**Illinois State Board of Education**



**The Student Learning Objective Process**

**Training Materials**

Materials Updated: 10/28/15

Most recent updates are simply correcting the name of the Student Learning Objective Guidebook

**Training Agenda**

I. Introduction and Materials

II. Introduction to the SLO Process

1. SLO Cycle
2. SLO Elements
3. Measurement Model Steps
4. Summary and Conclusion

**Table of Contents**

|  |  |
| --- | --- |
| Overview and Objectives ……………………………………………………………………………………………………………. | 4 |
| Suggested Facilitation Process ……………………………………………………………………………………………………. | 5 |
| Participant Handouts ………………………………………………………………………………………………………………….. | 24 |

**Additional Resources List:**

* Slide Deck with Notes
* Guidebook on the Student Learning Objective Process
  + [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)
* Illinois Administrative Code Part 50
  + [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf)

**Overview and Objectives**

These training materials were developed by the Illinois State Board of Education Assessment Division in collaboration with the Regional Offices of Education. This collection of training materials includes resources concerning the Student Learning Objective (SLO) process. The purpose of this module is to introduce teachers and administrators to the Student Learning Objective (SLO) process. Upon completion of this training, participants will be able to demonstrate knowledge of the SLO process and supporting materials.

**Illinois State Board of Education**

**2014 Statewide System of Support**

**Facilitator Guide**

|  |  |
| --- | --- |
| Training Title | The Student Learning Objective Process |
| Objectives | Following this training, participants will be able to demonstrate knowledge of the Student learning Objective (SLO) process. |
| Planning Considerations | **Facilitation Notes:** Please pull all training materials from the IARSS website ([www.iarss.org](http://www.iarss.org)) in order to ensure the materials are the most up-to-date.  Please note that this training must follow training on the Performance Evaluation Reform Act (PERA). Trainers and participants must be familiar with the student growth component of Illinois Administrative Code Part 50 prior to engaging in training on this topic.  **Materials:**   |  |  | | --- | --- | | * Computer * Computer speakers * Projector | * Chart paper * Sticky notes * Markers | |  | * Chart with annotations |   **Handouts:**   |  |  | | --- | --- | | * Slide Deck * Handout 1: Big Ideas * Handout 2: Assessments and Scoring * Handout 3: SLO Template (found in Appendix A of *Guidebook on SLO Process)* * Paper Pre-Post Evaluation Form * *Guidebook on the SLO Process*   + [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm) * Illinois Administrative Code Part 50 * [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf) |  | |

| Content Focus | Content and Process | Materials/  Resources | Estimated Time | Notes |
| --- | --- | --- | --- | --- |
| General  Introduction | **Suggested Facilitation Process**   1. Introduce the agenda for the day. 2. Introduce the purpose and objectives of the training. 3. Pre-Post Evaluation   Please state the following:   * The paper pre-post evaluations are our formative assessments that model best practice in the classroom, give you (the participants) clear targets for the session and should leave with you (the participants) after the training as a reminder of your self-identified next steps and evidence of learning. * After the training, you can use the paper pre-posts to assist in the on-line evaluation.   Facilitators should circulate around the room and see where participants rank themselves at the beginning in order to adjust the presentation based on the needs of the room.   1. Introduce the *Guidebook on the SLO Process*, and demonstrate where to find the document on the ISBE webpage:   [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)  Please state the following:   * This training serves as an introduction to the SLO process. * Please note that the *Guidebook on the SLO process*, as well as the example SLOs included on the Balanced Assessment webpage will be updated regularly. * In addition, online modules will be available for individuals to utilize concerning this topic as well as other topics related to the measurement of student growth.  1. Prior to introducing the SLO process, gather information about the participants’ background knowledge.  * Place sticky notes on each table for participants to use with this activity. * Ask participants to write descriptors for the SLO process from their own background/experience (prompt participants to write 4 or 5 descriptors). * Give participants 5 minutes to complete sticky notes. * After participants have had time to provide descriptors, select volunteers to read a few of their descriptors and put descriptors on chart paper informally categorizing as you place descriptors (e.g., “teacher evaluation” and “student growth” would be grouped and “assessment” and “pretests” would be grouped). * After multiple volunteers have provided descriptors and these have been informally categorized, ask any other participants if they have descriptors that they would like to add to the charts. * Discuss with participants the overarching concepts and make connections with the content of the workshop based on participants’ knowledge. | Slide 1-2  Slide 3  Paper Pre-Post Evaluation  Slide 4  Sticky notes  Chart paper | 30 Minutes |  |
| SLO Introduction | 1. Introduce and define the SLO process.   Please state the following:   * A SLO is a detailed process used to organize evidence of student growth over a specified period of time. * The SLO process is neither an assessment nor a measurement model. The SLO process is an organizational and planning tool. The SLO framework contains assessment procedures and utilizes a measurement model to determine level of student growth; neither of these ideas is synonymous with the SLO process.  1. Refer participants to the Introduction section and Appendix A of the *Guidebook on the SLO Process*.   Please state the following:   * The SLO process utilizes a template that includes questions and statements that guide teachers and evaluators through the process of measuring student growth for the purpose of performance evaluation. * This template helps teachers and evaluators identify appropriate goals and assessments that may be used to accurately measure student growth. * The SLO process is appropriate for use in all grade levels and content areas, and for use by both teachers and administrators. * The SLO process engages teachers and evaluators in active reflection and application of assessment data to inform and differentiate instruction to ensure student success. * Therefore, the SLO process is an approach that may accurately measure student growth as part of a district’s performance evaluation plan.  1. Review the benefits of using the SLO process.   Please state the following:   * The SLO process has been successfully implemented in many states and districts as part of a comprehensive performance evaluation plan. * When implemented with fidelity the SLO process is valuable for the following reasons: * The SLO process supports the alignment of curriculum, instruction, and assessment practices to measure student learning specific to individual content areas, grade levels, and teachers. * The SLO process encourages reflective teaching practices by supporting the use of timely assessment data to inform and differentiate instruction, and supports meaningful professional development opportunities. * The SLO process promotes collaboration between teachers and administrators. * The SLO process supports the use of authentic and performance-based assessments. This would be much like an IEP. * The SLO process considers individual student’s needs. * Remember that the goal of a performance evaluation plan that includes measures of student growth is to improve teaching and learning. * The SLO process provides a scaffold to achieve this goal. * There’s a misconception that the scaffold supports the structure. However, the scaffold surrounds the structure and allows the work to be done as the structure comes to completion. | Slide 5  Slide 6  *Guidebook on the SLO Process*  Slide 7  Slide 8  Slide 9  Slide 10  Slide 11 | 20 Minutes |  |
| SLO Implementation Process | 1. Refer participants to the SLO Implementation Overview section of the *Student Learning Objective Guidebook*.   Please state the following:   1. In order to successful implement the SLO process PERA joint committees must consider what the implementation process will require. 2. The SLO process should be integrated into the district’s performance evaluation plan as a tool to organize the measurement of student growth and improve instruction using timely student assessment data. 3. The development of SLOs requires an initial time commitment. However, once SLOs are developed they may be revised and used again for the next evaluation cycle. 4. To implement the SLO process effectively, four steps must be followed: Plan implementation, develop processes, implement plan, and sustain the implementation through further planning. 5. These four steps provide PERA joint committees with a framework for successful SLO implementation. | Slide 12 *Student Learning Objective Guidebook* | 20 Minutes |  |
| Guidebook Activity | 1. Refer participants to the *Student Learning Objective Guidebook.*   Please state the following:   * Please read pages 4-9 of the *Student Learning Objective Guidebook* * Afterward, either pick a partner (or in their group) and share the 3 big ideas of what you learned from your reading. * Share and discuss as a large group what was learned * Ask participants if they have any questions. | Slide 13  Slide 14 | 10 minutes |  |
| SLO Implementation Overview | 1. Review the four steps:   Please state the following:   * There are 4 steps in the implementation process. * Step 1: Plan * Create a shared calendar to manage timelines, targets, and meetings. * Design a communication plan to ensure that all stakeholders are well-informed about the decisions made by the PERA joint committee. * Utilize the Student Growth Training Modules ([www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)) to facilitate professional development for the PERA Joint Committee, as well as all teachers, administrators, and evaluators. * Determine what categories of teachers are required to use the SLO process, and how many SLOs are required. This decision may be based on the type and/or number of assessments required. * Step 2: Develop * Develop a strategic implementation timeline that includes SLO development, review, and approval. * Adopt or develop a SLO template. * Develop a process for combining student growth measures, and assigning a teacher rating. * Step 3: Implement * Convene collaborative groups/teams to develop SLOs. * Pilot the SLOs. * Utilize the SLO process as part of the performance evaluation plan district-wide. * Step 4: Sustain   + Develop a plan to monitor, evaluate, and improve the SLO process as part of the teacher evaluation plan. | Slide 15  SLO *Guidebook on the SLO Process*  Slide 16  Slide 17  Slide 18  Slide 19  Slide 20  Slide 21 | 20 Minutes |  |
| Piloting the SLO Process | 1. Discuss piloting the SLO process.   Please state the following:   * Different components of the SLO process may be phased in over time as part of the piloting process. The piloting process should occur before the official implementation of the evaluation plan. * This allows teachers, administrators, and evaluators time to develop familiarity and expertise in the process before any human resource decisions are made utilizing student growth data. * A pilot may begin the implementation of the SLO process within specific content areas, grade levels, or schools. This structure allows the SLO process to be piloted before implementing district-wide. * Often specific content areas, grade levels, or schools are asked to pilot because they are determined “most likely to succeed,” will provide meaningful feedback during the development process, and model best practices during the district-wide implementation. * In addition, a district using two Type III assessments for any category of teacher may delay the use of the second Type III assessment until the second year of implementation (Illinois Administrative Code Part 50, Sub. B, Sec. 50.110). * This gradual implementation allows more time for collaborative groups/teams to develop SLOs using Type III assessments. | Slide 22 |  |  |
| SLO Cycle and Elements | 1. Refer participants to The SLO Process section of the *Student Learning Objective Guidebook*, and the blank SLO template in Appendix A. 2. Introduce the five elements included in the SLO template and the example SLO Cycle.   Please state the following:   * The SLO template contains five elements that include guiding questions and statements:   + Element 1: Learning Goal   + Element 2: Assessments and Scoring   + Element 3: Growth Targets   + Element 4: Actual Outcomes   + Element 5: Teacher Rating * We will define and discuss each element after we review the example SLO cycle. * The elements that comprise the SLO template are an organizing framework for measuring student growth. * The SLO cycle is a series of activities that utilize the framework and guide implementation of the SLO process. * The SLO cycle contains six steps. These steps may be included as part of the districts established evaluation cycle. * The goal is to create an efficient and effective evaluation cycle that supports collaboration between teachers and evaluators. * Step 1 of the cycle begins the SLO process. During this step, teachers will complete the first three elements of the SLO template. This may be a collaborative process including groups/teams of teachers working together to complete the first three elements of the SLO template. * During Step 2 of the cycle the teacher meets with the evaluator for the initial review and approval of the SLO. The evaluator may provide feedback to the teacher to ensure the SLO is rigorous and attainable. * Step 3 of the cycle highlights the importance of using timely student assessment data to inform and differentiate instruction during the first half of the cycle. * During Step 4 of the cycle, the teacher and evaluator meet to discuss students’ progress towards meeting the identified growth targets. The evaluator may provide suggestions for adjusting instruction to ensure student success. * In addition, adjustments may be made to the SLO under circumstances that the PERA Joint Committee has deemed allowable. Such circumstances may include but are not limited to the following situations: * The teacher’s assignment has changed. * There have been significant changes in the student population. * Student nonattendance issues. * Step 5 of the cycle highlights the importance of using timely student assessment data to inform and differentiate instruction during the second half of the cycle. * During Step 6 of the cycle, the teacher completes Element 4, documenting the actual outcomes and participates in a final review with the evaluator. During this step, the evaluator assigns a final teacher rating.  1. Ask participants to reflect on the information presented before moving on. Do participants have any questions?   Please state the following:   * Next we will define and discuss each element included in the SLO template. | Slide 23  *Student Learning Objective Guidebook*  Slide 24  Slide 25  Slide 26  Slide 27  Slide 28  Slide 29  Slide 30  Slide 31  Slide 32  Slide 33 | 20 Minutes |  |
| Element 1: Learning Goal | 1. Introduce and define the concept of a learning goal.   Please state the following:   * A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. * The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment.  1. Introduce and define the concept of a big idea.  * The learning goal may include one big idea. * A big idea integrates multiple content standards, and links units of instruction together. * The big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom. * The discussion questions and statements included within this element help teachers and evaluators reflect on all of the components necessary to develop a meaningful learning goal. * In addition, teachers who are assigned to teach more than one subject or grade level may choose a specific subject and grade level for each SLO in collaboration with the evaluator. * For example, an elementary general music teacher may teach all kindergarten through fifth grade general music classes in a school or district. This teacher may discuss with the evaluator what grade level would be most appropriate to use for each SLO that the teacher is required to complete (e.g., first and third grades). * Please keep in mind that a teacher covers many big ideas over the course of a school year, but chooses one big idea per SLO. * If we examine teaching as a “subject”, one of the big ideas of this discipline is the focus on student learning and assessment of that learning. * This overarching principle guides curriculum, instruction and assessment in classrooms from pre-kindergarten to post-secondary and in work-place settings, as well. * This big idea can guide understanding of teaching across disciplines. | Slide 34  Slide 35  Slide 36  Slide 37  Slide 38 | Minutes |  |
| Sample Tool/Activity | 1. Refer participants to Handout 1.   **\*Note\* Trainers will have determine which statement to use depending on the training is for a “district trainer” or is being presented within the district.**  A. Please state the following (Trainer training school district representatives):   * Handout 1 is a sample tool that can be used with your school districts. * You can have different categories of teachers complete and discuss. * For our purpose, we will talk about the tool but will not complete the handout.   B. Please state the following (District trainer presenting to district):   * Within your group, please complete the handout. * After completion, we will share out as a large group  1. Ask participants if they have any questions or comments at the conclusion of the activity. | Slide 39  Handout 1 |  |  |
| Element 2: Assessments and Scoring | 1. Introduce and define the process of selecting assessments and scoring procedures.      * Assessments and scoring procedures should be used to support and measure the learning goal. For students with special needs, the IEP may contain all of those assessments. * The discussion questions and statements included within this element help teachers and evaluators determine how appropriate assessments and scoring procedures will be used to measure student growth in order to inform and differentiate instruction. * Assessments and scoring procedures may include, but are not limited to, standardized assessments, unit or chapter assessments, authentic assessments, and performance-based assessments. | Slide 40    Slide 41 | 60 Minutes |  |
| Sample Tool/Activity | 1. Refer participants to Handout 2.   **\*Note\* Trainers will have determine which statement to use depending on the training is for a “district trainer” or is being presented within the district.**  A. Please state the following (Trainer training school district representatives):   * Handout 1 is a sample tool that can be used with your school districts. * You can have different categories of teachers complete and discuss. * For our purpose, we will talk about the tool but will not complete the handout.   B. Please state the following (District trainer presenting to district):   * Within your group reflect on the questions included in the handout and complete. * Once participants have completed the handout, ask each participant to share their ideas * Ask participants if they have any questions or comments at the conclusion of the activity. | Slide 42  Handout 2 |  |  |
| Element 3: Growth Targets | 1. Introduce and define the process of setting growth targets.   Please state the following:   * The discussion questions and statements included within this element help teachers and evaluators identify appropriate growth targets for students. * Growth targets should be ambitious, yet realistic for students to achieve in the specified period of time. | Slide 43 |  |  |
| Element 4: Actual Outcomes | 1. Introduce and define the process of documenting actual outcomes.   Please state the following:   * The actual outcomes identify how students performed at the end of the instructional period. * The statements included within this element prompt teachers to record the actual number or percentage of students who achieved the identified growth targets. * The discussion questions and statements included within this element prompt teachers to record the actual number or percentage of students who achieved the identified growth targets.  1. Ask participants to reflect on the information presented before moving on. Do participants have any questions? | Slide 44 |  |  |
| Element 5: Teacher Rating | 1. Introduce and define the process of assigning a teacher rating.   Please state the following:   * The method for determining a teacher rating for each SLO must be determined by the PERA joint committee. * A teacher rating process is outlined in the state default plan that may be found in Illinois Administrative Code Part 50. * *The Guidebook on the SLO Process* provides an example based on the state default plan.  1. Refer participants to the example SLO in Appendix A of the *Student Learning Objective Guidebook.* 2. Ask participants to reflect on the information presented before moving on. Do participants have any questions? | Slide 45  *Student Learning Objective Guidebook* |  |  |
| Selection of a Measurement Model | 1. Selection of a Measurement Model   Please state the following:   * The choice of a measurement model will inform how assessments will be used and how growth targets will be defined. * There are four basic steps of a measurement model.   + Step 1: Collect baseline data   + Step 2 (optional):Select starting groups   + Step 3: Determine growth targets   + Step 4: Document actual outcomes * To learn more about the different types of measurement models, please attend the Module 4 training on measurement models. | Slide 46  Slide 47 |  |  |
| SLO Activity | 1. SLO Activity   Please state the following:   * Working in pairs or a group and using an SLO decided by your group as an example, complete the DRAFT SLO template using one of the following topics:   + Preparing for the holiday   + Planning a trip   + Choose a curricular area of instruction as agreed to by your group * You will then choose another group to share and compare completed work * Have participants share out as a whole group to compare and ask questions. | Slide 48  SLO template |  |  |
| Sample SLOs | 1. Have participants spend time exploring the SLO examples on the ISBE website.   <http://www.isbe.net/assessment/htmls/balanced-asmt.htm> | Slide 49 |  |  |
| Conclusion | 1. To conclude the training, ask participants to reflect on the intention of PERA and keep this intention in mind as they work to develop their evaluation plans.   Please state the following:   * The intention of a performance evaluation plan that includes measures of student growth is to improve teaching and learning. * The SLO process is an organizational and planning tool that supports this goal.  1. Ask participants if they have any questions or comments at the conclusion of the training, and share additional resources. | Slide 50  Slides 50-51 |  |  |

|  |  |
| --- | --- |
| **Big Ideas** | **Handout 1** |

What big ideas are fundamental to your content area and/or grade level?

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

How does each big idea link units of instruction together (within and across grade levels)?

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

How will students apply the big idea to their lives?

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

How does the big idea reflect the core ideas as judged by experts in the field?

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Assessments and Scoring** | **Handout 2** |

Reflect on your learning goal. What assessments are available that measures student performance in relationship to this learning goal? If there are none, what kind of assessment may be most appropriate to measure this learning goal? (Think about multiple assessments that can appropriately measure this goal)

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

If assessments need to be selected and/or developed, what steps will you take to begin this process? What supports are available, and how will you utilize them?

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |