

# Teacher Leader SLO Training

Maryland State  
Department of Education

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Scott A. Reynolds  
Lee J. Rutledge

# Agenda

- Calibrating/Re-Orienting to the Quality Rating Rubric
- Demonstrating Teacher Practice
- Working Lunch & Role-Specific Break-Out
- Addressing Challenges for Continuous Improvement
- Scheduling the Process
- Action Planning to Advance SLO Progress

# Calibrating/Re-Orienting to the Quality Rating Rubric

# Quality Rating Rubric

STUDENT LEARNING OBJECTIVES Quality Rating Rubric – Teacher SLOs			
1	2	3	4
<b>RATIONALE</b>			
Does not describe or explain the reasoning behind the SLO development.	Describes and explains the reasoning behind the SLO development.	Meets Level 2 criteria and states how the SLO aligns to the direction of the overall school goals.	Meets Level 3 criteria and articulates the importance of this SLO for the student population, including college and career readiness.
<b>DATA REVIEW &amp; BASELINE EVIDENCE</b>			
Either provides data which indicate students have learned the learning content or does not provide data which indicate student need for the learning content.	Provides baseline evidence which indicate student need for the learning content.	Meets Level 2 criteria and provides a description of data from an additional source indicating student need for the learning content.	Meets Level 3 criteria and provides a description of data from a third data source indicating student need for the learning content.
<b>STUDENT POPULATION</b>			
Lists student names and/or identification numbers and includes all students in a Class SLO, or all students with a common need for a Targeted Group SLO.	Meets Level 1 criteria and describes general characteristics of the student population.	Meets Level 2 criteria and describes specific, relevant characteristics of the student population including abilities and needs.	Meets Level 3 criteria and describes specific, relevant characteristics of the student population including experiences and interests.
<b>LEARNING CONTENT</b>			
Names the course(s) and cites content at the most specific level of applicable standards.	Meets Level 1 criteria and selects focused content by including multiple items but not a majority of course content items.	Meets Level 2 criteria and selects coherent content by including content that has a common theme or connection.	Meets Level 3 criteria and selects pivotal content by including content most essential to the course.
<b>TARGET</b>			
Sets individual growth targets of unacceptable rigor based on baseline scores and the justification of targets.	Sets individual growth targets of low rigor based on baseline scores and the justification of targets.	Sets individual growth targets of sufficient rigor based on baseline scores and the justification of targets.	Sets individual growth targets of high rigor based on baseline scores and the justification of targets.
<b>EVIDENCE OF GROWTH</b>			
Provides all students the opportunity to demonstrate learning of the content and includes rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.	Meets Level 1 criteria and aligns all aspects of the pre- and post-assessments to the learning content.	Meets Level 2 criteria and challenges students using higher-order and/or performance items (e.g., visual, oral, written, physical tasks) for a majority of the pre- and post-assessments.	Meets Level 3 criteria and measures most of the learning content with multiple measures.
<b>STRATEGIES</b>			
Identifies two or three key strategies to be used.	Meets Level 1 criteria and describes how the strategies will be used in the classroom.	Meets Level 2 criteria and demonstrates through convincing evidence that the strategies are effective.	Meets Level 3 criteria and articulates an ongoing plan for using data to inform instruction.



STUDENT LEARNING OBJECTIVES

## Quality Rating Rubric – Teacher SLOs

Element	Key Language
<b>Rationale</b>	Reasoning behind the SLO development: Articulates the thinking process that led to the SLO selections, which often focuses on why the student population, learning content, strategies, and evidence of growth are the best selections given all other information. College and career readiness: States how the content sets students up to be successful in college and careers (e.g., Learning this content enables students to demonstrate proficiency in computer applications, which is needed in subsequent coursework even into college and is an important skill set in virtually every career students could pursue.).
<b>Data Review &amp; Baseline Evidence</b>	Baseline evidence: Provides information from the pre-assessment or other assessment(s) used to determine an initial point in time for student learning.
<b>Student Population</b>	Specific characteristics: Details more targeted descriptions, demonstrating diagnostic abilities versus citing broad descriptions (e.g., Students are below grade level (general) or lower than last year's students (general) versus cannot represent quantities symbolically (specific) or need to stay on topic when writing narratives (specific)). Abilities: States what students have learned and can do and are often academic in nature (e.g., read well, identify letters, jump hurdles). Experiences: Indicates students' history inside or outside the school building (e.g., had hands-on instruction, never used a microscope, moved from a nearby district). Interests: Demonstrates knowledge of what students enjoy or prefer inside or outside the school building (e.g., enjoy animal readings, participate in after-school sports). Needs: Articulates things students need to learn and are often academic in nature (e.g., have difficulty making connections, struggle to see different points of view).
<b>Learning Content</b>	Course: Provides either the grade and subject (e.g., Grade 4 ELA) or in other cases, elective titles (e.g., Introduction to Keyboarding) or other class titles (e.g., Physics). Applicable standards: Provides the district-approved document from which standards are located (e.g., Maryland's College and Career-Ready Standards). Most specific level: Indicates the most specific level of course content articulated in applicable standards (e.g., "SL.1.1.a" for Grade 1 ELA). Focused: Selects between two and up to half of the overall content items (at the most specific level). Coherent: Includes content selections through which a common thread can be drawn, and includes no outlying content. Often, specific content areas can have expected components, such as blending science process standards with content standards, incorporating multiple strands of ELA (e.g., reading, writing, language), or blending performance with knowledge (e.g., in the arts or physical education). Pivotal: States how important the content is for students. This is often considered from a content perspective (e.g., Students need this content to be successful in the next course) and a real-time data perspective (e.g., These students need this content in light of pre-assessment data).
<b>Target</b>	Unacceptable rigor: Holds a rigor level for students that is far below school and/or district expectations and should not be permitted in an SLO. Low rigor: Holds a rigor level for students that is below school and/or district expectations but may be permissible given the overall rigor of the other SLO elements and context. Sufficient rigor: Holds a rigor level for students that meets school and/or district expectations and is suitable for approval. High rigor: Holds a rigor level for students that exceeds school and/or district expectations yet is realistic given the context of the SLO.
<b>Evidence of Growth</b>	Aligns all aspects: Aligns items to the selected standards. The evidence of growth and baseline evidence should also align to each other in terms of structure, length, and depth of content. Higher-order items: Includes items that are at the upper half of the commonly used cognition levels (e.g., Webb's Depth of Knowledge and the Revised Bloom's Taxonomy). Performance items: Includes items where students must provide a response, as opposed to where students select a response. (i.e., performance items in the written, oral, visual, or physical performance domains). Multiple measures: Ensures that for each standard (or item) in the learning content, students have more than one opportunity to demonstrate the learning of the standard (or item). (e.g., 7 of the 13 standards in the selected learning content have more than one assessment item measuring them, which meets the criteria for "most" content being measured by more than one item.)
<b>Strategies</b>	Key strategies: Identifies core approaches to instruction that will carry throughout the interval. This is not meant to be an exhaustive list, but rather a few pivotal strategies that will form the overall approach to instruction of the learning content (e.g., balanced literacy, hands-on instruction). Describes: Portrays beyond just identifying the strategy how the strategy will be used in the classroom. (e.g., Two SLOs may indicate "inquiry" as a key strategy. In the descriptions we would learn that one approach involves teacher-generated questions that students independently and silently work on, while another approach uses student-generated questions where collaboration and justification to peers based on evidence will be used.) Demonstrates through convincing evidence: Justifies why the identified strategies are being used, and is strong enough to convince the reader (e.g., I received professional development in using this strategy, this is a district or school focus strategy for our school this year) that the strategies are effective. Ongoing plan for using data to inform instruction: Includes a summary statement of how the teacher plans to use ongoing reflection of data to inform instruction. This includes the data to be reviewed (usually formative assessments), the frequency of use for the data to ensure it is ongoing, how reflection will take place, and how it will inform instruction. (e.g., I will review the bi-weekly formative assessments to analyze the progress on student learning and make adjustments in my teaching as I reflect collaboratively with my colleagues.)



# Reviewing an SLO

1. Read the sample SLO
2. Jot notes on:
  - Higher quality features of this SLO
  - Lower quality features of this SLO

# Rating an SLO

1. Review the Quality Rating Rubric and sample SLO.
2. Rate the SLO applying each row of the rubric.
3. Discuss and agree on a numeric rating with colleagues.
4. Craft one or more feedback statements to support this teacher.

# Annotated SLO

Student Learning Objective (SLO) for Grade 4 ELA

SLO Component	Description
<b>Objective Summary Statement</b>	<i>What is the focus of this SLO?</i> This SLO addresses grade 4 reading standards related to citing evidence to support inferences in both literary and informational text.
<b>Rationale</b>	<i>How did you develop this SLO? (Be sure to identify how it aligns to school goals and college and career readiness.)</i>  Based on a district pre-assessment in reading, 67 % of students were unable to cite textual evidence to support inferences in literary text whereas 10 % of students when working with informational text were not proficient. As reflected in the past two years of state assessment data, 61 % of students were unable to support literary text inferences during 2014 and 65% unable to do so in 2015.  The ability to support inferences as well as recognize the evidence others use to support their inferences is a critical thinking strategy that will be useful in life skills. Students should additionally be able to identify the types of evidence used when creating an inference to determine the validity of such evidence.
<b>Data Review and Baseline Evidence</b>	<i>What data source(s) did you consult and how did each inform this SLO?</i> This SLO was based upon the data from the district pre- and post-assessment for reading for grade 4 students. In addition, data from the state reading assessment for students in grade 4 was analyzed to support the importance of focusing on this SLO.
<b>Student Population</b>	<i>Period/Section of students: 4<sup>th</sup> grade students</i> <i>Number of students selected: 22</i> <i>Number of students taught this period: 22</i> <i>Describe the student population and why they are being selected for this SLO.</i> This SLO will address twenty-two 4th grade students. The class includes 3 students on IEPs (2 with reading disabilities and 1 for behavior) and 1 first year ELL student. These students require instructional and assessment accommodations and modifications which will be addressed working in conjunction with the Special Education Teacher and ELL instructor. Students will be exempted from the SLO for absenteeism exceeding 20% of the school year. Students who have been in the district fewer than 90 days will also be exempted.

**Comment [ 1]:** The rationale describes a history of low performance in the focus area to demonstrate the thinking behind the development of this SLO. It also connects the importance of the skills to be taught beyond the classroom. As a next step, the rationale could include how the SLO fits with an overall school goal or direction.

**Comment [ 2]:** This SLO is based upon a review of 2 data sources – the district pre- and post-assessment as well as the state reading assessment. While the State assessment is described in the Rationale as showing a lack of proficiency with the learning content, the baseline scores show many students (14 of 22) having mastered at least half of the assessment, which does not yet represent need. It may be that the district assessment measures more than the learning content, which should be cleared up in a conversation. Probing on what being "...unable to cite..." looks like would be helpful.

**Comment [ 3]:** This section includes general information (e.g., grade level, number of students). This description could be stronger by describing specific abilities students have related to the standards, and specific aspects related to the standards that students struggle with.

# Demonstrating Teacher Practice

# Crosswalk to Teacher Observation

The following document illustrates how activities related to Student Learning Objectives (SLOs) demonstrate teacher practice, as measured by the observation components of Danielson's The Framework for Teaching.

Observation Component		SLO Phase: SLO Element or Action	What evidence of the observation component is cited in the SLO?
1a: Demonstrating Knowledge of Content and Pedagogy	Teachers demonstrate their content knowledge in selecting critical content and pedagogical knowledge in selecting an approach for delivering instruction of the focus standards, which is executed during the instructional interval.	<ul style="list-style-type: none"> <li>• <u>Development</u>: Learning Content and Strategies</li> <li>• <u>Implementation</u>: Teaching</li> </ul>	<p>LC: The standards are listed at a general level; a question is raised as to whether the all parts of the standards are fully understood.</p> <p>Strategies: The description of strategies demonstrates an awareness of how the strategies should be used, and provides evidence of effectiveness in the past with these strategies.</p>
1b: Demonstrating Knowledge of Students	Data are analyzed to inform the SLO and describe students selected for the SLO, demonstrating a teacher's knowledge of students and data analysis skills.	<ul style="list-style-type: none"> <li>• <u>Development</u>: Data Review and Baseline Evidence, Student Population, and Rationale</li> </ul>	
1c: Setting Instructional Outcomes	While the SLO itself is a broad instructional outcome, the SLO also views a teacher's ability to set ambitious yet attainable learning targets.	<ul style="list-style-type: none"> <li>• <u>Development</u>: Targets</li> </ul>	
1d: Demonstrating Knowledge of Resources	Teachers can demonstrate their knowledge of resources in selecting their strategies; teachers also indicate what professional development, support, and resources they will seek to attain their SLO.	<ul style="list-style-type: none"> <li>• <u>Development</u>: Instructional Strategies and Teacher Professional Development and Support</li> </ul>	
1e: Designing Coherent Instruction	High quality SLOs reflect coherent selections of learning content, strategies, and evidence of growth.	<ul style="list-style-type: none"> <li>• <u>Development</u>: Learning Content, Strategies, and Evidence of Growth</li> </ul>	
1f: Designing Student Assessments	The baseline and culminating assessments of an SLO reflect a teacher's ability to design or select high quality student assessments.	<ul style="list-style-type: none"> <li>• <u>Preparation</u>: Designing/Selecting Assessments</li> <li>• <u>Development</u>: Evidence of Growth and Strategies</li> </ul>	

# Finding Teacher Practice in an SLO

1. Revisit the SLO you analyzed.
2. Look for evidence of teacher practice in the SLO.
3. Note what evidence is found in the last column of the crosswalk. (See sample.)

The following document illustrates how activities related to Student Learning Objectives (SLOs) demonstrate teacher practice, as measured by the observation components of Danielson's The Framework for Teaching.

Observation Component	Crosswalk	SLO Phase: SLO Element or Action	What evidence of the observation component is cited in the SLO?
1a: Demonstrating Knowledge of Content and Pedagogy	Teachers demonstrate their content knowledge in selecting critical content and pedagogical knowledge in selecting an approach for delivering instruction of the focus standards, which is executed during the instructional interval.	<ul style="list-style-type: none"> <li>Development: Learning Content and Strategies</li> <li>Implementation: Teaching</li> </ul>	<p>LC: The standards are listed at a general level; a question is raised as to whether the all parts of the standards are fully understood.</p> <p>Strategies: The description of strategies demonstrates an awareness of how the strategies should be used, and provides evidence of effectiveness in the past with these strategies.</p>
1b: Demonstrating Knowledge of Students	Data are analyzed to inform the SLO and describe students selected for the SLO, demonstrating a teacher's knowledge of students and data analysis skills.	<ul style="list-style-type: none"> <li>Development: Data Review and Baseline Evidence, Student Population, and Rationale</li> </ul>	
1c: Setting Instructional Outcomes	While the SLO itself is a broad instructional outcome, the SLO also views a teacher's ability to set ambitious yet attainable learning targets.	<ul style="list-style-type: none"> <li>Development: Targets</li> </ul>	
1d: Demonstrating Knowledge of Resources	Teachers can demonstrate their knowledge of resources in selecting their strategies; teachers also indicate what professional development, support, and resources they will seek to attain their SLO.	<ul style="list-style-type: none"> <li>Development: Instructional Strategies and Teacher Professional Development and Support</li> </ul>	
1e: Designing Coherent Instruction	High quality SLOs reflect coherent selections of learning content, strategies, and evidence of growth.	<ul style="list-style-type: none"> <li>Development: Learning Content, Strategies, and Evidence of Growth</li> </ul>	
1f: Designing Student Assessments	The baseline and culminating assessments of an SLO reflect a teacher's ability to design or select high quality student assessments.	<ul style="list-style-type: none"> <li>Preparation: Designing/Selecting Assessments</li> <li>Development: Evidence of Growth and Strategies</li> </ul>	



# Role-Specific Breakout and Working Lunch

# Break-Out Groups

Front of room

- Grade Chairpersons/  
Elementary Leaders
- Content or Department  
Chairpersons/  
Secondary Leaders
- MSEA SLO  
Cadre Leaders
- Coaches/Facilitators  
(district or site level)

Back of room

# Break-Out Tasks

## 1. Find a task card for your group.

**Grade Chairpersons/Elementary Leaders**

1. Provide next-steps feedback to the teacher of the Grade 4 ELA SLO.
2. Discuss how you would address each of the following school-wide measures scenarios:
  - a. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grades 4. (This grade level is targeted in the School Improvement Plan.)
  - b. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grade 3, 4, and 5. (ELA techniques have been taught to all teachers to incorporate in their classrooms.)
3. Identify how you can help advance the SLO process despite the following potential setbacks:
  - a. School administration is leaving SLOs out of conversations during the year, only looking at whether they are developed and attained.
  - b. A grade level is teaching in a routine and ineffective way for their SLO as evidenced by school formative assessment data.
  - c. The district has not shared training or information to schools this school year, and principals at different sites are sharing conflicting information (e.g., two SLOs required at one site, three at another)

## 2. Discuss and work through the three items for your group.

## 3. Take notes to share and bring back to your district team.

# Addressing Challenges for Continuous Improvement

# District Team Tasks

1. Discuss items 1 and 2 from the task cards, sharing each group's perspective and highlights.
2. Share each group's scenarios and responses. (Each group has 3 minutes to share scenarios and responses.)
3. Decide on a scenario the team would like to role-play.
4. Develop a brief scene (1 to 3 minutes) addressing the scenario.

# Scheduling the Process

# Arranging Key Teacher Actions

1. Divide chart paper into 9 sections.
2. Label each section by month (September-May).
3. Arrange the key actions across the months.
4. Fill in other actions and make other notes across the months to tailor site/district SLO plans for the year.



# Action Planning to Advance SLO Progress

# Teacher Leader Planning Tool

PREPARATION PHASE	
Key Actions	Key Resources
<ul style="list-style-type: none"> <li>Obtain teaching assignment</li> <li>Participate in training</li> <li>Collaborate with colleagues</li> <li>Review data</li> </ul>	<ul style="list-style-type: none"> <li>SLO Form</li> <li>Sample SLO Data Sheet</li> <li>Sample SLOs</li> <li>Quality Rating Rubric</li> </ul>
Week	Action Plan
July 5-8	
July 11-15	
July 18-22	
July 25-29	
Aug 1-5	
Aug 8-12	
Aug 15-19	
Sample PLC Agenda to Recommend/Introduce	Other Supports Needed

# Action Planning

1. Review the Teacher Leader Planning Tool in light the key actions you just arranged.
2. Build out the planning tool noting:
  - Today's earlier conversations
  - Key actions needed by phase
  - PLC agenda samples likely need to change by phase as well
3. It may be best to start where your district is currently, likely the Development or Implementation Phase.

# Key Resources

Keep in mind key resources that are available from previous trainings.

STUDENT LEARNING OBJECTIVES Resources at a Glance	
Core	<p><b>SLO Research Excerpts</b> These documents provide excerpts from the executive summaries from <i>Catalyst for Change</i>, <i>It's More than Money</i>, and <i>Change in Practice</i>.</p> 
	<p><b>Sample Process Phases in Action</b> This resource details important steps educators take in the SLO process clustered into phases. These phases typically span an entire course length (e.g., year, semester).</p> 
	<p><b>Quality Rating Rubric – Teacher SLOs</b> This resource is an analytic quality tool for SLOs featuring four descriptor levels with one row per element for teachers.</p> 
	<p><b>Quality Rating Rubric – Principal SLOs</b> This resource is an analytic quality tool for SLOs featuring four descriptor levels with one row per element for teachers.</p> 
Implementation	<p><b>Key District Decisions for SLOs</b> This resource guides the district and school leaders through a series of questions intended to raise awareness of key decisions needed for SLO implementation.</p> 
	<p><b>Challenges to SLO Implementation (completed and blank)</b> This resource provides various challenges that could and often do arise in the SLO process. The document is structured by the four phases of the SLO process, so that advanced planning can help mitigate challenges to the greatest extent possible.</p> 

# Thank you!

