



Assessments & Student Learning Objectives

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Statutory Authority

168.128 RSMo

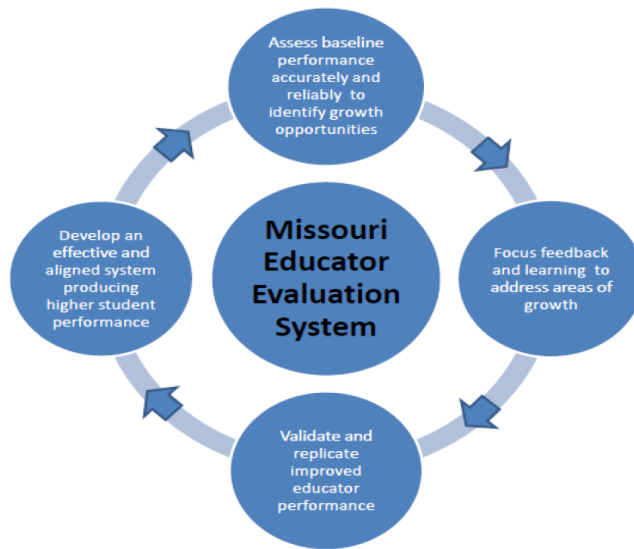
- 1983 Missouri legislature directs boards of education to complete a “comprehensive performance-based evaluation for each teacher employed by the district” and “provide suggested procedures for such an evaluation.”
- 1985, the law also directed DESE to provide suggested procedures for administrator evaluation

Framing the Discussion....

*“A substantial body of research establishes the **teacher as the most significant factor in a student’s learning, followed next by effective leadership**. Improving the learning of students requires the improvement of effective practice of those teaching in classrooms and providing leadership in schools...Missouri’s Educator Evaluation System focuses on the formative development of teachers and leaders.”*

Source: Missouri Department of Elementary and Secondary Education
<http://dese.mo.gov/sites/default/files/eq-ees-executive-summary.pdf>

Theory of Action



Source: Missouri Department of Elementary and Secondary Education
<http://dese.mo.gov/sites/default/files/eq-ees-executive-summary.pdf>

Professional Frames

- Professional Commitment
 - Personnel Files
 - Units of Instruction
- Professional Practice
 - Observations
 - Applied Learning
- Professional Impact
 - Student Feedback on Teacher Performance
 - Student Performance Measures



Focus on Teacher Growth

Emerging	Developing	Proficient	Distinguished				
<i>This level describes the performance expected of a new teacher as he/she enter the profession or a practicing teacher in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom</i>	<i>This level describes the performance expected of a teacher early in his/her assignment with the teaching, content, knowledge, and skills that he/she possesses continually developing as they encounter new experiences and expectations in the classroom, school, district, and community while he/she continue to advance student growth and achievement.</i>	<i>This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement</i>	<i>This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as an educational leader in the school, district, and the profession.</i>				
0	1	2	3	4	5	6	7

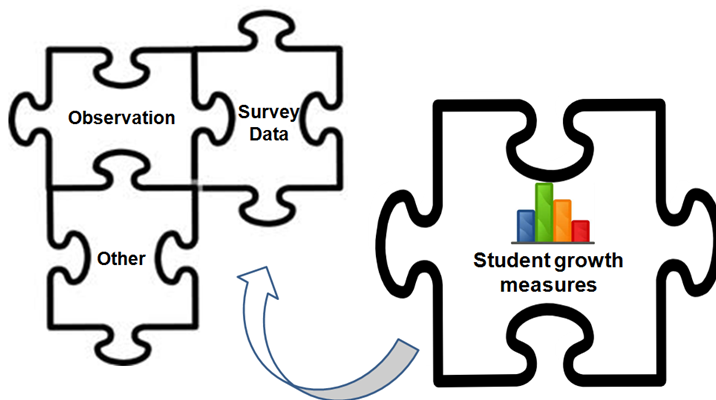
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Seven Essential Principles

- Structure
 - Clear Expectations
 - Differentiated Levels of Performance
 - Use of Evaluation Results
- Process
 - Regular & Meaningful Feedback
 - Student Growth Measures
 - Probationary Period
 - Evaluator Training



The Evaluation Puzzle



A Piece of the "Educator Effectiveness" Puzzle

Source: Missouri Department of Elementary and Secondary Education
<http://dese.mo.gov/sites/default/files/eq-ees-executive-summary.pdf>

Student Learning Objectives

- Student Learning Objective (SLO)
 - process of gathering and analyzing student data, using that data to set student growth goals, and then assessing whether students have met those goals at the end of instruction.
- What is new about SLOs???
- Simply offer a formalized, collaborative process for using student growth data in evaluations.

Are SLOs Fair???

- According to DESE...
 - Application of consistent rules about how growth measures should factor into evaluations is more important than for student growth to be measured in exactly the same way for all teachers.
 - Rigorous goals for student growth should be a feature of SLOs, but it may take more than one cycle to ensure alignment with teachers of subjects and grades covered by state assessments.
 - Research suggests that teachers who meet their SLOs often have higher growth on state assessments.

SLO Process for Teachers

1. Identify learning content and assessment method
2. Determine the interval of instruction
3. Gather baseline data (pre-test)
4. Identify student populations
5. Set growth targets
6. Obtain “approval” of SLO
7. Collect assessment data
 - a. Formative Data (monitor student progress)
 - b. Summative Data (post test measure)
8. Review Performance of Students

Learning Content & Assessment

- An SLO should measure only the most important learning content or skills in the course, and as such, the teacher or team must decide at the outset what specific content and skills the SLO will target.
- Then, the teacher should use those content standards to select an aligned, appropriate assessment with which to measure growth.

Level of Assessment Rigor

State Generated Assessments

- Grade-Level MAP / End of Course

Industry Generated Assessments

- Acuity, STAR, AIMSweb, NWEA

District or School Generated Assessments*

- Departments, Grade-Level Teams, etc.

Classroom Assessments

- Individual Teacher

Assessment Checklist

ALIGNMENT TO STANDARDS				
Yes	Somewhat	No	N/A	
				All items in the assessment align to the standard(s) addressed in the SLO
				The assessment measure addresses the full range of topics and skills included in the SLO
				The focus of the assessment mirrors the focus of the curriculum and standards
				The assessment requires students to engage in higher order thinking where appropriate
STRETCH				
Yes	Somewhat	No	N/A	
				The assessment includes items that cover prerequisite knowledge and skills from prior years where possible, and includes content-relevant items for appropriate student populations
				The assessment items cover knowledge and skills that will be of value beyond the school year
VALIDITY AND RELIABILITY				
Yes	Somewhat	No	N/A	
				The assessment includes only grade-level appropriate language or vocabulary
				Items or tasks are written clearly and concisely
				Clear scoring rubrics exist for open-ended questions or performance-based assessments
				A plan for administering baseline, formative, and summative assessments has been developed

Interval of Instruction

- The teacher must decide how much time students need to demonstrate the desired growth. Typically, the interval of instruction will cover the full length of the course.
- Ultimately, an SLO must offer enough time for the expected growth to occur from the beginning of instruction to the end.

Baseline Data

- Before deciding how to get students to reach their growth targets, teachers need to know how well prepared their students are for the course content.
- Pre-assessments can help teachers identify any learning gaps among the most important content standards.
- By analyzing baseline data, teachers can ensure the selection of appropriate targets and instructional strategies.

Student Populations

- Teachers identify the student population to which each SLO will apply.
 - Each SLO should serve as many students as possible.
 - Teachers should consider developing tiered targets if the baseline data shows a significant gap in skills and knowledge among students.

Growth Targets

- A growth target is the amount of improvement the teacher expects to see from the intended student population.
- Teacher should consider the baseline data of the student population and set ambitious but achievable goals.
 - The teacher should develop a rationale for why the targets are important and appropriate.

SLO Approval

- Once the SLO is complete, the teacher should submit the SLO to the designated approval person or committee.
- That approval authority should use an **SLO Approval Checklist** to ensure that all the elements of a high quality SLO are present.

Approval Checklist

Component	Criterion	Approved	Needs Revision
Assessment	Measures growth, gain, or change expected	<input type="checkbox"/>	<input type="checkbox"/>
	Provides the data needed to decide whether the objective is met	<input type="checkbox"/>	<input type="checkbox"/>
	Is reliable, valid, rigorous, and credible	<input type="checkbox"/>	<input type="checkbox"/>
	Is a common assessment if possible (approve if not possible)	<input type="checkbox"/>	<input type="checkbox"/>
Learning Content	Identifies the essential content area	<input type="checkbox"/>	<input type="checkbox"/>
	States the academic concept or skill to be taught	<input type="checkbox"/>	<input type="checkbox"/>
	Aligns with curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>
Interval of Instruction	Clearly states the time students have to reach the goal	<input type="checkbox"/>	<input type="checkbox"/>
	Is appropriate to content complexity	<input type="checkbox"/>	<input type="checkbox"/>
	Is realistic and attainable	<input type="checkbox"/>	<input type="checkbox"/>
Population	Represents a long enough period to demonstrate desired growth	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies the specific population(s)	<input type="checkbox"/>	<input type="checkbox"/>
	Includes a majority of the students	<input type="checkbox"/>	<input type="checkbox"/>
	Conveys an understanding of the population	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target	Specifies any agreed-upon exceptions	<input type="checkbox"/>	<input type="checkbox"/>
	Draws upon baseline data, where available	<input type="checkbox"/>	<input type="checkbox"/>
	Predicts expectation or gain anticipated	<input type="checkbox"/>	<input type="checkbox"/>
	Allows all students to demonstrate growth	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies	Is rigorous yet realistic for all students in the identified population	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies method of instruction or key strategies	<input type="checkbox"/>	<input type="checkbox"/>
	Includes specific interventions where needed	<input type="checkbox"/>	<input type="checkbox"/>
Rationale	Are observable or documentable	<input type="checkbox"/>	<input type="checkbox"/>
	Includes how the objective is connected to student needs	<input type="checkbox"/>	<input type="checkbox"/>
	States how and why the instructional strategies and growth targets are appropriate and rigorous	<input type="checkbox"/>	<input type="checkbox"/>

Progress Monitoring

- To ensure that students are on track to reach their SLO goal, the teacher must monitor progress by recording formative data along the way.
- Accurate formative data allows the teacher to adjust instruction as necessary and continuously inform students of their progress.



Review Performance

- Success on SLOs is determined by performance on the designated post-assessment. Summative results may be recorded in the **Summative Scoring Guide** to document overall performance.
- Finally, the teacher should meet with the administrator to discuss performance on the SLO using the **Scoring Guide** and student work samples.

Summative Scoring Guide

Exceptional Attainment

- 94% or more student met/exceeded target

Acceptable Attainment

- 80-93% or more student met/exceeded target

Partial Attainment

- 65-79% or more student met/exceeded target

Insufficient

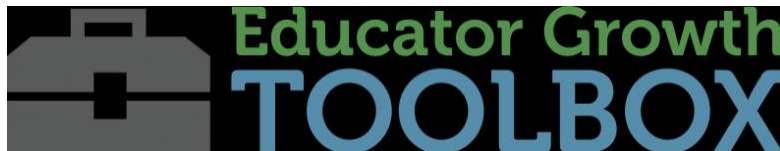
- Less than 65% or more student met/exceeded target

Detailed Results					Overall Results
Baseline	Target	# Meeting Target	# Students	% Meeting Target	
		_____ Out of _____			# Students Meeting Target
		_____ Out of _____			
		_____ Out of _____			
		_____ Out of _____			% Students Meeting Target
		_____ Out of _____			
		_____ Out of _____			
Scoring					Score Attained
Insufficient Attainment	Partial Attainment	Acceptable Attainment	Exceptional Attainment		
Less than 65% of students meet or exceed differentiated growth target	65 - 79% of students meet or exceed differentiated growth target	80 - 93% of students meet or exceed differentiated growth target	At least 94% of students meet or exceed differentiated growth target		

What can we do to help?

- Teachers need to be familiar with the 9 standards and 34 indicators on which they may be evaluated.
 - **FOCUS** on the **11 indicators that have the greatest impact on student achievement**
- Teachers need to be collecting and analyzing student data to make instructional decisions.

- **Standard 1: Content Knowledge & Aligned Instruction**
 - 1.1 Content Knowledge & Academic Language
 - 1.2 Students' Cognitive Engagement in Subject Matter
- **Standard 2: Student Learning**
 - 2.1 Cognitive, social and emotional development
 - 2.2. Sets and monitors student goals
 - 2.3 Incorporates theories of learning
 - 2.4 Promotes student competence
- **Standard 3: Curriculum Implementation**
 - 3.2 Develops lessons for diverse learners
 - 3.3 Differentiated instructional strategies
- **Standard 4: Critical Thinking**
 - 4.1 Instructional strategies for problem-solving and critical thinking
- **Standard 5: Positive Classroom Environment**
 - 5.1 Motivates and affectively engages students (classroom management)
- **Standard 7: Student Assessment & data Analysis**
 - 7.2 Uses assessment data to improve learning
 - 7.4 Monitors effect of instruction on individual and class learning *(formative)



- For more information on Educator Growth and the use of Student Learning Objectives in Teacher Evaluation visit:

<http://dese.mo.gov/educator-quality/educator-growth-toolbox>