher's responsibilities as promoting improved student learning.

• Seeks to define what teachers should know and be able to do in the exercise of their profession.

• Provides a road map through the territory, structured around a shared understanding of teaching.

• Establishes a language of practice.
Think – Write - Pair - Share

• As you examine your teacher and administrator evaluation rubric, what are some of the similarities and differences between what teachers and administrators should know, understand, and be able to do related to the SLO process and the evaluation instrument?

• What do you want to stay mindful of in creating a plan to support your campus to successfully implement the SLO Process?

• How will you know you are successful? What evidence will you collect?
Consultancy Protocol Phases

1. Frame the Consultancy Dilemma and Focus Question
2. Share dilemma and vote on one to discuss using consultancy protocol
3. Presenter presents dilemma to group
4. Consultancy group asks clarifying questions
5. Consultancy group asks probing questions
6. Consultancy group defines the issues and gives open suggestions
7. Presenter reflects
8. Debrief
9. Repeat until time is called
Example dilemma and focus question

Dilemma Frame:
It is hard to ensure the quality of SLOs and the assessments used to measure student learning. It is difficult to ensure consistency across classrooms, let alone schools in my district. In addition, since SLO attainment will be part of a teacher’s summative rating, there may be an incentive to set low expectations. As a result of these challenges, the perception, if not the reality, will be that teachers of tested grades and subjects are held to a much higher standard.

Focus Question:
What are some of the ways we could analyze and compare data from SLOs with other forms of teacher data like teacher observation ratings and other measures that predict future student success to ensure reliability?
Frame the Consultancy Dilemma

Silent reflective writing on the front of your index card.

Some questions that might help:
• Why is this dilemma important to you?
• What (or where) is the tension in your dilemma?
• What have you done already to try to remedy or manage the dilemma?
Frame a Focus Question

- Try to pose a question around the dilemma that seems to get to the heart of the matter.

- Remember the question you pose will guide the Consultancy group in their discussion of the dilemma.

- Critique your Focus Question.

- Is this question focused on defining, communicating or implementing the Administration, teacher or Instructional Coaches roles to make an impact?

- Is this question important to others at my table?
Consultancy Protocol

1. Presenter gives an overview of dilemma. (5 minutes)

2. Group asks clarifying, information seeking questions only that have brief, factual answers. (3 minutes)

3. Group asks probing questions which requires analysis of the dilemma. The presenter answers. (5 minutes)

4. Group works to give open suggestions. Presenter takes notes. (10 minutes)

5. Presenter reflects. (3 minutes)

6. Group debriefs. (3 minutes)

7. Repeat if time allows with new dilemma.
What We’ve Learned From SLO Implementation

SLO Responsibilities

**Educator:**
- ✔ Identify which standards describe critical content and area of need
- ✔ Create the SLO
- ✔ Identify or create the appropriate pre- and post-assessment
- ✔ Use formative assessment to monitor student progress and adjust instruction

**School Leader:**
- ✔ Identify school wide needs
- ✔ Establish timeline for submission
- ✔ Guide SLO completion
- ✔ Validate expectations and ensure quality of the SLO, including rigor and coherence to the process
What We’ve Learned From SLO Implementation

✔ Put systems in place to manage and support the SLO process at the campus level
✔ Ensure educators are trained on how to produce rigorous and realistic SLOs
✔ Provide assessment training for teachers, focusing on (1) helping teachers develop items that measure a broad range of student knowledge and (2) item analysis techniques
✔ School leader involved in approval process, monitoring SLO progress, and provide on-going actionable feedback to teachers
Key Decisions: Knowledge and Skills

• Are teachers able to analyze standards and determine critical content and high areas of need?
• Have your teachers been trained on how to effectively write assessments to measure learning objectives?
• Are teachers equipped to use formative assessment to monitor progress and make instructional adjustments?
• How will you provide professional learning to ensure teachers and approvers have the required knowledge and skills?
Consensus Gram – 1 to 5

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Post-Session Evaluation

Take our 3 minute survey!

kickup.co/2019LF

SESSION ID: 3236

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report