

SLO Design, Build, Review: *Using PDE's Online Tools to Implement the SLO Process*

SAS Portal: www.pdesas.org

The screenshot displays the SAS Portal website interface. At the top, there are browser tabs for 'Inbox - Outlook Web Acc...', 'SAS - Pennsylvania Depart...', 'RIA Home Room - Home', and 'New Tab'. The address bar shows 'www.pdesas.org'. Below the address bar, there are social media and utility links including 'SAS - Pennsylvania ...', 'Pandora Radio - List...', 'Welcome to Facebo...', 'Google', 'Microsoft Exchange ...', 'Imported From IE', 'Keystone Catalog P...', 'State Board of ED', and 'PA Falcon Cam - Co...'. The main content area features a central navigation hub with 'Student Achievement' at the center, surrounded by 'Standards', 'Assessment', 'Curriculum Framework', 'Instruction', 'Materials & Resources', and 'Safe and Supportive Schools'. To the right, a 'SAS Featured Content' section highlights 'Gettysburg and the Civil War' with a historical image and text. Below this, there are three news items under 'SAS PORTAL SITE UPDATES' with dates and titles. On the right side, there are buttons for 'Registered User? Login' and 'New User? Join Now!', followed by logos for 'teachscape', 'HOMEROOM', and 'Student Learning Objectives'. At the bottom, there are statistics for 'Registered Users To Date' (166,652) and 'Total Page Views To Date' (34,349,658), along with a 'View more stats' link and a calendar icon for 'Upcoming Trainings & Events'.

Inbox - Outlook Web Acc... SAS - Pennsylvania Depart... RIA Home Room - Home... New Tab

www.pdesas.org

SAS - Pennsylvania ... Pandora Radio - List... Welcome to Facebo... Google Microsoft Exchange ... Imported From IE Keystone Catalog P... State Board of ED PA Falcon Cam - Co...

Standards

Safe and Supportive Schools

Assessment

Student Achievement

Curriculum Framework

Materials & Resources

Instruction

SAS Featured Content:

Gettysburg and the Civil War

Many historians identify the Battle of Gettysburg as the turning point of the American Civil War. By stopping the Confederacy's charge North and decimating a third of their troops, the battle irrevocably turned the tide of the war in the Union's favor.

As Pennsylvania commemorates the 150th anniversaries of the Civil War and of the Battle of Gettysburg, please [click here](#) to access educational resources in the Standards Aligned System.

150th GETTYSBURG

SAS PORTAL SITE UPDATES

10/30/2013 Project-Based Assessment Development
The Pennsylvania Department of Education is seeking educators interested in...

10/30/2013 PDE Seeking Project Based Assessment Evaluators
The Pennsylvania Department of Education is seeking qualified educators to...

10/18/2013 Project Based Assessment Site is Open!
The Project Based Assessment (PBA) site is now open and available for site...

Registered User? Login

New User? Join Now!

teachscape
Teachscape Framework for Teaching Effectiveness Series

HOMEROOM
DESIGN • BUILD • REVIEW
Student Learning Objectives

Registered Users To Date
166,652

Total Page Views To Date
34,349,658
[View more stats](#)

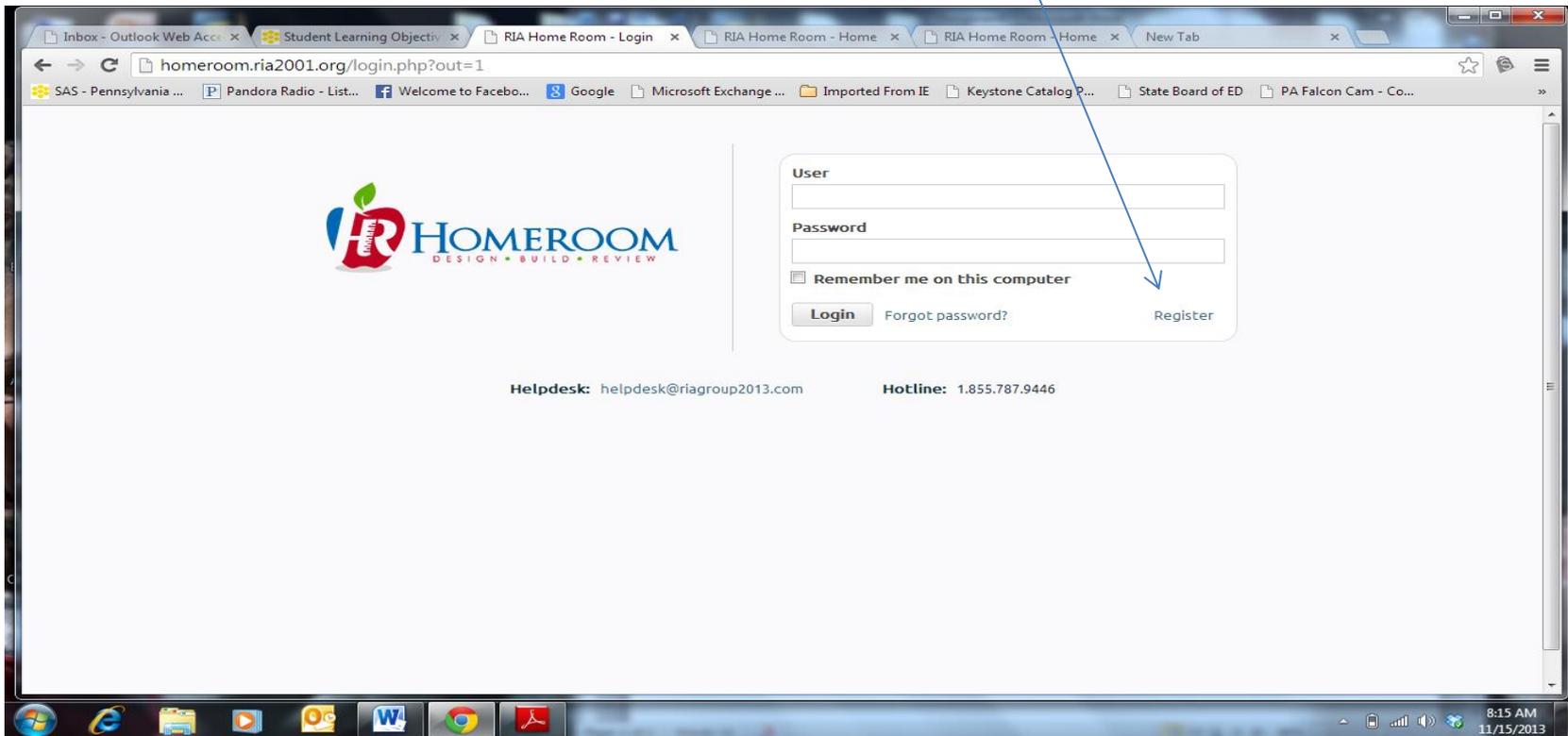
15 Upcoming Trainings & Events

8:12 AM 11/15/2013

The screenshot shows a web browser window displaying the Pennsylvania Department of Education's website. The address bar shows the URL www.pdesas.org/Instruction/StudentLearningObjectives. The page header includes the Pennsylvania Department of Education logo and the text "SAS Standards Aligned System". A navigation menu is visible with options like "Standards", "Assessment", "Curriculum Framework", "Instruction", "Materials & Resources", and "Safe & Supportive Schools". The "Instruction" menu is expanded, showing "Teacher Effectiveness", "Principal Effectiveness", "Instruction", "Student Learning Objectives", and "Teacher of the Year". The main content area is titled "Student Learning Objectives For Teachers". It features a "HOMEROOM" logo with the tagline "DESIGN • BUILD • REVIEW". To the right of the logo, text states: "The Pennsylvania Department of Education has partnered with Research In Action (RIA) to provide the process, materials, and training for the creation and management of student learning objectives. Click on the icon to the left to jump to the [RIA Homeroom site](#) . There, you will be able to register and get access to the resources and tools for student learning objectives." Below this, there is a box with a cardboard box icon and a green arrow pointing down, with text: "By clicking on the icon to the left, you will be able to download a [Zip file](#) containing important resources to help you get started with student learning objectives." A blue arrow points from a text box at the bottom of the image to the "HOMEROOM" logo.

Navigate to the homeroom page: RIA Homeroom site.

Log in and if not a user then **register** for the site:
Pause until entire room is registered or with a
partner:



Home Page for information:

The screenshot shows a web browser window with the URL `homeroom.ria2001.org/index.php`. The page features a dark green header with the text "Welcome to Kevin Mauro's HOMEROOM". Below the header, there is a main content area with a welcome message from John Paul (JP) and three icons labeled "DESIGN", "BUILD", and "REVIEW". On the right side, there is a sidebar with a "HOME" tab, a user profile for "Kevin Mauro", a "LOGOUT" link, and a "Current Modules" section. The "Current Modules" section lists "Student Learning Objectives (SLOs)" and "Assessment Literacy Series (ALS)". A blue arrow points from the "Open SLOs" text box to the "Student Learning Objectives (SLOs)" link.

Welcome to Kevin Mauro's
HOMEROOM

Welcome to The RIA Group's "Homeroom" learning platform! A unique training environment for today's educators.

Through "Homeroom", educators from across the nation can access our 3-stage training process that facilitates meaningful skill enhancement anywhere and at any time. Our intuitive content organization make navigating quick and easy. All training materials focus on supporting educators from pre-K to high school.

Thanks for Visiting!
John Paul (JP)

DESIGN **BUILD** **REVIEW**

HOME

Kevin Mauro
Other

[LOGOUT](#)

Current Modules

Student Learning Objectives (SLOs)

Assessment Literacy Series (ALS)

8:17 AM
11/15/2013

Open SLOs

The SLO Box expands.....

The screenshot shows a web browser window with the URL `homeroom.ria2001.org/index.php`. The page features a dark green header with the text "Welcome to Kevin Mauro's HOMEROOM". Below the header, a white box contains a welcome message from John Paul (JP) and three buttons labeled "DESIGN", "BUILD", and "REVIEW". On the right side, a "HOME" button is visible, followed by a user profile for "Kevin Mauro" with a "LOGOUT" link. Below this is a "Current Modules" section containing a box for "Student Learning Objectives (SLOs)" with three sub-items: "Design SLOs for your educator effectiveness program", "Build SLOs using templates and tools", and "Review SLOs for quality". At the bottom right, there is a section for "Assessment Literacy Series". The browser's address bar and taskbar are also visible.

Welcome to Kevin Mauro's
HOMEROOM

Welcome to The RIA Group's "Homeroom" learning platform! A unique training environment for today's educators.

Through "Homeroom", educators from across the nation can access our 3-stage training process that facilitates meaningful skill enhancement anywhere and at any time. Our intuitive content organization make navigating quick and easy. All training materials focus on supporting educators from pre-K to high school.

Thanks for Visiting!
John Paul (JP)

DESIGN **BUILD** **REVIEW**

HOME

Kevin Mauro
Other
[LOGOUT](#)

Current Modules

Student Learning Objectives (SLOs)

- Design SLOs for your educator effectiveness program
- Build SLOs using templates and tools
- Review SLOs for quality

Assessment Literacy Series

STUDENT LEARNING OBJECTIVES (SLOs)

“Building”

Goal & Objectives

Goal:

Build Student Learning Objectives (SLOs) for use in guiding instruction and determining student mastery and/or growth as part of Pennsylvania's Teacher Effectiveness system.

Participants will:

1. Review each section of the "*SLO Process Template*" and the "*Help Desk*" definitions.
2. Complete the SLO Process Template **AND** Applicable Performance Measures.

Helpful Tools

Participants may wish to reference the following:

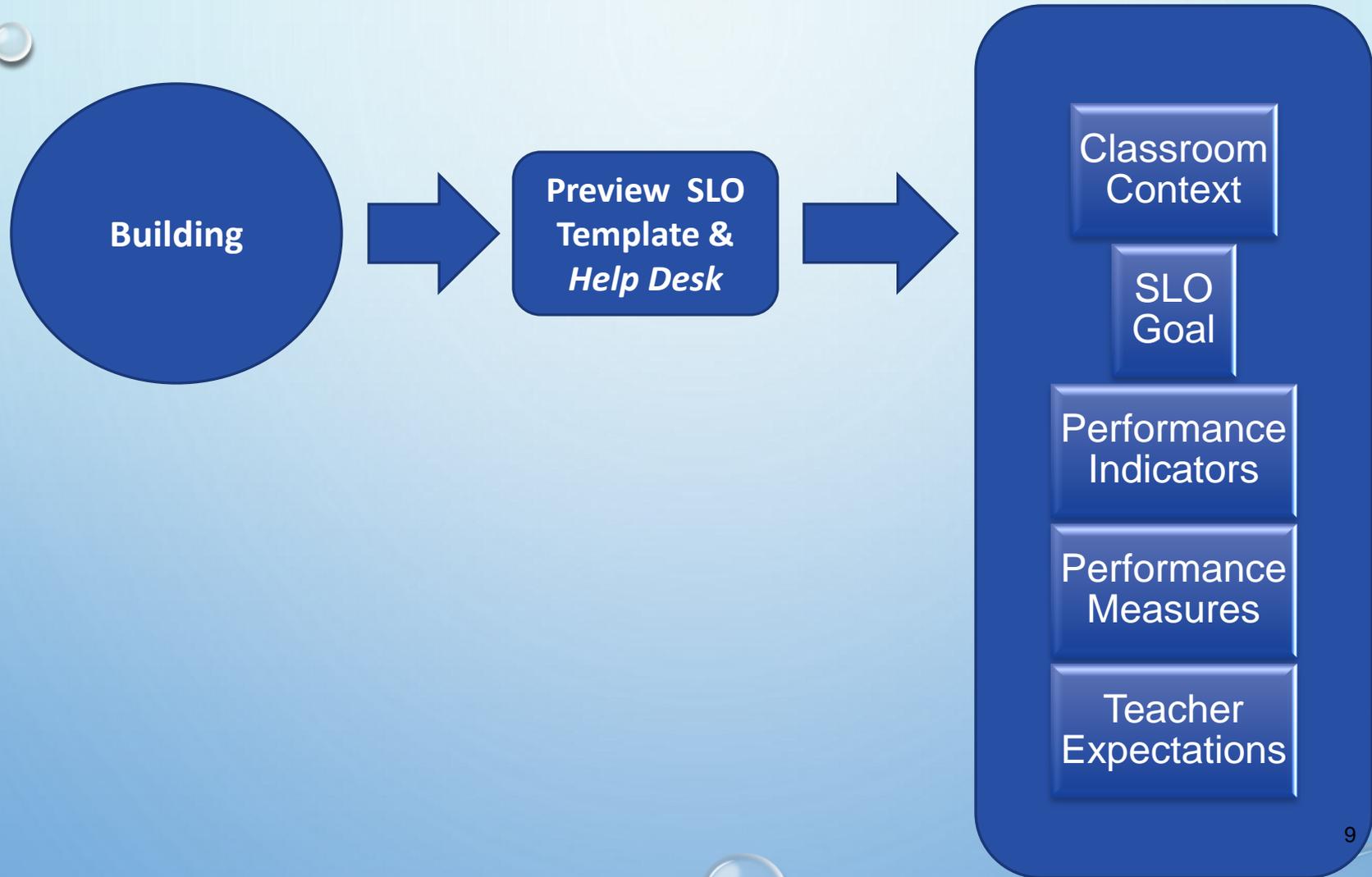
Guides

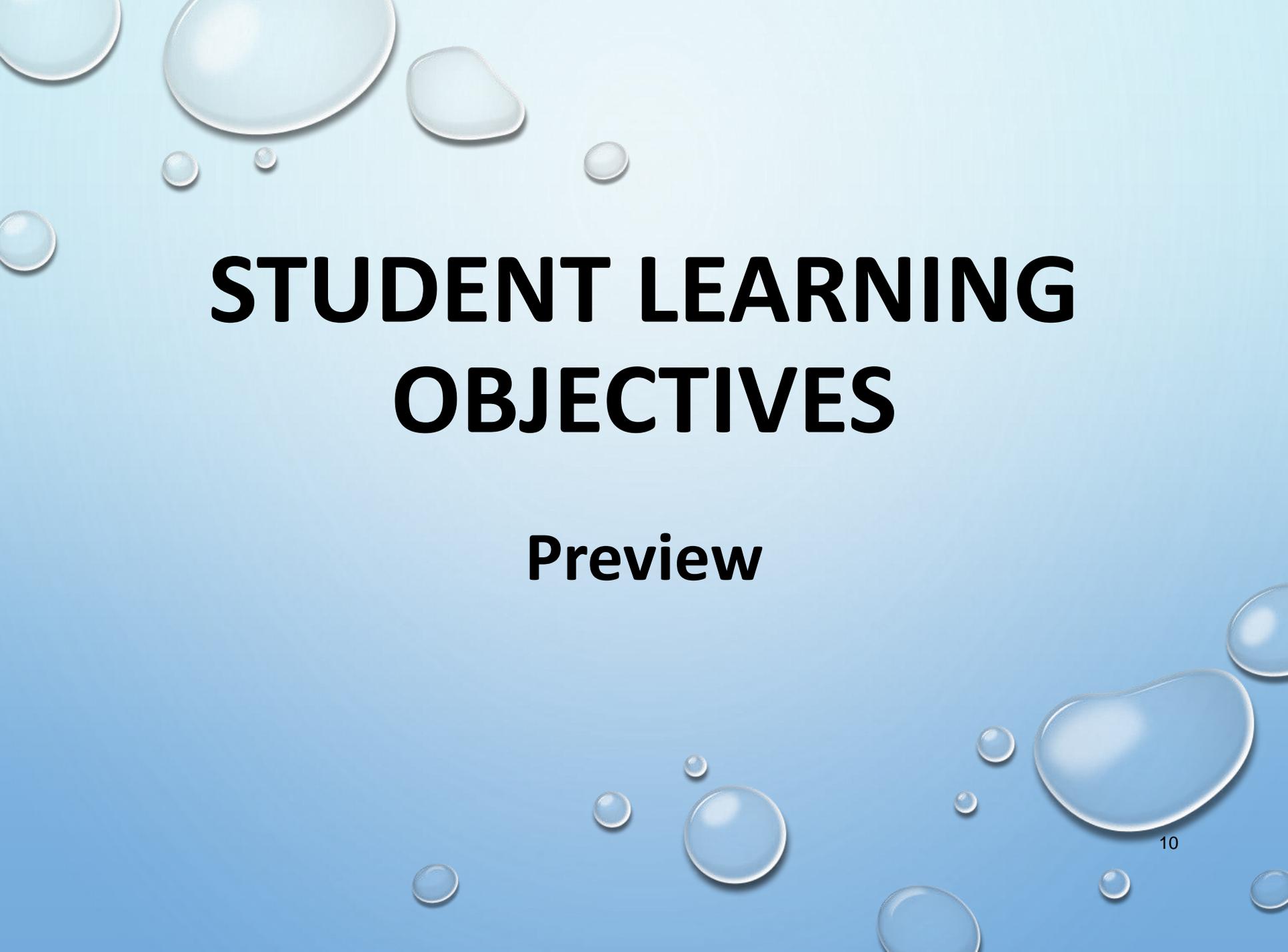
- Model #1- Grade 8 Art
- Model #2- Grade 3 Physical Education

Templates

- Template #4- SLO Process Template
- Template #5- Performance Task Framework

Outline of the Build Module



The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

STUDENT LEARNING OBJECTIVES

Preview

Preview

SLO Process Template

1. **Examine each of the five (5) sections**
 - A. What information is needed?
 - B. Who is the SLO based upon?

2. **Read the “Business Rules” found in the “*Help Desk*” document.**
 - A. Definitions
 - B. Examples

SLO Process Template

Model #1: Grade 8 Art

Model #2: Grade 3 Physical Education

- SLO Models, including the Performance Measures, were developed by PA educators.
- SLO Models are demonstrations, NOT exemplars.

Section 1: Classroom Context

General Description

- Contains demographic information about the educational setting
- Articulates the course, grade(s), and students the SLO is based on
- Provides class size, frequency, and duration data

Section 1: Classroom Context

Element	Definition
1a. Name	Educator's full name
1b. School	Name of school(s) to which the educator is assigned during the current year.
1c. District	Name of district to which the educator is assigned during the current year.
1d. Class/Course Title	Name of the class/course upon which the SLO is based.
1e. Grade Level	Grade level(s) for those students included within class/course identified in Element 1d.
1f. Total # of Students	Aggregate number of students (estimated, across multiple sections) for which data will be collected and applied to this SLO.
1g. Typical Class Size	The "average" number of students in a single session of the class/course identified in Element 1d.
1h. Class Frequency	The frequency and time frame in which the class/course identified in Element 1d is delivered.
1i. Typical Class Duration	The average number of minutes allocated to deliver a "session" of the class/course identified in Element 1d.

Section 2: SLO Goal

General Description

- Contains a statement about the “big idea” the SLO is based upon
- Provides the specific PA standards associated with the goal
- Articulates a rationale about the Goal Statement

Section 2: SLO Goal

Element	Definition
2a. Goal Statement	Narrative articulating the “big idea” upon which the SLO is based.
2b. PA Standards	References the PA Standards that align with the Goal Statement. Numeric references to PA Standards are found at: http://www.pdesas.org/standard/views References additional professional organization standards that align to the Goal Statement.
2c. Rationale	Narrative reasons why the Goal Statement and the aligned standards address important learning for the class/course.

Section 3: Performance Indicators

General Description

- Articulates targets for each Performance Measure
- Includes all students in the identified SLO group
- May include a focused student group
- Affords opportunity to link and/or weight indicators

Section 3: Performance Indicators

Element	Definition
<p>3a. Performance Indicator (PI) Targets: All Student Group</p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in the SLO population (as defined in Element 1f) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p>
<p>3b. Performance Indicator (PI) Targets: Focused Student Group (optional)</p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in a <u>subset</u> of the SLO population (as defined in Element 1F) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p> <p>Subset populations can be identified through prior student achievement data or through content-specific pre-test data.</p>
<p>3c. PI Linked (optional)</p>	<p>A description of any Performance Measures for which a student must meet a specific achievement level in order to meet achievement levels on additional Performance Measures.</p>
<p>3d. PI Weighting (optional)</p>	<p>An assignment of proportional values among PIs prior to aggregation¹⁸ and application to Section 5. Weighting can be applied when there is more than one Performance Indicator.</p>

Section 4: Performance Measures

General Description

- Identifies all performance measures, including name, purpose, type, and metric
- Articulates the administration and scoring details, including the reporting

Note: Section 4 is based upon high-quality performance measures aligned to the targeted content standards (see *Assessment Literacy Series-ALS* materials)

Section 4: Performance Measures

Element	Definition
4a. Name (5 entry spaces are provided throughout Section 4, but 5 are not required)	List the name of each Performance Measure for which a Performance Indicator is established in Section 3a.
4b. Type	Identify the type(s) of Performance Measure(s) listed in 4a. From the given list, select all types that are applicable.
4c. Purpose	The purpose statement for each Performance Measure that addresses who, what, why.
4d. Metric	The metric used by the Performance Measure to evaluate the Performance Indicator.
4e. Administration Frequency	The timeframe during the school year that the Performance Measures are administered to students. For Performance Measures administered more than one time, the frequency (e.g., quarterly) is annotated.
4f. Adaptation / Accommodations	Identifies and lists any <u>unique adaptations or special</u> accommodations needed for IEP, ELL, Gifted IEP, or Others to complete the tasks within each Performance Measure.

Section 4: Performance Measures

Element	Definition
4g. Resources/Equipment	Identifies any unique resources, including equipment and personnel, associated with each Performance Measure.
4h. Scoring Tools	Identifies the scoring “tools” for each Performance Measure For objective measures, scoring keys and SCR/ECR (Short Constructed Response/Extended Constructive Response) rubrics are identified. For subjective measures, the name of each scoring rubric and accompanying guidelines are listed.
4i. Administration & Scoring Personnel	Identifies two key individuals: the person administering the Performance Measure(s) and the person scoring. This is particularly important for subjective measures in which the subject matter expert is both administrator and scorer.
4j. Performance Reporting	Identifies the manner by which student performance on the Performance Measures will be communicated to others (as appropriate). The “Summary” selection is provided to describe student achievement for linked and/or weighted Performance Measures.

Principles of Well-Developed Measures

Measures must:

- Be built to achieve the designed purpose
- Produce results that are used for the intended purpose
- Align to targeted content standards
- Contain a balance between depth and breadth of targeted content
- Be standardized, rigorous, and fair
- Be sensitive to testing time and objectivity
- Have score validity and reliability evidence

Section 5: Teacher Expectations

General Description

- Classifies percentages of students who are meeting the Performance Indicator targets into four levels: *Failing*, *Needs Improvement*, *Proficient*, and *Distinguished*.
- Selects the overall Elective rating.

Section 5: Teacher Expectations (cont.)

Independent Performance Indicators

- SLO based on 100 students in each indicator

	PI #1 Jumping	PI #2 Hopping	PI #3 Sprinting
Meet Expectations	25	50	75
Total Number of Students	100	100	100

- The sum of all students meeting expectations (25 + 50 + 75)
- The sum of all students (100 + 100 + 100)

Resultant: $(150/300 = .50 \text{ or } 50\%)$

Section 5: Teacher Expectations

Element	Definition
5a. Level	<p>Four levels of projected performance regarding the PI, reflecting a continuum established by the educator prior to the evaluation period.</p> <p>Each performance level (i.e., Failing, Needs Improvement, Proficient, and Distinguished) is populated with a percentage range such that 0% to 100% meeting expectations is distributed among the levels.</p>
5b. Elective Rating	<p>Given the actual performance regarding the PI, the principal or evaluator identifies one of four performance levels.</p> <p>This section is not completed until after performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.</p>
Notes/ Explanation	<p>Provides space for the educator to articulate influences, factors, and other conditions associated with the assigned rating as well as to reflect on purposeful review of the data.</p> <p>This section is not completed until after performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.</p>

Summary & Next Steps

Summary

Module 2: Building SLOs

- Given a “Goal Statement”, the participants are able to develop an SLO with applicable Performance Measures.

Next Steps

Module 3: Reviewing SLOs

- Given a drafted SLO, including applicable Performance Measures, conduct an extensive quality review.

Joining the SLO Professional Learning Community on SAS.

Go to the SAS home page(www.pdesas.org)

Log in with your user name and password.

If you do not have an account with SAS you will have to create one.

The screenshot shows the SAS (Standards Aligned System) website homepage. The browser address bar displays www.pdesas.org/default.aspx. The page header includes the Pennsylvania Department of Education logo and the SAS logo. A navigation menu is located below the header, with categories: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools. A central banner features a circular diagram with 'Student Achievement' at the center, surrounded by 'Standards', 'Assessment', 'Curriculum Framework', 'Instruction', 'Materials & Resources', and 'Safe and Supportive Schools'. To the right of this diagram is a featured content box titled 'Gettysburg and the Civil War' with a '150th GETTYSBURG' anniversary graphic. The bottom section of the page includes 'SAS PORTAL SITE UPDATES' with two news items from 10/30/2013, a 'Registered User? Login' button, a 'New User? Join Now!' button, and a 'teachscape' logo.

Enter your information on the log in page and submit.

The screenshot shows a web browser window at the URL www.pdesas.org/User/Login. The page header includes the Pennsylvania Department of Education logo and the text "SAS Standards Aligned System". Navigation links include "Welcome, Guest", "Login", "Teacher Tools", "Home", and "Help". A search bar is present with a "Search" button and a link to "Advanced Search". A horizontal menu contains "Standards", "Assessment", "Curriculum Framework", "Instruction", "Materials & Resources", and "Safe & Supportive Schools". The main content area features a login form with the following fields and options:

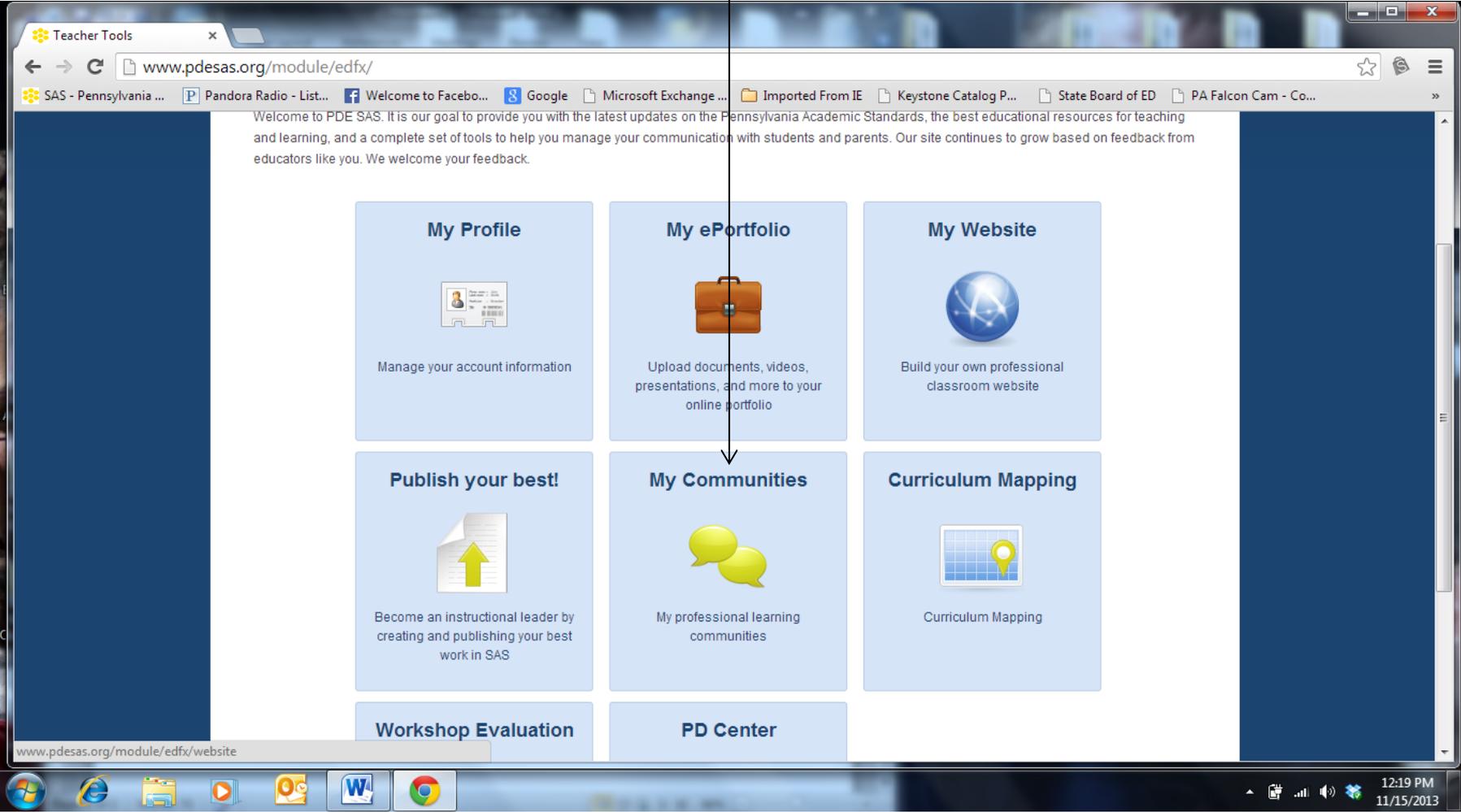
- Email Address:
- Password:
- Remember Me?
-
-

The footer contains the text "Copyright © 2013 Commonwealth of Pennsylvania" and links for "About SAS", "Contact Us", "Terms of Use", and "FAQ". The Windows taskbar at the bottom shows the time as 12:17 PM on 11/15/2013.

Once you have successfully logged in and are at the SAS home page, go to Teacher Tools in the upper right corner.

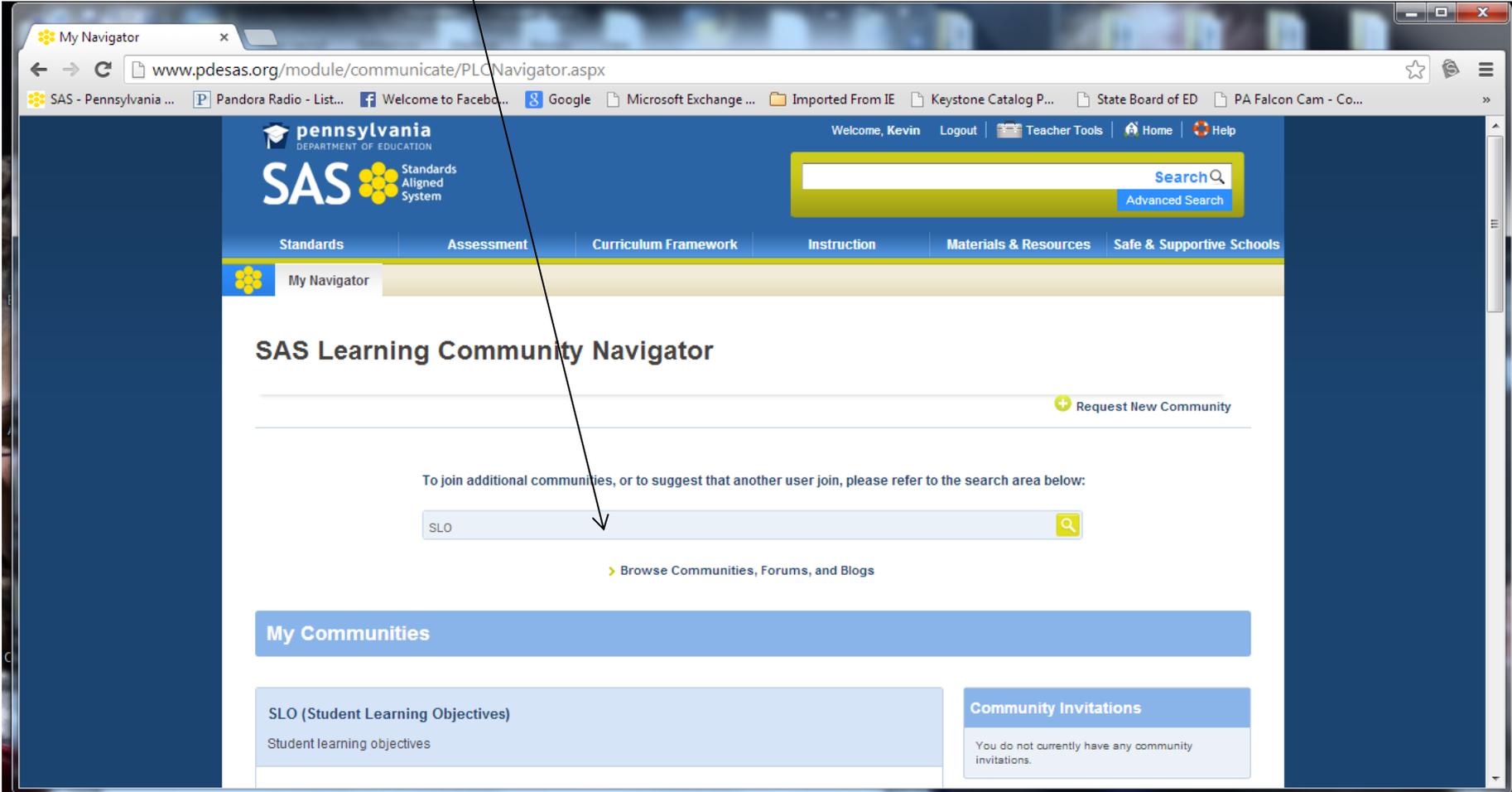
The screenshot shows a web browser window displaying the SAS Pennsylvania Department of Education website. The browser's address bar shows the URL www.pdesas.org. The website header includes the Pennsylvania Department of Education logo, the SAS logo, and a search bar. The navigation menu contains links for Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools. A user is logged in as 'Kevin', with links for 'Logout', 'Teacher Tools', 'Home', and 'Help'. The 'Teacher Tools' link is highlighted with a red arrow from the text above. The main content area features a 'SAS Featured Content' section titled 'Gettysburg and the Civil War', which includes a 150th anniversary commemorative graphic. A sidebar on the left contains 'SAS PORTAL SITE UPDATES' with two news items dated 10/30/2013. The bottom of the page features a 'teachscape' advertisement and a 'Registered User? Login' / 'New User? Join Now!' section. The Windows taskbar at the bottom shows the system clock as 12:18 PM on 11/15/2013.

Click on Teacher Tools, this will provide you with various tools. Locate the button labeled **“My Communities.”**

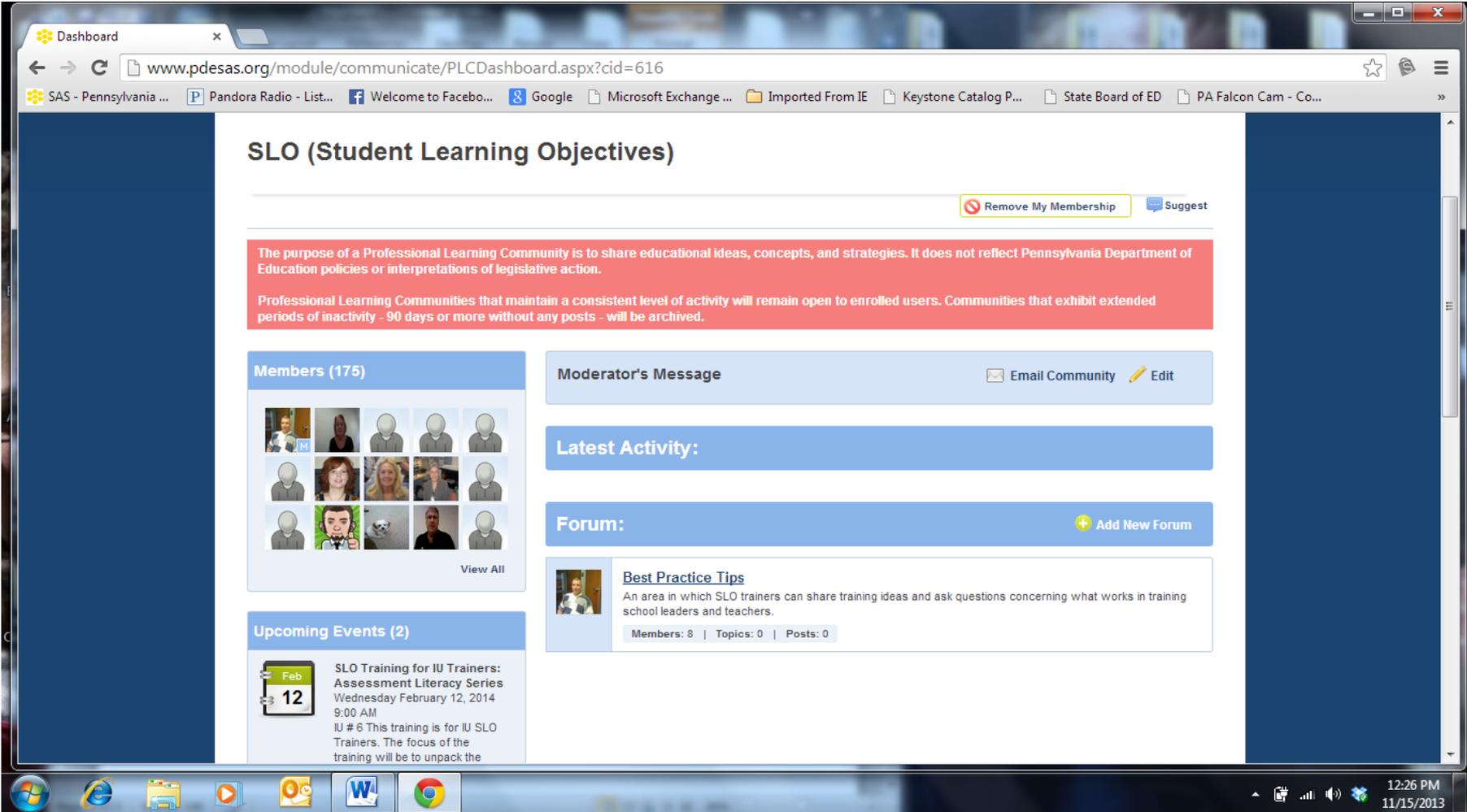


This will open your membership to various Professional Learning Communities.

If you are not a member of the Student Learning Objectives PLC, type SLO in the search bar.



Once a member of the SLO community you will have access to communication with all other members and a calendar of upcoming events.



Along with posting questions to the entire community you have access to the Digital Repository, in which SLO training materials and supporting documents are located.

(This is located at the bottom of the SLO community page.)

