Participant Guide for SLO
Fall 2015

Video Guide

Vocabulary:

baseline assessment

growth target

target students (subgroup)

What questions should you ask when choosing students to target?

What are the challenges of selecting students who are already advanced?

Other notes on video:

SLO Sample #1

SMART Goal

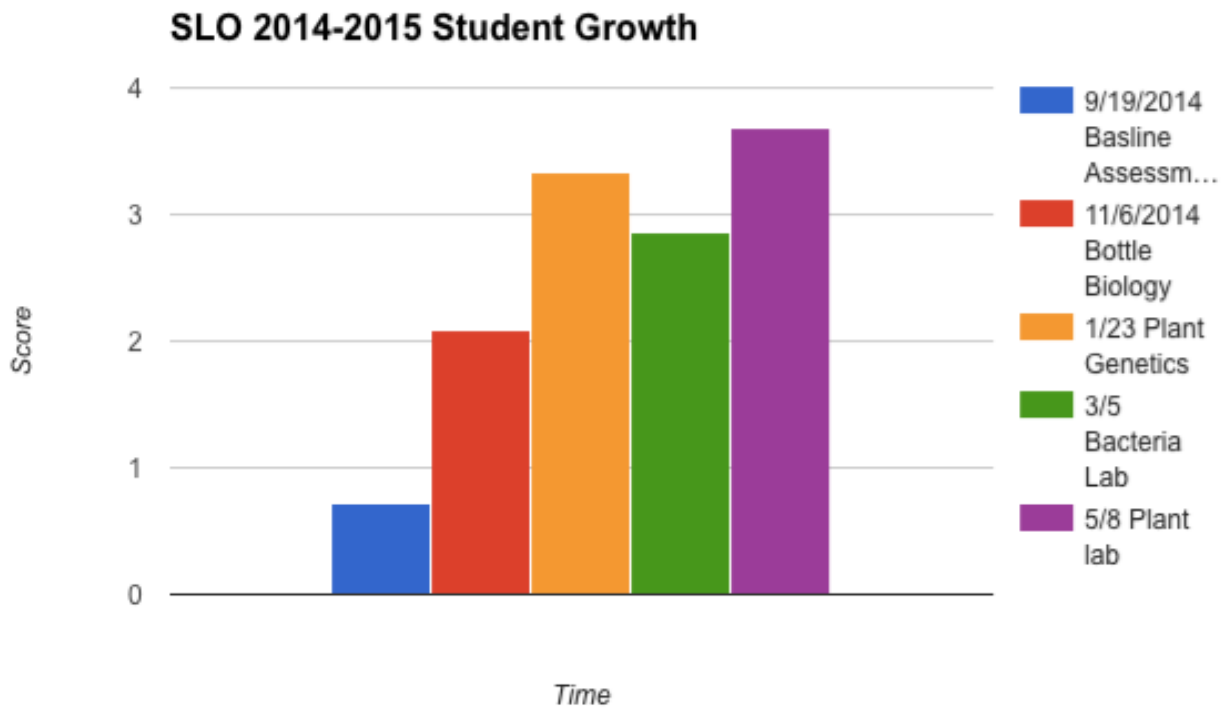
My Student Learning Objective was that 75% of my students who scored 0-2 point(s) on the pre lab assessment in biology would increase their score by 2 points on the lab assessment by May 2015. I chose this goal because my students scored poorly in writing during constructed response tests and had difficulty explaining their results in the science laboratory. 57% of my biology students scored 2 points or less on a 5-point conclusion paragraph rubric.

Evidence Statement

The data shows that the target group started with an average score of 0.7 out of 5 points on the baseline lab report. After receiving targeted interventions and specific feedback, the target group increased their scores by an average of 3 points. 81% of my students in the target group increased their scores by 2 points or more. This demonstrates that I have met my SLO goal for the 2014-2105 school year. I believe that improving students' writing ability is a worthwhile goal and will use this to form future SLO goals.

SLO#1 Artifact #1

All students received writing interventions to improve their abilities to not only write conclusion paragraphs, but also entire lab reports. Interventions included the teacher modeling lab report writing with the class, the students assisting the teacher writing a lab report, peers working on a combined lab report, and specific feedback for each student to improve his or writing. The progress of the target group can be seen below.



SLO#1 Artifact #2

Below is a case study that follows the progress of one my students in writing conclusion paragraphs.

Case Study - Amanda

"Amanda" is a Hispanic sophomore in my 10th grade biology class. She is classified as Limited English Proficient and receives ESL services. Amanda was selected for my target group of students because she did not attempt to write a conclusion for her first lab report on 9/19/2014. The first intervention performed was having the whole class write a lab report together on biochemistry. After that the proper format for writing a conclusion was modeled, students had to write their own lab report on an experiment involving watering plants with different concentrations of salt water. Amanda's conclusion is posted below.

11/16/2014

If wisconsin used salt for thawing roads, then the plants would be affected because not grow.
In the experiment we filled a 2-liter soda bottle with soil and grass seed we put 50 ml water on the plant.

Conclusion Performance Expectations	Yes	No
Restates the purpose • Incudes relationship between the independent and dependent variables.	X	
Explains the procedure • Briefly explains what was done to test the hypothesis.	X	X
Results • Summarizes results. • Explains if hypothesis was supported.		X
Unexpected results or errors • Student may also choose to address how they would modify the lab procedure for future labs.		X
New things you learned • Explains not only what was learned, but also how they were learned.		X
Comments: Amanda is off to a good start on her first attempt at a conclusion paragraph. She has restated the purpose and included the independent variable of using salt on plants and the dependent variable of plant growth. She then begins to discuss the procedure, but forgets to mention the variables in the experiment and how data will be collected. From here, I would like to see Amanda use sentence starters to organize her work and I would like for her to add more components of the conclusion.		

After this lab report, Amanda received individual feedback above on how to improve her conclusion paragraph. In addition, we practiced writing another lab report as a class on how to prevent avocados from ripening.

On 1/23/2015, Amanda completed her second lab report on how light can affect a plant's genotype and phenotype.

1/23/2015

Conclusion:
The purpose of this lab was to c
the light or dark influence in the
genotype or phenotype.
The procedure is put the plant in
a conteiner close the conteiner
look the plant in the dark and ligh,
Compare the results.
The results the light have no
influence on the genotype of tabacco
plant, but these factor can alter the
Phenotype of tabacco plant as it
grous.

Conclusion Performance Expectations	Yes	No
Restates the purpose • Incudes relationship between the independent and dependent variables.	X	
Explains the procedure • Briefly explains what was done to test the hypothesis.	X	
Results • Summarizes results. • Explains if hypothesis was supported.	X	
Unexpected results or errors • Student may also choose to address how they would modify the lab procedure for future labs.		X
New things you learned • Explains not only what was learned, but also how they were learned.		X
Comments: In this conclusion, Amanda is able to identify the dependent and independent variables, genotype/phenotype and light respectively. She improved on her explanation of the procedure and included the variables and data collection. During the results she correctly summarized the data, but did not discuss her original hypothesis. Amanda uses sentences starters like "the purpose of this lab was to" to help the reader understand the		

After this lab report, Amanda received specific feedback on how to improve her conclusion. The class was given an opportunity to write a lab report with a partner following the bacterial lab, to practice their lab report and conclusion writing skills. Following that experience,

Amanda wrote her most recent lab report, the conclusion is pasted below.

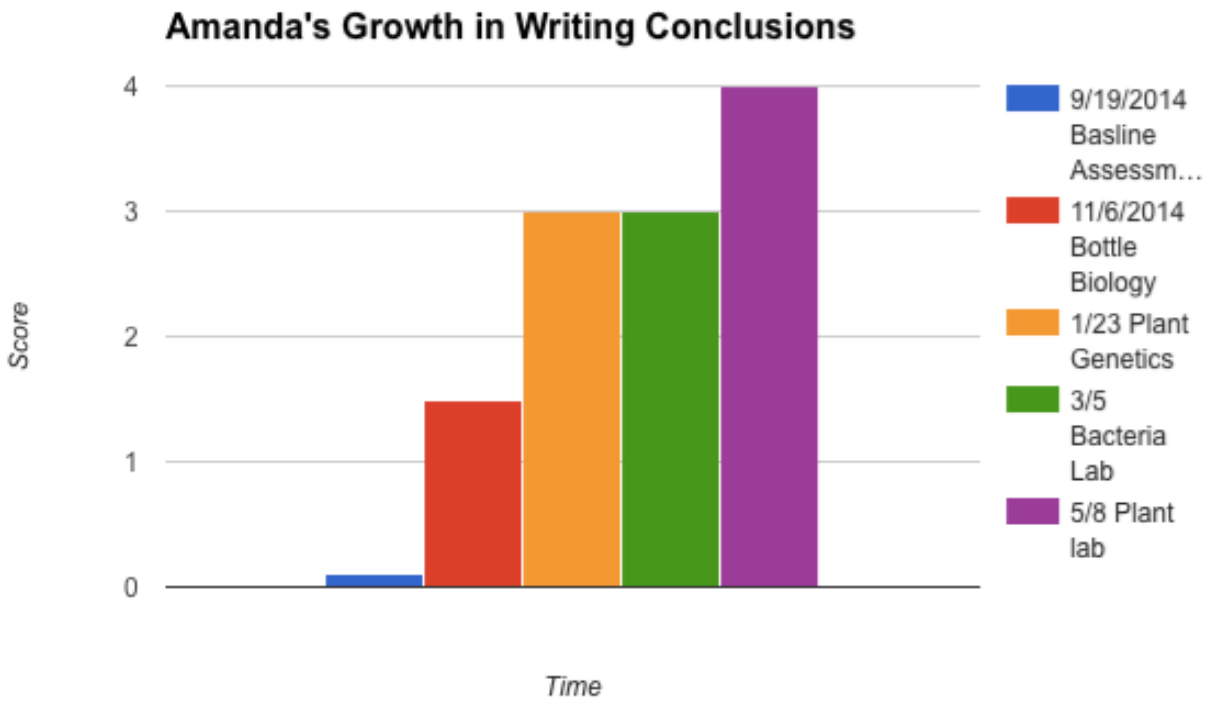
5/8/2015

The different color of the light has
results in the plants. for example
red help to the plant to grow more
and the green light, it did not grow
much. If I put a plant under the green
light then the plant doesn't grow much,
but I put a plant under the red plant,
then the plant grows more.
I learned that light can effect plant
growth.

Conclusion Performance Expectations	Yes	No
Restates the purpose • Incudes relationship between the independent and dependent variables.	X	
Explains the procedure • Briefly explains what was done to test the hypothesis.	X	
Results • Summarizes results. • Explains if hypothesis was supported.	X	
Unexpected results or errors • Student may also choose to address how they would modify the lab procedure for future labs.		X
New things you learned • Explains not only what was learned, but also how they were learned.	X	
Comments: In this conclusion, Amanda identifies the purpose of the lab and independent and dependent variables of the lab. She does not use the sentence starters like she did in		

I believe that Amanda has made great strives in writing conclusion paragraphs. She started the school year by not attempting to write a lab report and finished off year writing full lab reports with solid conclusion paragraphs.

Her growth can be seen in the graph below.



This graph demonstrates Amanda's developing understanding of writing conclusions in science class. At the beginning of the school year, Amanda did not attempt to write a conclusion paragraph. As the year progressed, she became more familiar with what type of information is important to include in a lab report and continually increased her score. By May, she increased her score from a zero to a four.

SLO Sample #2

SMART Goal

During the 2014-15 school year 50% of my students in my U. S. History classes increase by a minimum of 10% their performance on Unit tests.

Evidence Statement:

I believe that my goal was partially met this year because in the beginning of the year 50% of my students passed their pretest. Their scores are recorded in my Infinite Campus Gradebook, and I have included a picture of one class as an artifact. I also have a picture of the students working in groups. At the end of the year, at least 50% of my students improved on the final assessment by more than 10%. Of the 6 students who took the final, the average score was 73%. Students who did not improve were chronic absentees, or did not take the test.

SLO#2 Artifact #1

Super Teacher Grade Book **Subject / Period:** _____

#	Name	Pre	1	2	3	4	5	Final							
1.	George W.	48	50	55	62	70	74	60							
2.	TJ	56	58	50	70	60	64	66							
3.	Benjie	80	80	90	85	88	86	80							
4.	Betsy	75	76	80	88	78	88	60							
5.	John A	34	50	0	46	68	0	0							
6.	John H	20	40	35	48	0	0	0							
7.	Abbie S	66	63	0	76	68	76	0							
8.	Martha	88	84	87	90	92	94	86							
9.	Sam A	12	20	40	55	32	0	0							
10.	Alex	98	95	90	92	95	96	90							
11.															
12.															
13.	Ave	58	61	53	71	65	57	44							
14.															
15.															

SLO#2 Artifact #2: Students working in groups.

SLO Process & Scoring Guide

Guidance on Student/School Learning Objectives (SLOs)

Every year, Wisconsin educators must conduct the SLO process—selecting, monitoring, and scoring SLOs collaboratively with evaluators and/or peers. The dialog within the SLO process provides an opportunity to strengthen SLOs, identify quality evidence/assessments, and discuss academic growth for students, thereby supporting professional growth for the educator and, ultimate, student learning. For more information on SLOs, visit the SLO Toolkit.

SLO PROCESS

To support Wisconsin educators and evaluators through the annual SLO process, DPI developed this SLO Process Guide. A quality SLO process is characterized by several critical features—the Process Guide lists these features and aids formative conversations associated with the creation and ongoing monitoring of SLO implementation and progress. Additionally, this Process Guide can also support final SLO scoring discussions, as final SLO scores now incorporate the impact of quality SLO processes. Educators and evaluators can use the third column within the Process Guide to record their collaborative conversations or to document self-reflections.

SLO PROCESS GUIDE

SLO Quality Indicators		Reflections/Feedback/Notes for Improvement
Baseline Data and Rationale		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The data analysis supports the rationale for the SLO goal.		
The baseline data indicates the individual starting point for each student included in the target population.		
Alignment		
The SLO is aligned to specific content standards representing the critical content for learning within a grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
Student Population		
The student population identified in the goal(s) reflects the results of the data analysis.		
Targeted Growth		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
Interval		
The interval is appropriate given the SLO goal.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
Evidence Sources		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all		

students/target population.		
The evidence reflects a balanced use of assessment data.		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference.		
Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: • Clearly define levels of performance; • Are easy to understand; • Show a clear path to student mastery.		
Instructional (for teachers) and Leadership (for principals) Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
Scoring		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data.		

Beginning of Year

Working collaboratively with their evaluator or a peer, educators draw upon the SLO Process Guide to develop a minimum of one SLO and document the goals within Teachscape (or an alternative online system). In Summary Years, educators must conduct this process with their evaluators. (*Note: evaluators no longer approve SLOs or EEPs, but instead provide formative feedback*.)

Middle of Year

Working collaboratively with their evaluator or a peer, educators draw upon the SLO Process Guide to monitor progress towards an SLO across the year and adjust instructional strategies accordingly. Educators can also use the Process Guide to consider a mid-year adjustment to an SLO based on data collected through the progress monitoring process. In Summary Years, educators must conduct this process with their evaluators.

End of Year

At the end of the SLO interval, educators draw upon all available evidence of their SLO implementation and progress, including the criteria listed in the Process Guide, to inform the selection of a self-score. Using the revised SLO Scoring Rubric (see page 3) for the SLO, educators will self-score their SLO and document the score in Teachscape. In Summary Years, educators must conduct this process with their evaluators. Additionally, evaluators will review all SLOs (from the Summary Year and Supporting Years) and the supporting documentation prior to the End of Cyclel Summary Conference as evidence towards a final, holistic SLO score. Evaluators draw upon the SLO Process Guide to inform the determination of the holistic score using the SLO Scoring Rubric (page 3). Evaluators document the holistic score into Teachscape (or an approved alternative system). During the End of Cycle Summary Conference, evaluators discuss collaboratively with educators the SLO implementation and progress across the Effectiveness Cycle and the resulting holistic score. The holistic score is the final SLO score that will factor into an educator's Student Outcomes Summary Score, instead of an average of an educator's individual SLOs, as originally proposed.

SLO RUBRIC OVERVIEW

Both educators and evaluators will use the revised SLO Scoring Rubric (see below) to determine SLO scores. Educators will self-score their individual SLO in all years (Summary and Supporting Years). Evaluators will assign a holistic SLO score considering all SLOs—the SLO implementation and student progress. Using the SLO Scoring Rubric, evaluators determine an educator's holistic SLO score by identifying the rubric level which best describes the educator's SLO implementation process and student growth, drawing upon the preponderance of evidence. This method of scoring ensures a holistic approach is taken. It allows evaluators to recognize student growth as well as professional growth across the SLO cycle, which aligns with the purpose of the Wisconsin EE System. The holistic score is the final SLO score that will factor into an educator's Student Outcomes Summary Score, instead of an average of an educator's individual SLOs, as originally proposed.

SLO SCORING RUBRIC

Score	Criteria	Description (not exhaustive)
4	Student growth for SLO(s) has **exceeded** the goal(s). Educator engaged in a comprehensive, data-driven SLO process that resulted in exceptional student growth.	Evidence indicates the targeted population's growth exceeded the expectations described in the goal. Educator set rigorous superior goal(s); skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.
3	Student growth for SLO(s) has **met** goal(s). Educator engaged in a data-driven SLO process that resulted in student growth.	Evidence indicates the targeted population met the expectations described in the goal. Educator set attainable goal(s); used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.
2	Student growth for SLO(s) has **partially met** the goal(s). Educator engaged in a SLO process that resulted in inconsistent student growth.	Evidence indicates the targeted population partially met expectations described in the goal. Educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.
1	Student growth for SLO(s) has **not met** the goal(s). Educator engaged in a SLO process that resulted in minimal or no student growth.	Evidence indicates the targeted population has not met the expectations described in the goal. Educator set inappropriate goal(s); inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.

Sample 1 Notes:
Strengths?

Could be improved?

Sample 2 Notes:
Strengths?

Could be improved?

Templates for Writing a Statement of Desired Result

I. Standards-based Example

_____% of our _____ students will meet or exceed
(attainable amount) (grade and / or course)

_____ standards in _____ by _____.
(subject area) (specific topic / skill) (time frame)

Example
80% of our 8th grade students will meet or exceed ELA standards in persuasive writing by the end of first semester.

II. Growth Example

Student performance in _____will (increase or improve)
(content area)

by a minimum of _____
(amount of expected growth, based on baseline metric and results)

_____ as measured by _____.
(by when) (assessment to be used)

Example
Student performance in Earth Science will increase by a minimum of 15 points per quarter as measured by the district benchmark assessments.

III. Skill-based Example

By _____, _____ of our _____ students
(time frame) (attainable % or #) (grade and /or course)

will be able to _____.
(general category of skill or knowledge)

Example
By the end of the year, 95% of our 10th grade geometry students will be able to use geometric concepts and properties to solve real life problems.

Teacher Educator Effectiveness Plan (EEP)

After reviewing your Self-Rating of Professional Practice, and student data, use this information to develop and record your SLO and PPG. Identify professional growth strategies and support needed to help achieve the SLO and PPG.

Submit this completed EEP to your evaluator prior to your planning session. The quality indicators in the first column are intended to guide SLO development. Note: You do not necessarily need to answer/address all of the criteria within the SLO entries.

Quality Indicators	SLO #1
Baseline Data and Rationale ✓ What sources(s) of data did you examine in selecting this SLO? ✓ Summarize trends and patterns ✓ If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. ✓ Did you consider both qualitative and quantitative data?	**Baseline Data and Rationale**
Learning Content/Grade Level ✓ Which content standards are relevant to/related to/in support of your goal? ✓ Is this content reinforced throughout the interval of this goal? ✓ Did you identify the national, state, or local standards relevant to your role in the district?	**Learning Content/Grade Level**
Student Population ✓ Which students are included in the target population? ✓ How does the data analysis support the identified student population?	**Student Population**
Targeted Growth ✓ Is the starting point for each target student identified? ✓ How did you arrive at these growth goals?	**Targeted Growth**

Interval ✓ Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?	**Interval**
Evidence Sources ✓ What benchmark assessments will be used (pre-instruction, mid-interval, post-instruction)? ✓ What formative practices will be used to monitor progress throughout the interval? ✓ What summative assessment will be used to determine student growth at the end of the interval? Is the assessment: ✓ Aligned to the instructional content within the SLO? ✓ Free of bias? ✓ Appropriate for the identified student population?	**Evidence Sources**

SLO goal statement (SMART criteria) ✓ Specific ✓ Measurable ✓ Attainable ✓ Results-based ✓ Time-bound	SLO goal statement
Instructional Strategies and Supports ✓ What professional development opportunities would support this goal? ✓ What instructional methods will you employ to move students forward in identified growth? ✓ How will you differentiate instruction to support multiple growth goals within your population? ✓ Who might you collaborate with in order to support the unique learning needs within your group?	**Instructional Strategies and Supports**
The PPG can be informed using the instructional strategies identified in the SLO, or can focus on other areas identified by the educator and/or evaluator. ✓ Specific ✓ Measurable ✓ Attainable ✓ Results -based ✓ Time-bound	

Reflection

SLO

List main things you want to remember from this training:

List questions/help you will need to support your EEP:

Sample Data chart templates available in digital format on request from coach

Students	***Baseline Data, ACT Writing Rubric, Organization Fall 2014***	***Benchmark Data Formative Graphic Organizer March 2015***	***Growth Evidence, ACT Writing Rubric, Organization Spring 2015***	***Gains made in writing organization***
George Washington	2	3	3	+1 level
Thomas Jefferson	3	4	5	+2 levels
Betsy Ross	3	5	5	+2 levels
Benjamin Franklin	2	4	6	+4 levels
John Adams	3	4	4	+1 level