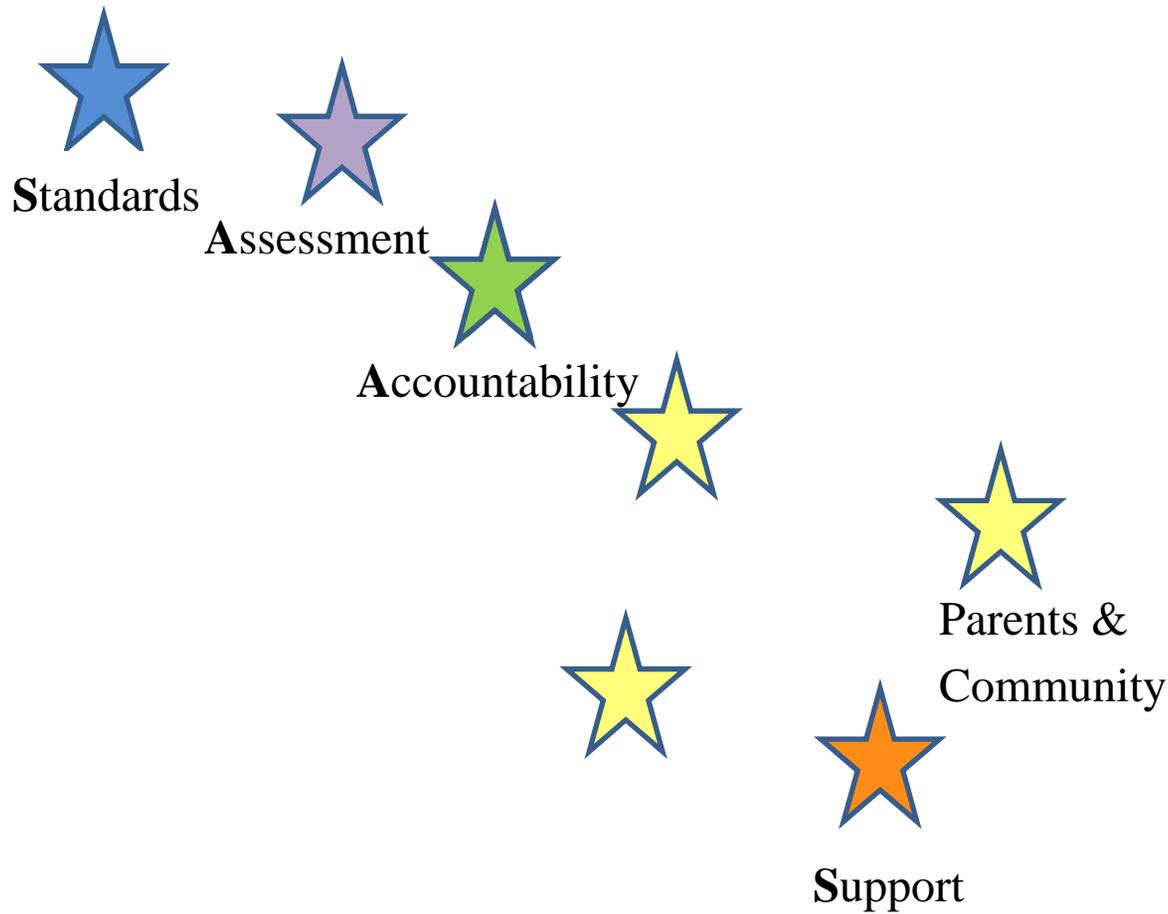# Taste of SLOs

Start-up

What are your top two questions about SLOs?

Use an index card to record each of your questions. (1 question: 1 index card)

Standards

Assessment

Accountability

Parents &
Community

Support

**Preparing
College, Career,
& Culturally Ready
Graduates**

Prior to attending this conference, what was your **level of preparedness** in regards to the new educator accountability & support regulations?

Level	Rating	Statement
D	Exemplary	I would be able to explain the changes to the regulations to my colleagues and other stakeholders.
C	Proficient	I can describe the changes to the educator evaluation regulations.
B	Basic	I know that requirements have changed, but I'm not sure of the specifics.
A	Unsatisfactory	I was not aware that regulations had changed.

Student Learning Data

• • •

Student Learning Objective Simulation:
Calculating Educators' Effectiveness with Student
Learning Data

Information Source: Student Data

Districts must:

Student Learning Data

Two to four valid, reliable measures of student growth including statewide assessments

- Select appropriate measures of student growth with the input of the educators being evaluated.

- Establish standards and performance levels for student learning data.

- Develop procedures based on **objective** & **measurable** criteria to ensure that data used accurately reflects student growth based on the educator performance.

- Use statewide assessment data for teachers who provide instruction in the content areas assessed.

Information Source: Student Data

*Districts
are encouraged
to use SLOs as
measures
of a teacher or
administrator's
students learning.*

**Student
Learning
Objective (SLO)** is a measurable, long-term, academic goal informed by available data that a district, team of teachers, or teacher sets at the beginning of the year or instructional period for all students or for subgroups of students.

Why Use SLOs?

- SLOs reinforce evidence-based teaching practices.

- SLOs can be used with all teachers.

- SLOs are adaptable.

- SLOs encourage collaboration.

- SLOs acknowledge the value of educator knowledge and skill.

- SLOs connect teacher practice to student learning.

Student Learning Objective (SLO)

- **Student Population:** Educators attending breakout session

- **Instructional Period:** Breakout Session

- **Standard and Content:** The basic understanding of the new educator evaluation system requirements is the primary goal of this training session.

Student Learning Objective (SLO)

- **Assessment:** The assessment selected is a multiple choice/short-answers 10 question quiz. The questions derive directly from the content of the training provided. During the admission of the 10 question quiz, educators will be working independently without access to their notes or handouts.

- **Trend Data:** During previous training sessions, the range of correct response on the quiz was 7 to 10. During the first training sessions, educators worked in small groups and were allowed to use notes and handouts. During the latest training session, educators worked independently without access to notes and handouts.

Student Learning Objective (SLO)

- **Baseline Data:** Educators participating in this training entered the training with varying level of understanding of the new evaluation requirements. Each educator self-assessed their level of understanding at the beginning of the training session. The self-assessments will serve as the baseline data for this SLO.

Student Learning Objective (SLO)

- **Target:** Each pair of educators will correctly answer the targeted number of questions established for their self-assessed level of preparedness.

(Highest level of preparedness of the pair.)

A B C D

Unsatisfactory ⟵⟶ **Exemplary**

Performance Standard for Student Learning

Exemplary	Proficient	Basic	Unsatisfactory
At least **85%** of students met their target.	At least **65%** but less than **85%** of students met their target.	At least **40%** but leas than **65%** of students met their target.	Few than **40%** of students met their target.

Targets for students should represent at least a year's academic growth or the expected growth during an instructional period.
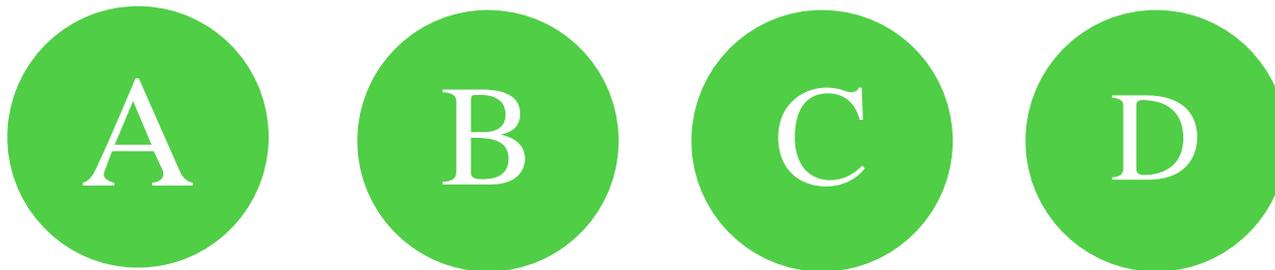
Post-Assessment

Directions:

✓ On the signal, answer as many questions as you can. You will have 7 minutes.

✓ When the time is up, we will correct the assessment.

Level of Preparedness

What was your level of understanding of the new educator evaluation system requirements at the beginning of this training?
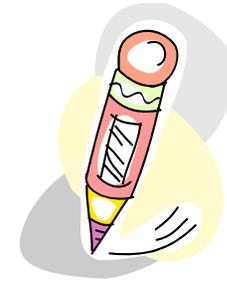
A   B   C   D

Unsatisfactory ⟷ **Exemplary**

Assessment

1. The purposes of educator evaluation are:
   a. To help educators grow **professionally**
   b. To improve the **effectiveness** of instruction
   c. To **determine** the future employment status of the educator

2. In regulations, what information sources must be used when evaluating an educator?
   a. **Observations**
   b. **Information from student and parents**
   c. **Measures of student learning**

Assessment
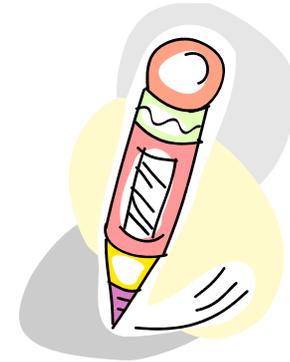
3. How many measures of student learning must be used when evaluating a teacher or administrator?

   d) 2 to 4 measures

4. In addition to the Standards for Teachers and Administrators, Alaska educators must also be evaluated using the four of the five **Cultural** Standards for educators.
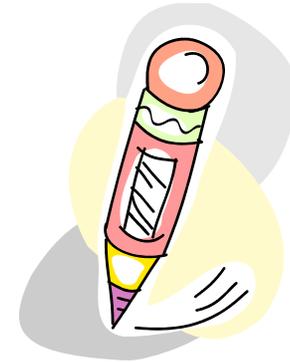
Assessment

5. What are the four performance ratings for Alaska educators?

Exemplary, proficient, basic, & unsatisfactory

6. A performance rating of unsatisfactory on any one standard, including student learning requires the development of a

    b.   Plan of Improvement

Assessment

7. For the 2015-2016 and the 2016-2017 school years, what percentage of the overall rating must be based on student learning data?   **20%**

8. Information concerning the number and percentage of educators at each overall performance rating will only be made available to the public at levels that maintain individual **confidentiality**.

Assessment
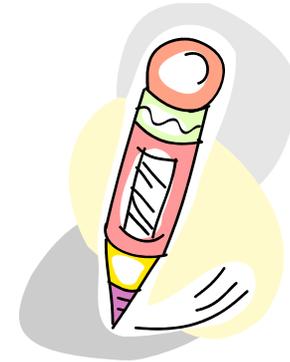
9. Districts are encouraged to use <u>**Student**</u> <u>**Learning**</u> <u>**Objectives**</u> or SLOs to measure student academic learning.

10. Adding student learning data to teachers and administrators' evaluations provide a more <u>**complete**</u> picture of the educators' performance.

Student Learning Objective

✓ Indicate your level of Preparedness

✓ Tally and record the number of Correct Responses

Student:··_____¶

Level·of·Preparedness/Pre-assessment:··→ A →   → B →   → C →   → D¶

Correct·Responses:·_____→¶

Teacher·Target·based·on·Pre-assessment:··_____· →   →   Met·Target:→ Yes → No¶

Educator·Evaluation·&·Support—Summative·Assessment·¶

Directions:·Fill·in·the·blanks·or·circle·the·correct·responses.¶

1.→Fill·in·the·blanks.·The·three·purposes·of·educator·evaluation·found·in·regulations·are¶

a)→To·help·educators·grow·_____¶

Student Learning Objective

✓ **How did we do?**

Student: _____¶

Level·of·Preparedness/Pre-assessment:··→ **A** →   → **B** →   → **C** →   → **D**¶

Correct·Responses:··_____·¶

Teacher·Target·based·on·Pre-assessment:··_____·→   →   Met·Target:·→·Yes·→·No¶

Educator·Evaluation·&·Support—Summative·Assessment·¶

Directions:·-Fill·in·the·blanks·or·circle·the·correct·responses.¶

1.→Fill·in·the·blanks.·The·three·purposes·of·educator·evaluation·found·in·regulations·are¶

   a)→To·help·educators·grow·_____¶

Student Learning Objective

✓ Based on the table below, record your target based on your level of preparedness.

Level of Preparedness	Target
A Unsatisfactory	7 correct
B Basic	8 correct
C Proficient	9 correct
D Exemplary	10 correct

✓ Did you meet the target?

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Student Learning Objective Student Roster

Record the results.

Name	Pre-Assessment (Level of Preparedness)	Target	Post-Assessment	Met Y or N
Super Sample	B	8	7	N

My Performance Rating
for Student Learning

What is the educator's performance rating in the area of student learning?

_____ of the _____ educator correctly answered the targeted number of questions on the summative assessment.

Exemplary	Proficient	Basic	Unsatisfactory
At least **85%** of students met their target.	At least **65%** but less than **85%** of students met their target.	At least **40%** but leas than **65%** of students met their target.	Few than **40%** of students met their target.

SLO Target Sort

With your table group, sort the sample targets into the following categories:

Growth   **Achievement**

Hint: A growth target accommodates the varying skill levels of the students.

Student Learning Data
FAQ Jigsaw

- Take 5 minutes to skim your page of the Student Learning Data FAQ.

- Report to your table group the answer to one of the questions that you located in the FAQ that will be helpful as your district moves forward.

Where to start?

- Create a list of assessments that are currently being used.

- Review the listed assessments to determine if the assessment is useable for the purpose of educator evaluation.

Teacher Assessment Inventory

Student Assessments

Student Assessments I Use	Is the assessment listed a student assessment other teachers use in my school and/or district? Yes or No	Is there trend data from this or previous school years that could be analysis to help in the establishment of appropriate student learning growth targets? Yes or No	Could the assessment serve as a measure of student learning? Yes or No

Individual Assessment Review

Individual Educator Assessment Inventory

Purpose: The Individual Educator Assessment Inventory is a self-assessment tool to be used by teachers and administrators to determine which assessments they are currently using in their classroom and school that could be leveraged to fulfill the student learning data standard of the new educator evaluation regulations. The inventory provides exploratory questions that should be considered prior to the final selection of the assessments to be used for educator evaluation.

During the pilot year (SY 2014-2015), it is recommended that districts and educators keep an open mind concerning the types of assessments to be utilized. At the conclusion of the pilot year, the district and educators will be able to work together to determine the assessments that are the most appropriate. The types of assessments for educator evaluation can be changed over time.

Directions: For each assessment that could be used for educator evaluation, answer the following exploratory questions.

Assessment Name	
General Information	
1. Type of Assessment: (e.g. curriculum-based pre-/post-, summative, interim, formative, screener, etc.)	
2. What are the standards covered by the assessment?	
3. Is the content of the assessment a priority area for your school and/or district?	
4. Which group of students will be assessed this assessment? Name of the class and/or content area?	
5. What percentage of the total number of students for whom you provide	

Contact Information

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