



## DEVELOPING A STUDENT LEARNING OBJECTIVE PROCESS—FROM REFLECTION TO ACTION



**Purpose:** This assessment is a tool intended to help district and school leaders in their development of the student learning objective process. There are seven areas that have been identified to consider. For each area, there are reflective prompts and a column to write a course of action.

REFLECTION PROMPTS	COURSES OF ACTION – WHAT DO WE NEED TO DO?
<p><b>When considering SLO readiness and stakeholder buy-in</b> <i>Think about...</i></p> <ul style="list-style-type: none"> <li>○ Communicating to and engaging all stakeholders (e.g. teachers, administrators, school board, parents, students, and community members).</li> <li>○ Providing adequate time for teachers and administrators to fully engage in the SLO process</li> <li>○ Using existing events for teacher collaboration and teacher/evaluator communication to enhance the SLO process</li> </ul>	
<p><b>When considering SLO Measures</b> <i>Think about...</i></p> <ul style="list-style-type: none"> <li>○ Types and purposes of assessments (measures) currently being used (e.g. summative, interim, formative, screeners, progress monitoring)</li> <li>○ Types of assessments (measures) that will be used in SLOs (e.g. teacher team developed, district developed, district purchased, state selected)</li> <li>○ Review and approval of measures and targets to be used in the SLO process</li> </ul>	
<p><b>When considering the SLO Process</b> <i>Think about...</i></p> <ul style="list-style-type: none"> <li>○ Number of SLOs required for each educator (2, 3 or 4)</li> <li>○ Level at which SLOs will be developed (e.g. individual teachers, school level educator teams, district level educator teams, or a combination)</li> <li>○ Targeted or tiered SLOs will be allowed or required</li> <li>○ Guidance to be provided to evaluators, teachers, and administrators</li> </ul>	



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<p><b>When considering SLO piloting and implementation</b> <i>Think about...</i></p> <ul style="list-style-type: none"> <li>○ Pilot plans for SLO process in the 2014-2015 (non-high stakes) school year</li> <li>○ Number of schools, teachers, and administrators participating in the pilot</li> <li>○ Selection process for those educators to be involved in the pilot</li> <li>○ Plans for using pilot learnings to inform revising the implementation process</li> </ul>	
<p><b>When considering SLO training and professional development</b> <i>Think about...</i></p> <ul style="list-style-type: none"> <li>○ Training to provide an overview of the SLO process</li> <li>○ Scheduling of training required for teachers and principals</li> <li>○ Scheduling and timing of additional training required for evaluators</li> <li>○ Additional professional development needs of teachers and administrators</li> </ul>	
<p><b>When considering the scoring of SLOs</b> <i>Think about...</i></p> <ul style="list-style-type: none"> <li>○ Review and approval process for SLOs including the appropriateness of the target(s) chosen</li> <li>○ Weighting of SLOs (equally, based on number of students in the SLO)</li> <li>○ Scoring of SLOs (holistically, analytically, with benchmarks)</li> </ul>	
<p><b>When considering monitoring and evaluating SLO Implementation</b> <i>Think about...</i></p> <ul style="list-style-type: none"> <li>○ Methods to monitor and evaluate your SLO implementation process</li> <li>○ Continual improvement of SLO implementation based on evaluation results</li> <li>○ Other teacher effectiveness measures which could be used for triangulation and other measures to combine with SLOs to assess educator practice</li> </ul>	