

Texas



STUDENT LEARNING OBJECTIVES

CTE

Objectives

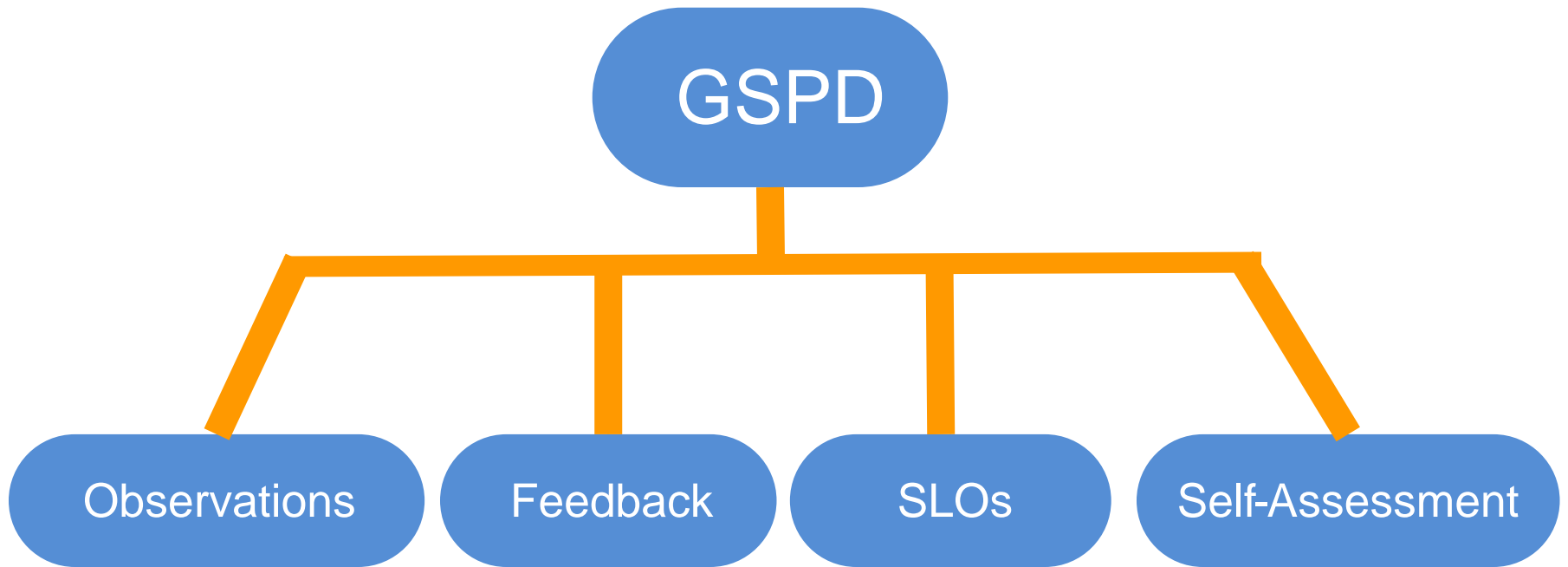
You will have an understanding of the SLO process:

- What is the value of the SLO process?
- What pedagogical questions do SLOs address?
- How do SLOs fit within the broader goals of teacher appraisal?

You will practice:

- Using success criteria to help determine effective SLOs

SLO & GSPD Alignment



Framing Questions*

- How do we know if students are learning?
- If students are not learning, what do we do about it?

*"Man on Fire" activity adapted from Relay Graduate School of Education

Core Idea

To maximize growth, we first have to know specifically what students can and can't do.

Three Basic Questions in SLOs

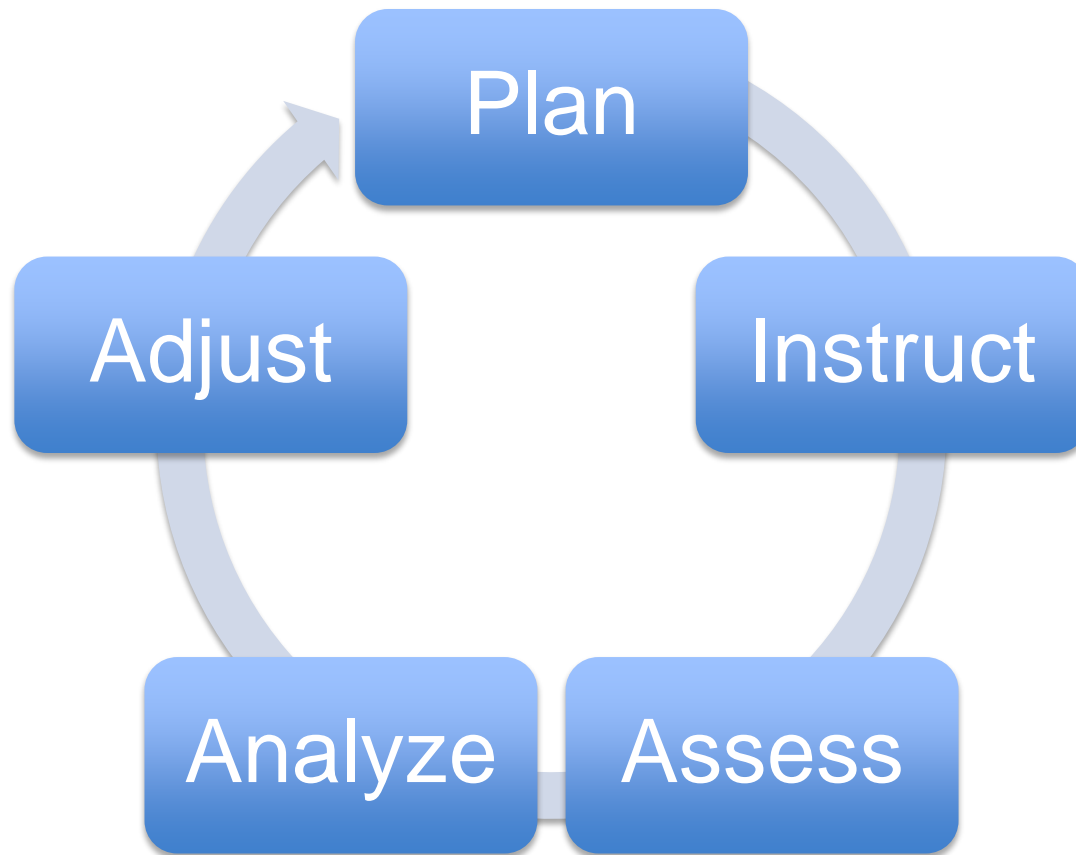
- 1) What are the most important skills that I teach?
- 2) Where are my students with these skills when I get them?
- 3) Knowing that, where should they be if I provide effective instruction to them throughout the course?

Core Idea

You can't determine success if you haven't first determined what defines success.

Always start with the end in mind.

The Teaching Loop



Framing Questions

- How do we know if students are learning?
- If students are not learning, what do we do about it?

Analyze

Adjust

Analysis without action is meaningless

SLOs are not...

- Mathematical or mathematically precise
- Standardized across a campus or district (as in, all students must reach a predetermined level or all teachers will focus on reading)
- The place to address campus or district improvement plan needs
- Focused on traditional testing
- A second gradebook

SLOs are...

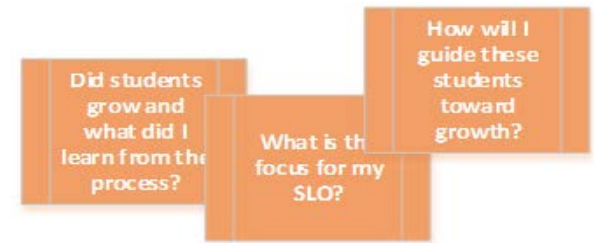
- A means to teacher growth (reflect, assess, adjust, and develop over time)
- A concentrated look at instructional impact on student learning
- Focused on one foundational skill in one subject area with one class
- A way to inform potential instructional goals in a teacher's GSPD plans
- Evidence-based

What You Will Hear Us Say...

- Growth mindset
- Ratings are the least important part
- The process is the value
- Called student growth, but really about teacher growth
- It depends
- Honest assessment, sincere reflection, and commitment to adjustment equals student growth

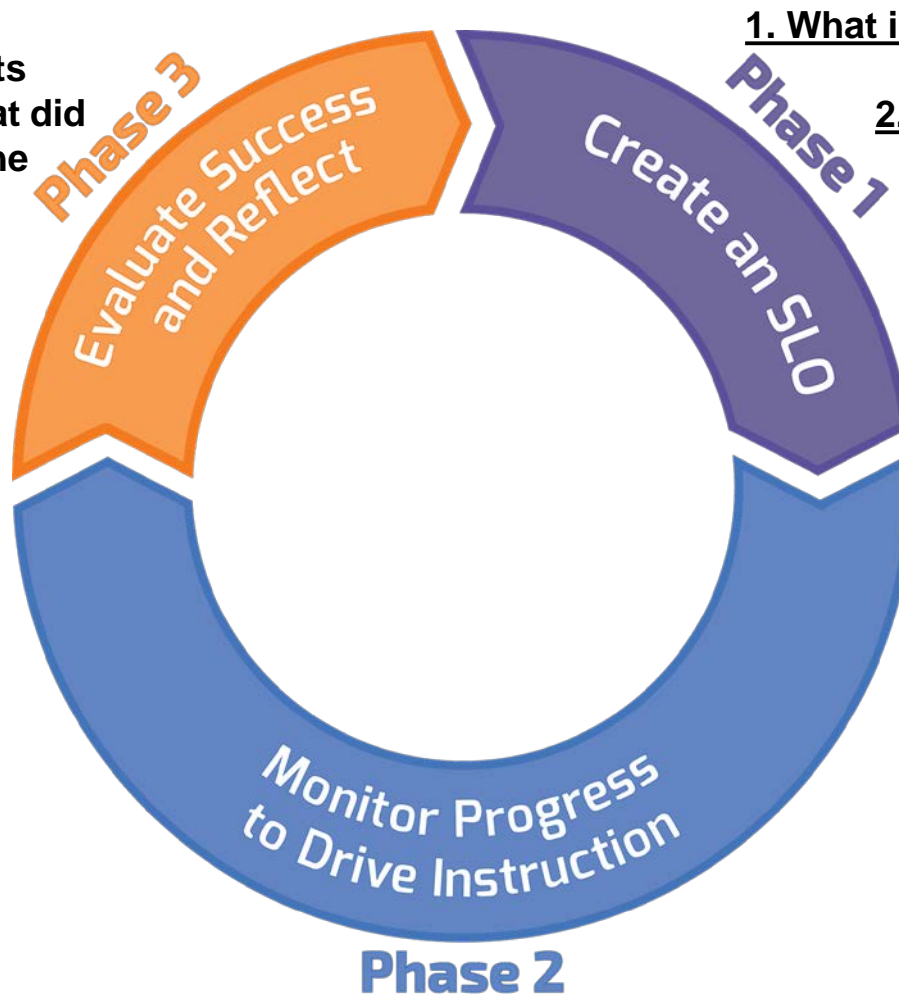
Visualizing the Process

Team Activity:



- Place the following questions in an order that makes sense.
 - A. Did students grow and what did I learn from the process?
 - B. What are my expectations for these students?
 - C. What is the focus for my SLO?
 - D. How will I guide these students toward growth?
 - E. Are they progressing toward targets?
 - F. Who are my students?

Three Phase Process



1. What is the focus for my SLO?

2. Who are my students?

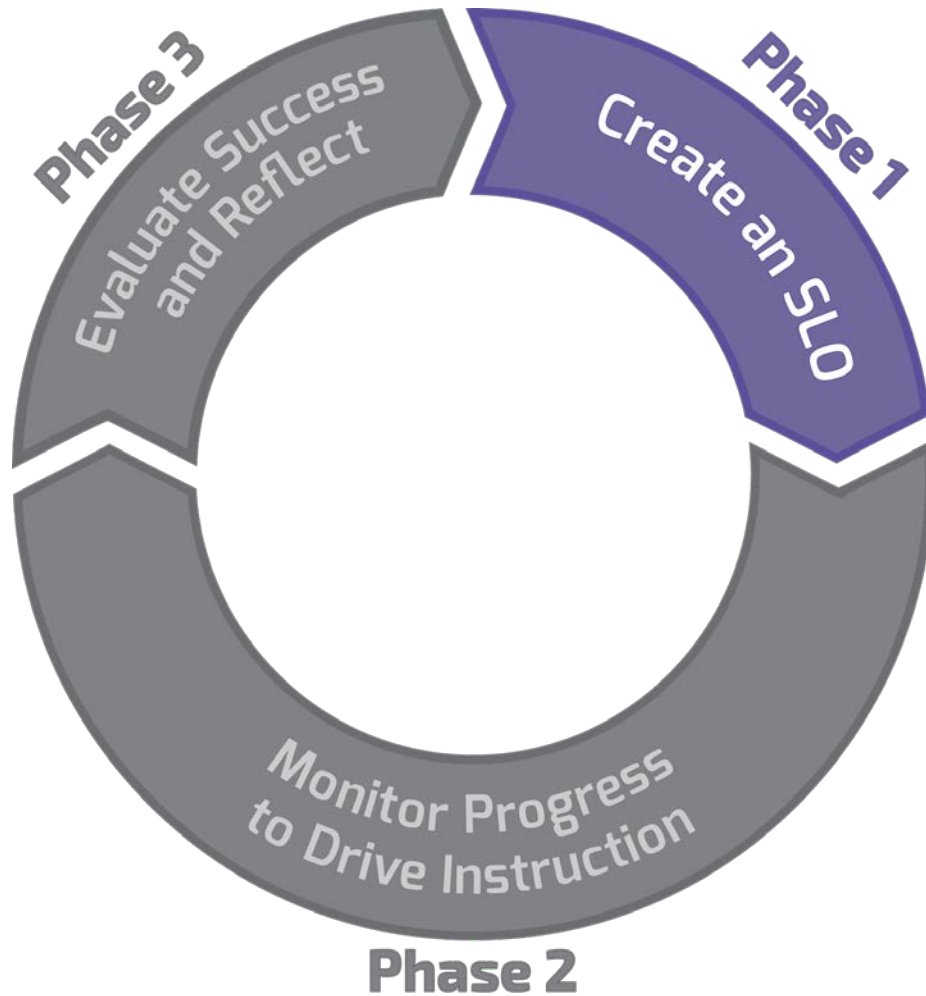
3. What are my expectations for these students?

4. How will I guide these students toward growth?

6. Did students grow and what did I learn from the process?

5. Are they progressing toward targets?

Three Phase Process



1. What is the focus for my SLO?
2. Who are my students?
3. What are my expectations for these students?
4. How will I guide these students toward growth?

What is the
focus for my
SLO?

Probing Question



What is the difference between a foundational skill and TEKS?

- Are the most important skills students develop in the course
- Can impact not just this course but other courses both this year and beyond
- Persist throughout the course
- Will be found in multiple TEKS



Probing Question

Why would focusing on foundational skills promote growth (teacher and student) over focusing on all TEKS throughout the year?

Core Idea

To produce the greatest depth of learning, the most effective teachers prioritize their time around the foundational skills; they don't chase TEKS.

Examples of Foundational Skills

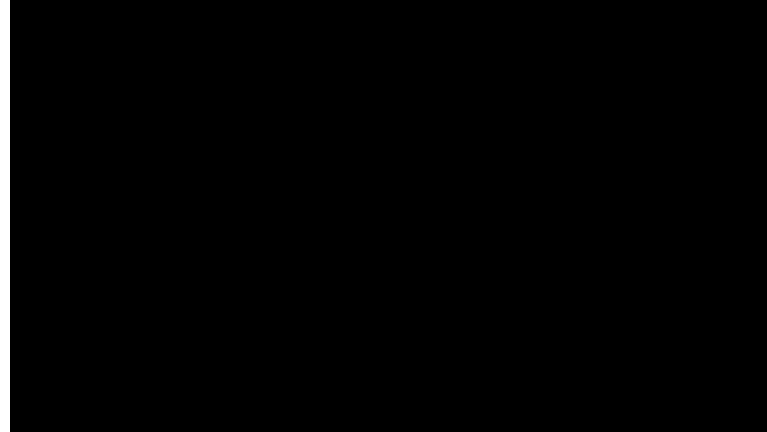
- analyzing text
- communicating ideas
- using multiple representations
- developing vocabulary
- comprehending & connecting text
- formulating questions & hypotheses

Your Turn...

Foundational Skills



Take a few minutes to discuss and annotate some of the foundational skills your students are expected to master while in your class.



What's the Focus of My SLO?

Content area and skill focus are a **balance** between importance and value:

- **Valuable** in leading to teacher growth (areas of challenge for the teacher)
- **Important** to students beyond the classroom – skills that are always important to keep developing, no matter where the student is in his or her proficiency

The **skill statement** is a description of what students should be able to do with the foundational skill by the **end of the course/year**.

What's the Focus of My SLO?



Review the following statements. What characteristics do they have in common that would make them effective SLO Skill Statements?

- **5th Grade Science:** Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.
- **Health Science:** Students will be able to create technical documents to communicate summaries of health

SLO Skill Statement Success Criteria

- 1) Represents a foundational skill that is specific to the content area
- 2) Persists throughout the course
- 3) Measurable through a demonstration of student skill
- 4) Focus on it will improve the teacher's practice (teacher dependent)
- 5) The skills captured are clearly defined and appropriately **focused** (teacher dependent)

SLO Skill Statement Practice



As a table

- 1) Name a potential coaching opportunity based on the success criteria
- 2) Create questions that would help the teacher uncover their thinking

Culinary Arts 101- Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

SLO Skill Statement Practice



Culinary Arts 101- Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

- Is this enough of a skill progression for a whole course?
- Will working on this skill improve your practice?
- How will you measure this skill?
- How will you reconcile following recipes and using proper cooking conditions?

SLO down...

- Students will analyze text using academic language to communicate verbally & in writing to communicate their strategies in problem solving.
- Students will practice using scientific terminology to improve problem solving and context clues skills.
- Students will analyze text to provide evidence regarding the purpose & impact of historical events.

Is your SLO...

meaningful?

manageable?

measurable?



Your turn...

SLO Statement



- Choose a content.
 - Health Science
- Choose a foundational skill.
 - Write ideas into notes/summaries
- Write your skill statement.
 - Students will be able to create technical documents to communicate summaries of health

Coaching...

As a table

- 1) Review a partners SLO Statement
- 2) Ask questions that would help the teacher uncover their thinking.
- 3) Refine your skill statement

Reflections



What are your key takeaways from this section of the SLO?

- Skill statements should narrow the focus for the SLO
- Foundational skills vs TEKS chasing
- Success criteria
- Potential gaps in teachers' statements (teacher dependent)

Who are my
students?

Who are my students?

There are two different parts in this section in order to clarify:

- a. What I expect or assume my students will be able to do with this skill statement?
- b. What my students are actually able to do?

Initial Skill Profile

An Initial Skill Profile (ISP) captures:

- Where students are in relation to the skill statement at the beginning of the course
- The different levels of student skill
- What is “typical” for the teacher’s classroom

ISP Structure

Initial Skill Profile		
SLO Skill Focus	Without prompting, students will use appropriate graphic organizers and brainstorming tools to plan and organize writing that leads to a thorough and well-sequenced first draft.	
Level	Descriptors	Number of Students in this level
2	Well above typical With prompting, students use an appropriate organizer to capture ideas for the subject and some content of their writing, and their draft is in alignment with their prewriting, but they don't structure or organize the content of their draft prior to writing.	
4	Above typical With prompting, students use an organizer to capture ideas for the subject and minimal content of their writing, although they may choose an ineffective organizer. Their draft aligns with the subject of their prewriting, but the content of their draft is largely determined and structured while writing.	
1	Typical With prompting, students attempt to brainstorm ideas by jotting down notes as a way to determine what they will write about prior to starting a first draft, and their draft generally is in line with their limited prewriting. Content and structure aren't addressed in prewriting.	
5	Below typical With prompting, students attempt to brainstorm ideas by jotting down notes as a way to determine what they will write about prior to starting a first draft, but their actual draft doesn't align to their prewriting.	
3	Well below typical Even with prompting, students don't use an organizer or make notes that lead to a planned first draft. Students write their first draft trying to figure it out as they go.	

Who Do I Think I'll Have?



Review the Initial Skill Profiles (ISPs) for Health Science and 5th grade Science.

What makes them effective descriptions of students' skill levels at the beginning of year?

Success Criteria

- 1) Articulates skills for the beginning of the year
- 2) Differentiates between levels
- 3) Descriptors align to skill statement (potentially through subskills)
- 4) Can be assessed through in multiple ways
- 5) Specific to the teacher's experience and expectations (teacher dependent)

ISP Practice



As a table

- 1) Name a potential coaching opportunity based on the success criteria
- 2) Create questions that would help the teacher uncover their thinking

Culinary Arts 101- Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

Your Turn...

ISP

- Make a list of the skills that make up that statement. (Just write them down. The order does not matter)
- Think of how you can assess the skills
- Think of what the skills will “sound like, look like” for the different levels of students in you sample space.
- Start by creating you profile of the Typical student.
 - Now do your Well Above Typical student
 - Continue the process until you have completed all the rating levels.

Who are my students?

There are two different parts in this section in order to clarify:

- a. What I expect or assume my students will be able to do with this skill statement; and
- b. What my students are actually able to do

This ensures that we adjust our planning to fit the needs of the students we have, not the ones we thought we'd have.

Who are my students?

We collect data the first few weeks of class about our current students' skill level in order to assess current level of learning and map to the Initial Skill Profile.

Who are my students?

- 8th grade English teacher gave three types of assessments to capture where students are on the ISP
- Each type was scored on four-point scale: 4 = very accomplished; 0 = minimal effort/lack of skill for a beginning of the year standard
- Measures are (with grade-level texts):
 - Multiple choice passages (comprehend and summarize)
 - Short answers (comprehend, textual evidence)
 - Analysis essay (inferencing, textual evidence)

Who are my students?

- Suppose this was the data for 5 students.
- Place each student in one level of the ISP.

Student	Multiple Choice Passage	Short Answer Responses	Analysis Essay	Level
Ginger	4	3	3	Well above typical
Delores	3	2	2	Typical
Lamar	3	3	2	Above typical
Ophelia	2	1	0	Well below typical
Mary Lynn	2	2	1	Below typical

Who are my students?

- Use a preponderance of evidence standard when placing students
- Just because they are placed in the same level doesn't mean they have the same exact skillset
- Accuracy versus precision

Share Your Learning

Paired Activity:

With someone not at your table, share answers to the following two questions:

What is the purpose of the ISP?

To capture and test assumptions on student skill levels

To know students better for planning purposes

How can having baseline information about student skill levels assist appraisers, coaches, and colleagues in teacher growth conversations?

Bases a teacher's approach and conversations about that approach in concrete evidence

Reflections



What are your key takeaways from this section of the SLO process?

- Captures and test assumptions
- Creates a baseline for growth
- Differentiates student skills
- Allows for more effective planning

**What are my
expectations
for these
students?**

Probing Question



At the end of the year, how do you determine whether or not instruction has been effective?

Core Idea

Classroom and campus cultures that make some of the biggest gains in student growth do so by moving their focus from “what was taught” to “what was learned.”

Targeted Skill Profiles

- The **Initial** Skill Profile captures students as they arrive in your class prior to your instruction.
- The **Targeted** Skill Profile describes what you expect of students at the end of the SLO.
- They are NOT the same.

Targeted Skill Profiles

The Targeted Skill Profile captures where your students should be at the **end** of the SLO.

- A means for considering long term goals for students
- Based on the distribution of skills seen in the students that you have in the class
- Describes what skill level your students should display at the end of the course



Targeted Skill Profiles

Review the following Targeted Skill Profiles (TSP) in conjunction with the previously used ISPs for Health Science and 5th grade Science.

What makes them effective descriptions of students' skill levels at the end of year?

Success Criteria

- 1) Articulates skills for the end of the year
- 2) Differentiates between levels
- 3) Descriptors align to skill statement
- 4) Can be assessed in multiple ways
- 5) Targets are specific to the students in the teacher's class (teacher dependent)
- 6) Reflects high, yet reasonable, expectations for student growth (teacher dependent)

TSP Practice



As a table

- 1) Name a potential coaching opportunity based on the success criteria
- 2) Create questions that would help the teacher uncover their thinking

Culinary Arts 101- Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

Share Your Learning

Paired Activity:

With someone not at your table, share answers to the following question:

- What is the difference between the ISP and the TSP?

ISPs capture where students start with SLO skill statement

TSPs capture where students should be with the SLO skill statement at the end of the course

What are my expectations for these students?

- Teachers will set an individual target for each student
- Use status in the ISP plus other data (attendance, grades in related classes, learning designations, etc.) to determine expected level at the end of the course
- Expectations should be high yet reasonable

Student Growth Tracker



Student Growth Tracker

Student Growth Tracker							
Teacher:							
Course:							
Student Name	Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-in #1	Progress Check-in #2	Progress Check-in #3	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1
2
3
4
5
6
7
8
9
10
11
12
13
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20
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22
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26
27
28
29
30

What are my expectations for these students?

Student	Initial Student Skill Level	Targeted Student Skill Level
Ginger	Well above typical	Well above typical
Delores	Typical	Above typical
Lamar	Above typical	Above typical
Ophelia	Well below typical	Typical
Mary Lynn	Below typical	Below typical

What are my expectations for these students?

Table discussion:

What should a teacher think about when planning for end-of-year SLO assessments?

The assessments are aligned in content and rigor with the skill statement

Multiple assessments are being used

Reflections



What are your key takeaways from this section of the SLO process?

- Planning with the end in sight
- Targets based on the class you have
- Skills increase in sophistication between ISP and TSP
- Multiple measures for EOY assessment

How will I
guide these
students
toward
growth?

Probing Question



How will teachers guide these students toward growth?

The teacher knows:

- Where the students started
- Where the students should finish
- How to determine if they got there

Planning for Growth

Teachers should be ready to discuss:

- How do you differentiate instruction?
- How will you monitor progress?
- How will you collaborate with colleagues?

Review SLO with appraiser for approval

- Teachers will complete the SLO Form and the Student Growth Tracker
- Teachers and appraisers will meet to review documents and discuss the SLO together
- Appraisers may request revisions

BOY Conference Materials

Materials to anchor the conference:

- Completed SLO Form
- Completed Growth Tracker
- Success Criteria
- SLO Rating Rubric

Other possible materials:

- BOY assessments
- Sample student work
- Instructional planning calendars (if applicable)

Beginning of Year (BOY) Conference

A video player interface showing a video titled "STUDENT LEARNING OBJECTIVES". The video content displays the logo and text "STUDENT LEARNING OBJECTIVES" with a play button overlay. Below the video, a dark purple bar contains the text "BEGINNING OF THE YEAR - SCIENCE 5TH GRADE". The video player controls at the bottom show a play button, a timestamp of "12:20", and icons for closed captions, volume, settings, and full screen.

**STUDENT
LEARNING
OBJECTIVES**

BEGINNING OF THE YEAR - SCIENCE 5TH GRADE

▶ 12:20 [CC] [Volume] [Settings] [Full Screen]

Strengths from Teacher's Lens

- Teacher is doing most of the talking
- Questions allow for the teacher to reveal her approach and thought process
- Teacher is intentional about what she wants to work on this year
- Teacher demonstrates high expectations for student growth
- Teacher is using already established assessments for the SLO

Growth from the Teacher's Lens

- TSP shouldn't be abstract, should be tied to the context of the actual students (not a magical wand)
- Appraiser could have asked about particular students herself rather than letting the teacher choose - ensures that teacher can articulate the thinking for any given student

Reflections

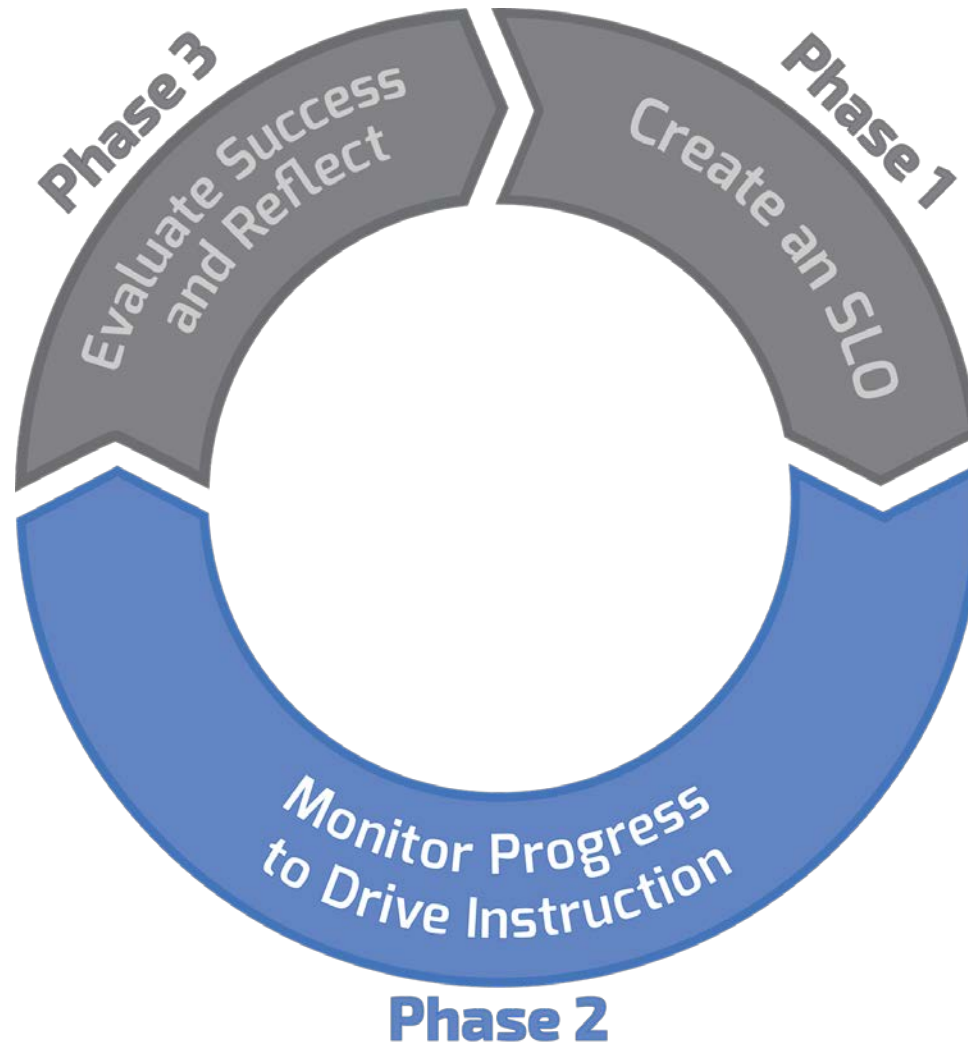


What are your key takeaways from this section of the SLO process?

Key Takeaways

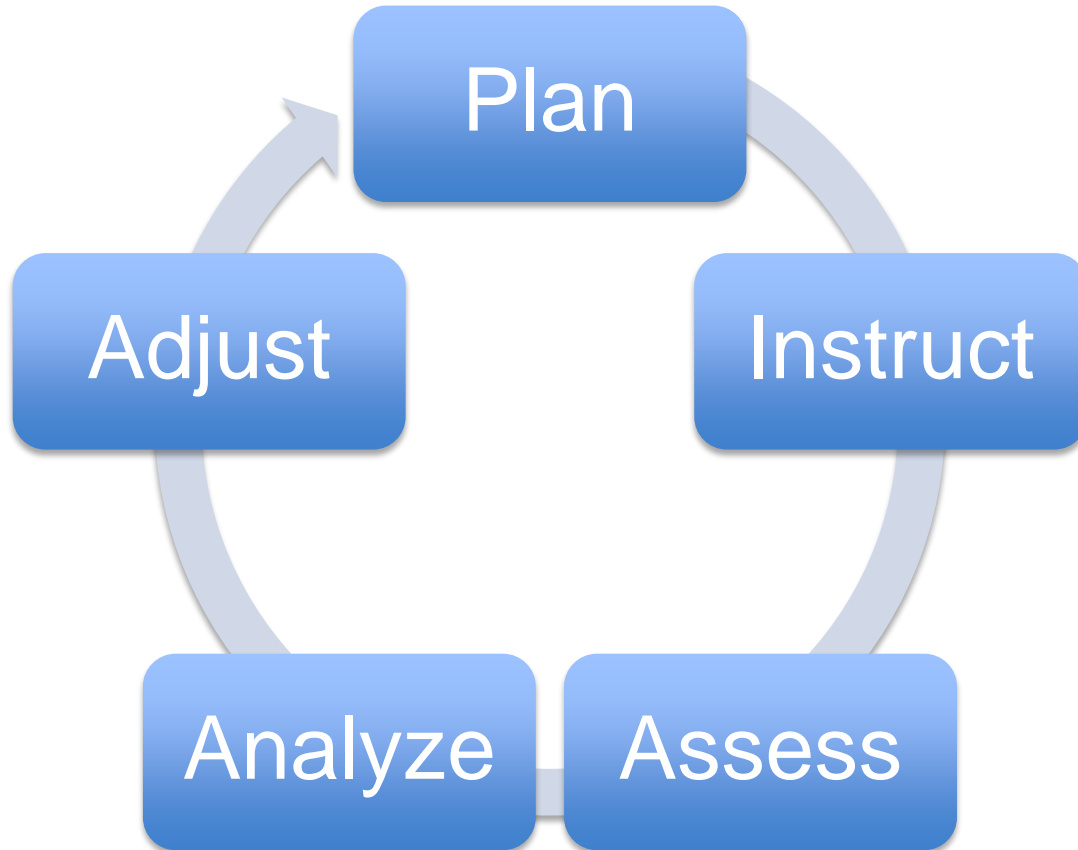
- An approach for all students
- Consistent progress monitoring
- System for teacher collaboration
- BOY conference exposes teacher's thinking

Three Phase Process



**Are students
progressing
toward
targets?**

Teaching Loop



- What do we do when students aren't learning?
- How do we reteach?
- How do we alter pedagogy?

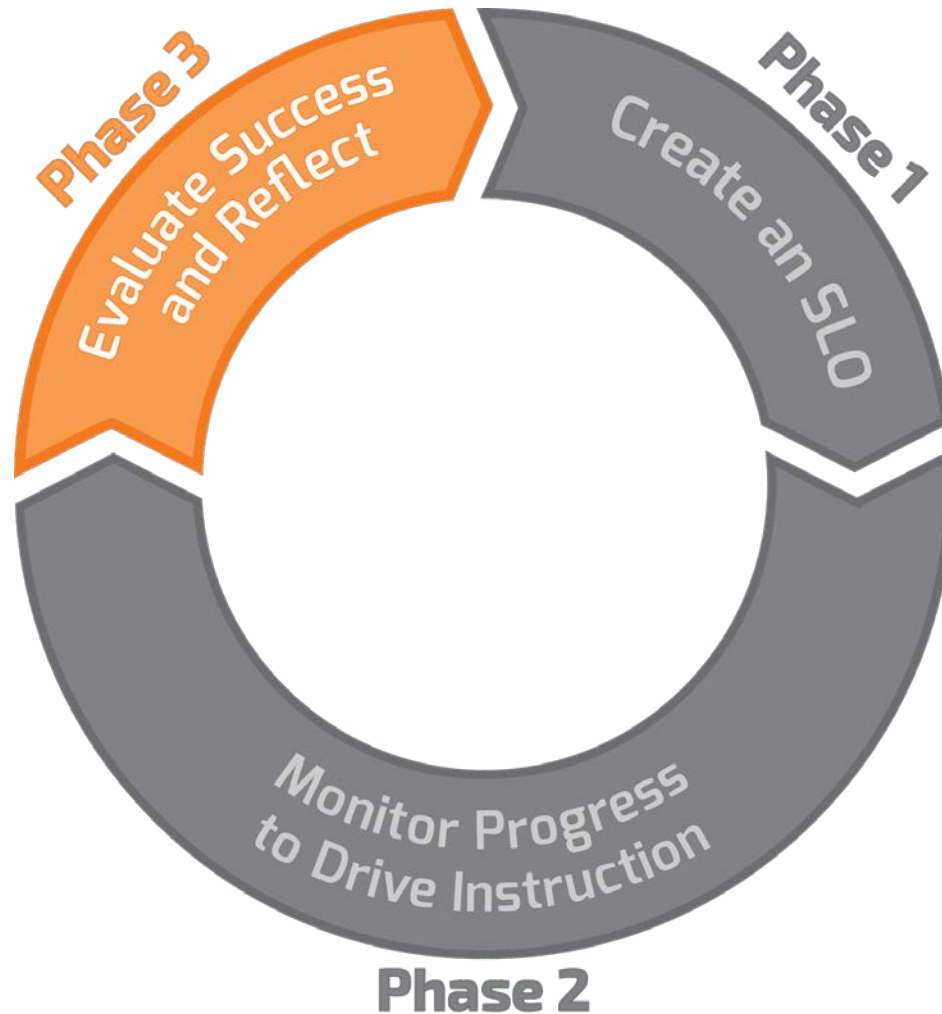
Phase 2 Processes

Mid-point conferences with appraisers

Main points of the check-in:

- Are students on track to meet targets?
- What adjustments have been made?
- What adjustments still need to be made?
- What additional support can be provided to the teacher?

Three Phase Process



**Did students
grow and
what did I
learn from the
process?**

Reflection and Close-Out

- Teachers should assess the end-of-year student skill level
- Teachers record students' end-of-year skill level on the Student Growth Tracker and complete EOY Reflection in advance of EOY Conference
- The SLO EOY close out should occur during the TTESS EOY conference

EOY Conference Materials

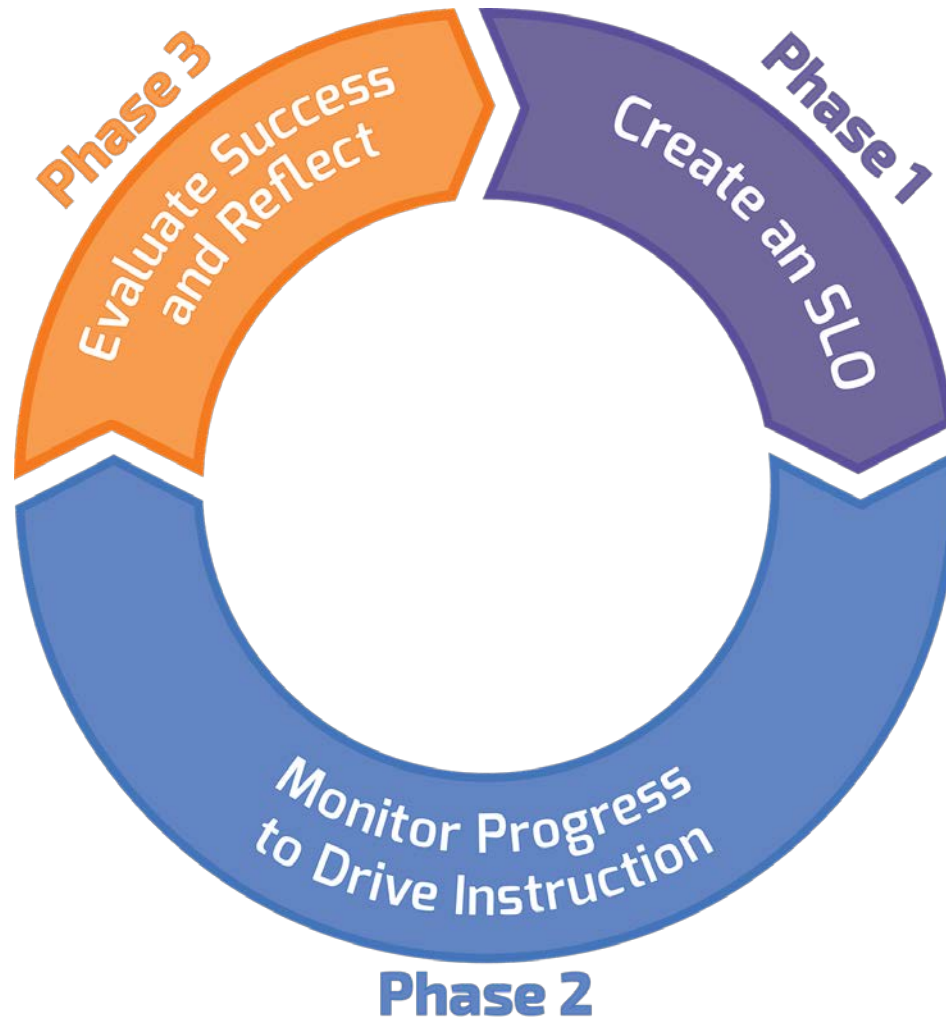
Materials to anchor the conference:

- SLO Form
- Completed Growth Tracker
- SLO Rating Rubric

Other possible materials:

- EOY assessments
- Sample student work
- Teacher reflections

Three Phase Process



Check for Understanding

- Areas you feel good about?
- Concerns?
- Additional support?

Thank you for coming!

Supporting documents can be found at:

<https://TexasSLO.org/>

