Student/School Learning Objectives Toolkit Guidebook 2013-14

About the SLO Toolkit Guidebook
Version 1, Summer 2013

The Department of Public Instruction (DPI) has designed this Toolkit in response to local districts' needs related to the Student/School Learning Objectives (SLO) component of the Educator Effectiveness (EE) System. The Toolkit provides a series of professional development modules within LiveBinders™, a web based content management system that can be shared with multiple users. It is the intent that this curriculum be a free resource for district staff in the development, monitoring, and scoring of high quality SLO goals as part of the required Educator Effectiveness Evaluation System.

This toolkit is in the early stages of development. The modules listed here are subject to change as a new curriculum is developed or to reflect refinements of the EE system. All subsequent revisions will be posted online (http://ee.dpi.wi.gov/).

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I. Introduction

PURPOSE OF EDUCATOR EFFECTIVENESS

Research has proven effective educators to be the single most important school-based factor in every student's chance to succeed. Wisconsin's Educator Effectiveness System (EE System) is dedicated to having great teachers in every classroom and great leaders in every school every day. Ultimately, the system aims to help students succeed in order to graduate college and career ready. The EE System is an evaluation system for educators focusing on professional growth and development—from pre-service through service—that leads to improved student learning. Such a system must be well-articulated, manageable, reliable, and sustainable.

The EE System was designed by and for Wisconsin Educators to evaluate teachers and principals through a fair, valid, and reliable process using multiple measures across two main areas: educator practice and student outcomes. That is, one-half of the educator's overall evaluation is based on measures of professional practice. The other half of the educator's overall evaluation will be based on student outcomes.

Every child in every community deserves excellent classroom teachers and building leaders. Wisconsin is improving teacher and principal evaluation systems to provide educators with more meaningful feedback and support so they can achieve their goal of maximum results with students. Ongoing feedback and targeted professional development helps educators meet the changing needs of their students. *Improve support. Improve practice. Improve outcomes.*

BENEFITS TO TEACHERS AND STUDENTS

With *ongoing* feedback and support, the new evaluation system provides teachers with meaningful information about how their practice impacts student learning.

➢ Teachers coach and mentor each other based on their identified strengths and growth opportunities, giving educators more control over their professional growth.

➢ The EE System acknowledges the critical role educators play, and provides the opportunity to reflect on and refine practice in order to continually meet the needs of their students.

➢ When the evaluation of educators' professional practice is based on evidence aligned to a detailed rubric, bias is eliminated and educators are evaluated more consistently, equitably, and fairly.

Teachers are experts in improving student learning. They have helped shape the new system, including serving on workgroups, providing feedback and participating in pilots.
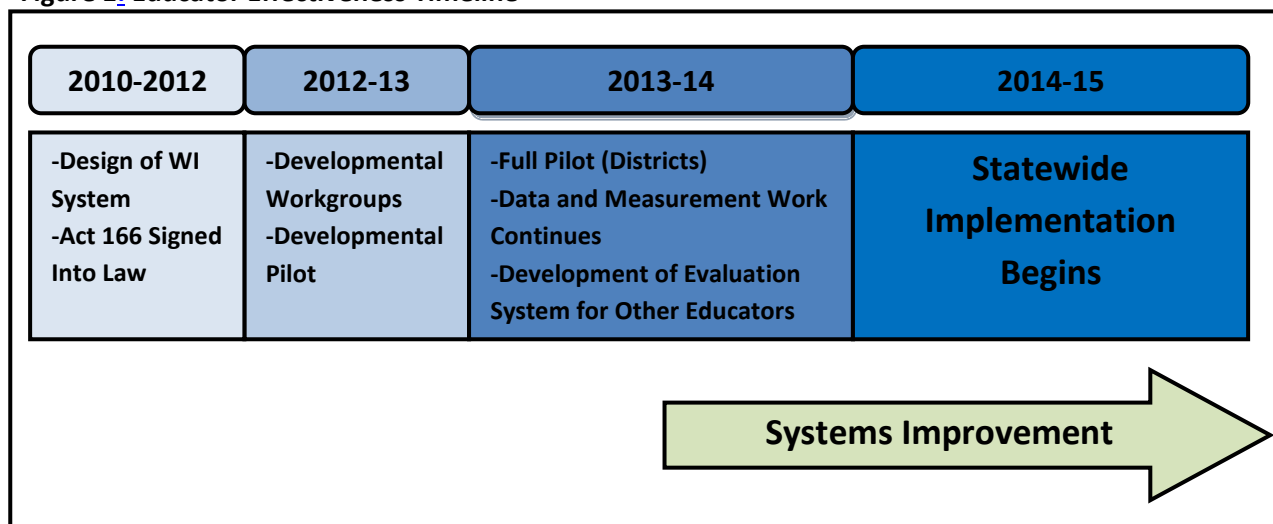
BENEFITS TO PRINCIPALS AND SCHOOLS

The EE System provides principals with a comprehensive framework—the tools, process, training and support—to implement an evidence-based evaluation of teachers' professional practice. It takes the "guess-work" out of evaluation.

CONTINUOUS IMPROVEMENT

Wisconsin's Educator Effectiveness will continue to be refined based on field feedback and experience. Key elements of the system are being pilot tested in districts to make improvements before statewide implementation in 2014-15.

Figure 1 highlights the EE development timeline. As the figure indicates, ongoing improvements will be made to the system during the pilot and even after implementation begins. More information on the EE System is available at http://ee.dpi.wi.gov/.

Figure 1. Educator Effectiveness Timeline

2010-2012	2012-13	2013-14	2014-15
-Design of WI System -Act 166 Signed Into Law	-Developmental Workgroups -Developmental Pilot	-Full Pilot (Districts) -Data and Measurement Work Continues -Development of Evaluation System for Other Educators	**Statewide Implementation Begins**

Systems Improvement →

DEFINING TEACHER

The Department of Public Instruction recognizes that teacher roles may look different in various local contexts. "Teacher," for the purposes of the WI EE System, means any employee engaged in the exercise of any educational function for compensation in the public schools, including charter schools established under s. 118.40, whose **primary responsibilities** include **ALL of the following**: *instructional planning and preparation; managing a classroom environment; and pupil instruction*. The Department chose to create this definition, as opposed to listing specific roles with the understanding that districts employ certain roles and responsibilities differently and did not want to force an educator to use an evaluation framework which did not support their roles and responsibilities, or improve their practice. District and school administrators will have discretion in determining whether staff are "teachers" or Other Educator Roles.

DPI will begin development of varying evaluation systems for educators who are not represented by this definition—required components of the system may differ and the guidance associated with components may differ in order to support their unique needs. Specifically, DPI will work with experts and external stakeholders to determine if all educator roles will create SLOs in the future.

OVERVIEW OF STUDENT LEARNING OBJECTIVES

An effective educator can change the course of a student's future. Evidence has shown that setting rigorous and ambitious goals for student achievement, combined with the purposeful use of data, can

lead to greater academic growth and performance by students. Wisconsin is not the first state to use the measurement of student growth as part of an Educator Effectiveness or Evaluation System. Educator Evaluation systems across the nation are using the student growth measures, and specifically Student/School Learning Objectives (SLOs), as a portion of the student outcomes measure piece of teacher and principal evaluation systems.

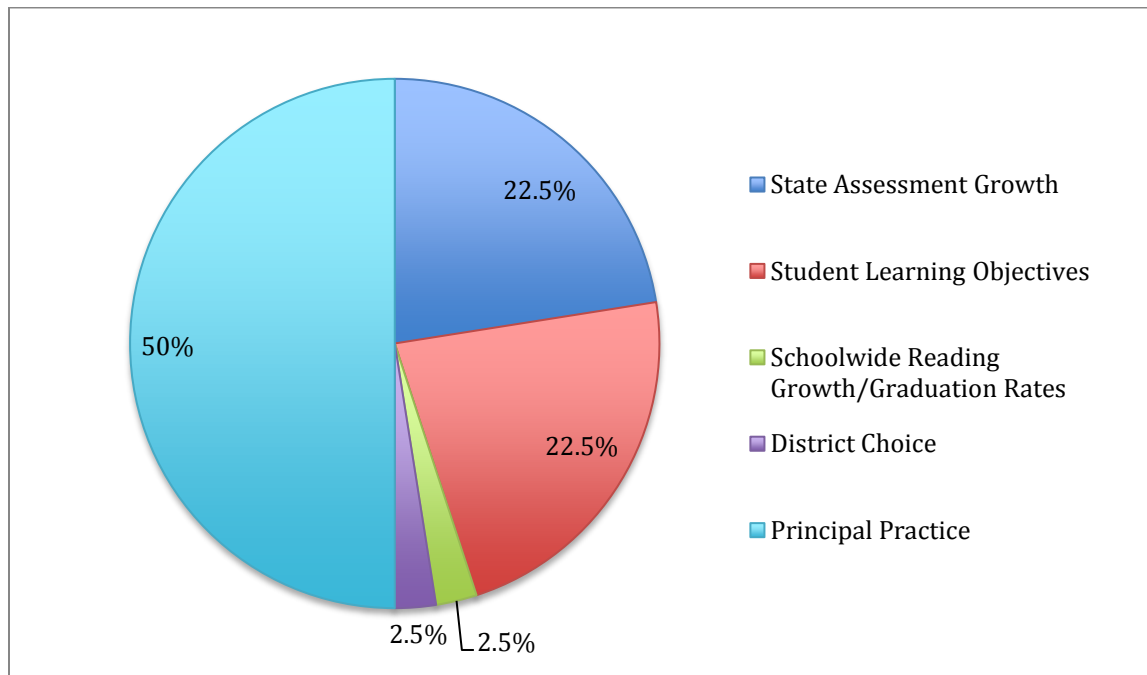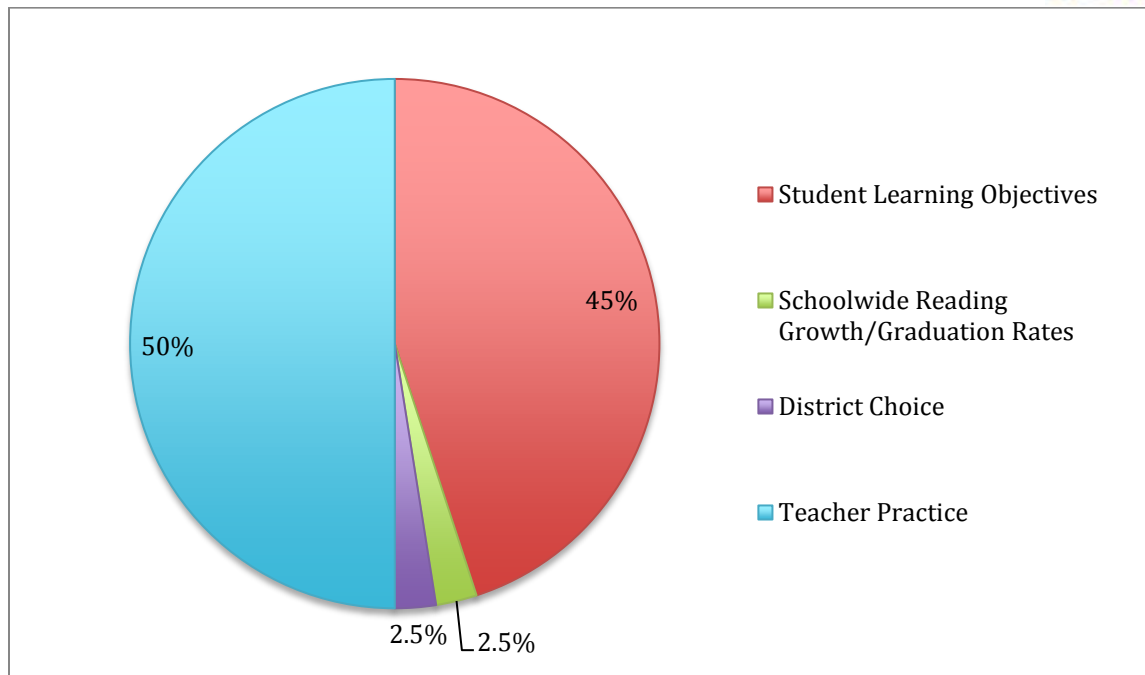**Figure 2. Wisconsin Principal Evaluation System**

Figure 3. Wisconsin Teacher Evaluation System

Note: State assessment data will not be available for use as part of teacher evaluation for several years due to the complexity of data collection at the teacher level and creating valid student-teacher linkages. As such, 45% of a teacher's final evaluation will be based on SLOs during the 2014-15 school year and possibly beyond. The number of SLOs that will contribute to that percentage in 2014-15 has yet to be determined, as DPI will look closely at the feedback from full pilot districts to inform this decision.

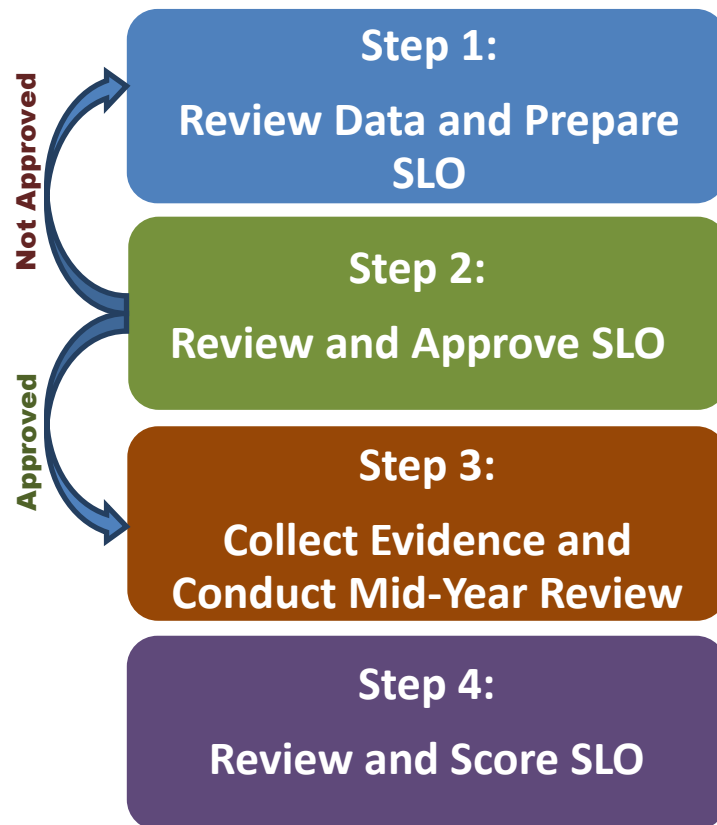## SLOS: AN ANNUAL GOAL-SETTING PROCESS

Student/School Learning Objectives (SLOs) will ultimately account for a significant portion of the student outcomes component of an educator's overall evaluation score. SLOs are detailed, measurable goals developed collaboratively by teachers/principals and their evaluators based on identified student learning needs across a specified period of time (typically an academic year). The number of SLOs required for full implementation (2014-15) will be determined based on pilot district feedback.

In the rating year, an educator will work collaboratively with his or her evaluator over the course of the school year to develop, implement, and measure SLOs. The following **briefly** describes the SLO process:

- At the beginning of the year, educators review data, identify areas of student need, and prepare ambitious, but attainable goals for purposes of their SLO. An educator presents SLO goals to his or her evaluator for review and approval, typically in October.
- Educators collect evidence of student progress toward goals over the course of the school year.
- At the midpoint of the year, educators and their evaluators check for progress toward identified goals, and adjust if necessary.
- At the end of the year, educators and their evaluators review final evidence of SLO progress and determine a final SLO score.

In non rating years within the evaluation cycle, this process can be carried out with a peer.

Figure 4. Wisconsin SLO Process

Step 1:

Review Data and Prepare SLO

Not Approved

Step 2:

Review and Approve SLO

Approved

Step 3:

Collect Evidence and Conduct Mid-Year Review

Step 4:

Review and Score SLO

SLO TOOLKIT AND GUIDEBOOK

DPI developed the SLO Guidebook to support Module 1: SLO Process Overview. Module 1 is a full-day module designed to give participants an overview of the annual SLO process within the Wisconsin EE System. The Module combines two sub-components, the Overview and the Annual Process, both of which last approximately a half-day. Note: this is not intended to be the only training on SLOs. This process is embedded into a larger Educator Effectiveness System, and participants will need to participate in further training to understand how SLOs are developed, monitored, and scored within the system.

SLO Toolkit LiveBinder:

Module 1: SLO PROCESS OVERVIEW (1 day)

- This module is designed to give participants an overview of the annual SLO process required within the EE system. It combines both the Overview and the Annual Process components. The overview can be divided easily into two sections to accommodate schedules.
  - o   SLO Overview (1/2 day)
  - o   SLO Annual Process (1/2 day)

As additional, supplemental modules are developed, they will be added to the SLO Toolkit LiveBinder.

RESOURCES found within the SLO PROCESS OVERVIEW Binder:

- Example SLO Repository
- SLO Planning Template
- SLO Assessment Guide
- SLO Selection and Approval Criteria
- Mid-Year Review Form
- End of Year Review Form
- SLO Scoring Rubric

The following sections within this Guidebook will detail the SLO development, measurement, and scoring process to guide readers through the Fall to Spring evaluation process.

II. Overview of the SLO Process

BEGINNING OF THE SCHOOL YEAR: GOAL SETTING

The annual SLO process is typically a yearlong process, which starts at the beginning of the school year with goal setting, review, and approval. Educators should complete these processes within six to eight weeks of the first day of school, or by October 31st. This deadline could be adjusted upon mutual agreement of the educator and their evaluator.

STEP 1: EVALUATION SCHEDULING

In late August or early September, district and school administrators should schedule and confirm evaluation events: evaluation planning sessions, announced and unannounced observations, mid-year reviews, and final evaluation conferences. While this Guidebook will focus solely on SLOs, some processes cannot and should not be completed in isolation in order to ensure capacity, efficiency, and impact. For example, an evaluator should not schedule an educator practice goal planning session separate from an educator's SLO goal planning session—these events should be consolidated.

In order to address capacity concerns, evaluators could delegate management tasks in order to focus more on instructional leadership.

> **How many SLOs are required of teachers and principals?**
> For the purposes of the Full Pilot, participants will develop one or two SLOs (depending on the model their district is using to evaluate practice). *Note: This means TOTAL, not per subject, course, or grade taught.*
> DPI will collect data and feedback from pilot participants to determine the number of SLOs required annually of each educator beginning in 2014-15.

Scheduling observation events provides one such opportunity. Administrators can work with Assistant/Associate Principals, Office Staff, Coaches, or a similar support role to help support this process. By allowing others to manage tasks, principals and superintendents can support professional practice.

Dates for all evaluation events for each educator should be documented within an online data system and synced to staff calendars.

STEP 2: DATA REVIEW, REFLECTION, AND GOAL SETTING

The EE System requires educators to engage in annual goal-setting processes addressing both practice and outcome measures. It is highly likely that these goal-setting processes already exist at the school and district levels. In these cases, the EE System will not create new processes or duplicate existing processes, but simply integrate these goal-setting processes within a new context. For example, principals likely analyze school-level student data to identify areas of need and develop school improvement plans. Similarly, teachers likely analyze student data to develop specific goals as part of instructional planning processes and will easily understand and continue these processes as part of the teacher evaluation. The goal setting process should take place in *August, September,* or *October.*

SLO Goal Setting

Review student data and identify target population—To establish a focus for improving student outcomes, educators must first review data to identify an area of academic need and a targeted student population. The evidence sources used to identify trends and patterns within a student population in order to identify a potential target population and goal are considered baseline sources of evidence. Baseline evidence sources may include standardized test scores, district assessment results, and teacher-developed common assessments (pretest, performance rubric, etc.), among others. Educators must document baseline data, or the target population's current level of mastery for the targeted learning area, at the beginning of the year using some type of assessment or evidence source (either a formal pre-test measure or other appropriate indicators). *Note: SLOs do not need to apply to 100 percent of students in a school (principals) or a class (teachers); however, educators should provide a clear justification to their evaluator for focusing on a selected subgroup of students. The target population can span across multiple class periods, or be contained within one class period of students.*

Team SLOs

While team SLOs, for teams of teachers, are not required as part of the EE system, they are highly encouraged when relevant and appropriate. Team SLOs based on shared content and/or student need can be an excellent means of fostering collective responsibility for the learning of all students within a grade level, subject area, or school. Team SLOs can help institutionalize a common goal-setting process among colleagues. While team SLOs might include common goals and assessments used to determine student growth, individual teachers will likely set distinct growth targets for the students that they teach. Similarly, each teacher included in a team must prepare and submit their own individual SLO planning form.

Identify SLO interval—Next, educators must identify the SLO interval. SLO intervals typically extend across an entire school year, but shorter intervals are possible (e.g., semester for secondary school academic outcomes). In general, teachers may find shorter intervals more appropriate than principals. When shorter intervals are appropriate, the SLO process should be decreased proportionally (e.g., Mid-Year review occurs halfway through a semester for a semester-long interval, rather than halfway

through the school year). Principal SLOs may span across multiple school years (for example, if the SLO focuses on improving AP exam scores from one school year to the next). For both teachers and principals, SLO goal statements may be used again in subsequent years if data analysis demonstrates the same academic need in the new group of students

Identify evidence sources to measure student progress—Following a review of student data and identification of the targeted student population, educators will next identify the appropriate, high-quality assessment tool or evidence source(s) that will be used to track student growth towards over time and determine final SLO outcomes. Such sources might include district standardized assessments, district-developed common assessments, teacher- or team-developed assessments, and portfolios or projects of student work (when accompanied by a rigorous scoring rubric and baseline data providing a comparison of progress over the course of the year).

When selecting evidence sources, educators must remember that the EE System intentionally draws upon multiple measures, in which no single source of information regarding performance greatly impacts the overall evaluation score. As such, educators must select evidence sources that do not "double-count," or overly emphasize any one source of data within the system. Specifically, educators should not use standardized, summative state assessment data (i.e., WKCE in 2012-2014 or Smarter Balanced in 2014 and beyond) as final evidence of SLO growth, as these measures will comprise a portion of the overall outcome score in 2014-15 (for principals) and in future years (for teachers). Instead, educators should utilize assessments used by the district, school, or teacher-teams as evidence of SLO outcomes. Guidance on the components of a high-quality local assessment can be found in the *Resources*.

> **Utilizing Coaches**
>
> Educators can utilize peer coaches during the goal-setting process. Specifically, coaches with strong instructional and coaching expertise could help ensure that educators are completing the processes, as well as provide feedback regarding baseline data, identifying target populations, setting ambitious yet achievable goals, and appropriate evidence to monitor progress.

Establish academic growth goals—Next, educators must establish SLO goals. Drawing upon baseline assessment data, educators will first determine whether to develop a differentiated or tiered goal due to varying student needs across the population, or a single goal for the student population. While teachers might develop non-differentiated goals in situations where the population starts with very

> DPI removed District Assessment as a stand-alone piece of the EE System because it was more appropriately suited as SLO evidence. Educators are encouraged to draw upon their district assessments for this formative purpose.

similar levels of prior knowledge or baseline data, DPI anticipates that differentiated growth targets will become the norm as teachers accumulate sufficient data to allow for this to happen through the implementation of multiple new statewide initiatives (e.g.,

statewide accountability and report cards, Smarter Balanced assessments, Educator Effectiveness data, etc.). Educators will draw upon existing data to determine an ambitious but attainable, measureable academic growth goal for the targeted population.

SLO goal statements should be Specific, Measurable, Attainable, Results-based, and Time-bound (SMART) academic goals. *Note: SLOs are intended to emphasize growth, not mastery or attainment.*

Unique Content Areas or Student Populations
In general, the same principles will hold true for all educators who prepare SLOs. DPI considers SLOs the first statewide initiative that validates the work of all educators, not just those teaching tested grades and subjects. SLOs provide ALL educators an opportunity to inform their evaluator, peers, and the state of what their students should know and be able to do, how this is measured, and how their professional practice supports those outcomes. DPI will not prescribe how an educator should measure an SLO—all educators should review their student data and the appropriate learning standards, identify a target population and expected levels of growth, and measure progress with evidence sources appropriate to their content area.

To support this work, DPI has identified internal and external experts representing a variety of content-areas to develop sample SLOs appropriate to these subject areas, as well as a repository of common assessments which could be appropriate for specific purposes.

SLO and IEP goals for Special Education Students
IEP goals are individualized and highly personalized for individual students, whereas SLOs are long-term academic goals for groups of students. Though there may be overlap in the content, assessments or evidence used for SLOs, IEP goals cannot be directly fed into Student Learning Objectives, and it is important to keep the two systems and related goals distinct.

Similarly, SLO goals for special education students must be academic in nature, rather than behavioral. Behavioral goals are allowable only to the extent that they are integrated with and support clearly defined academic goals for the growth of special education students.

Determine strategies and supports—The educator will document the strategies and supports necessary to meet the goal(s) specified in the SLO. These might include collaborative efforts between the educator and teams of educators, coaches, peers, or the Curriculum and Instruction Director. *Note: These strategies can inform educator practice goals developed as part of the professional practice goal-setting process.*

Determine and write SLOs—Once educators have completed these steps, they will write their SLO plan using the **SLO Planning Template** (found in *Resources*). *Note: Educators implementing the state model or an equivalent model submit their final SLOs through the appropriate data management platform.*

While this SLO stand-alone Toolkit focuses solely on SLOs, DPI does encourage educators to consider goal alignment.

Goal Alignment: Professional Practice Goals and SLOs
Educators will annually set professional practice goals as well as SLO goals as part of the larger Educator Effectiveness System. While it is important that these goals are separate– one focusing on the educators' practice, the other focusing on increasing student achievement, educators can and should use one to inform the other.

Goal Alignment: PDP and Educator Effectiveness Goals
Professional Development Plan Goals (PDP) align with the Wisconsin Educator Standards and are broad goals that allow the educator can continue to work within the goals in the event that the educator changes districts, buildings, or grade levels. The PDP goals reflect both instructional strategies (I will….) and student outcomes (so that my students…).

While Licensure and Evaluation must remain separate processes due to legal requirements in state legislation, the process of setting goals for licensure can and likely will relate to the goals identified within the EE System. PDP goals should

> Professional practice and SLO goals represent different portions of the System—practice and outcomes, respectively. Professional practice goals are educator-directed and focused on change in practice, whereas SLO goals are student-directed and focused on student improvement.

be broad and relate to the work within both the practice and student outcomes portions of the evaluation system. PDP goals can inform the work of the educator as it applies to their evaluation. Educators should not use the same goals for practice and outcomes. However, it is likely that one can inform the other (see Figure 5).

Each of the steps involved in preparing SLOs should adhere to the guiding questions and criteria specified in the **SLO Selection and Approval Rubric** (in *Resources*), as the rubric provides the key questions and criteria that guide each step in the preparation of SLOs.

Submit Planning Forms to Evaluator

Once educators complete the SLO planning process, they will submit their plans to the evaluator prior to the Evaluation Planning Session. This submission should occur *no later than the second week of October.*

STEP 3: EVALUATION PLANNING SESSION

During the fall, typically in the month of *September* or *October*, an educator will meet with his or her evaluator in an Evaluation Planning Session. The Planning Session and, specifically, the approval of the SLO, are designed to be a collaborative process. During this session, the educator and his or her evaluator will collaborate to complete the following SLO activities (other activities related to professional practice are expected to also occur):

- Review the draft goals set by the educator.
- Approve or adjust the goals.
- Identify actions, resource needs, and evidence sources identified to meet the goals.
- Finalize goals.
- Confirm the evaluation schedule.

The Evaluation Cycle

During the Rating Year (first year of employment or third year of evaluation cycle), SLOs must be reviewed and approved by an educator's evaluator—generally a superintendent for principals or a principal for teachers. Note: in order to approve, monitor, and evaluate SLOs within the rating year, the evaluator must hold an active administrative license.

During non-rating years, evaluators/administrators are not required to review and approve an educator's SLO. In an effort to address capacity concerns, as well as build collaborative, formative practices, educators may work with a peer, colleague, or coach to review the educator's data and proposed SLO and provide formative feedback (e.g., ways to strengthen the SLO and instructional strategies which might increase SLO outcomes). The peer, colleague, or coach may sign off on the educator's SLO at the beginning of the year-indicating they did, indeed, engage in these discussions.

ACROSS THE SCHOOL YEAR: SUMMATIVE AND FORMATIVE FEEDBACK

STEP 4: EVIDENCE COLLECTION AND ONGOING FEEDBACK

Ongoing evidence collection should take place from *October through May*. Over the course of the school year, educators and their evaluators collect evidence of progress toward meeting SLO goals. Evaluators should provide ongoing formative feedback through informal discussions, the Mid-Year Review, and the Final Evaluation Conference.

Evidence Collection
Throughout the school year, evaluators collect and educators provide evidence (i.e., data at the specified intervals) of students' progress towards SLO goals during the indicated evaluation period. Based upon the data collected, educators may adjust the instructional or leadership strategies utilized to ensure that students meet classroom and school expectations, as well as determine if the targeted population(s) for the SLO are progressing toward the stated objective(s).

STEP 5: MID-YEAR REVIEW

In *December* or *January*, the educator and evaluator will meet for a formative review of progress toward meeting his or her SLO goals. Educators and evaluators will use a **Mid-Year Goal Review Form** (in *Resources*) to identify next steps related to the Mid-Year Review. *Note: Educators implementing an equivalent model may be required to use a different form during the mid-year review process.*

During the Mid-Year Review, educators *and* evaluators provide documentation regarding the status of goals, evidence of progress, and identification of any barriers to success. Evaluators may suggest that educators adjust targeted outcomes specified in the original SLO if the original target is clearly either too low (e.g., most, if not all, students will meet the goal easily) or too high (e.g., many or all students will not meet the goal, even if they are learning a great deal and the instructional strategies are working as intended).

The Mid-Year Review also allows for unforeseen or mitigating circumstances which may negatively impact progress towards SLO goals. Examples of mitigating circumstances might include (but are not limited to) a teacher who is absent on an extended medical leave, an excessive number of students who leave mid-year, or an event that significantly changes the school culture. Evaluators may also suggest that educators adjust instructional or leadership strategies to overcome mitigating circumstances.

The Evaluation Cycle
During the Rating Year (first year of employment or third year of evaluation cycle), an educator's evaluator must participate in the Mid-Year Review—generally a superintendent for principals or a principal for teachers.

During non-rating years, evaluators/administrators are not required to review educator's SLOs or participate in the Mid-Year Review. In an effort to address capacity concerns, as well as build collaborative, formative practices, educators may work with a peer, colleague, or coach to review the educator's evidence and provide formative feedback (e.g., ways to address mitigating circumstances, instructional strategies which might increase SLO outcomes, and revision of SLO goals, if applicable).

END OF SCHOOL YEAR: FINAL RATING PROCESS

STEP 6: FINAL EDUCATOR EVALUATION

Near the end of the school year, an educator will submit final evidence to his or her evaluator. The evaluator then completes a final rating of the SLO using the **SLO Scoring Rubric** (in *Resources*), as well as

any other evaluation activities scheduled. The educator and evaluator will participate in a final evaluation conference to discuss goals, outcomes, professional development opportunities, and next year's goals.

Submit Final Evidence to Evaluator
Each educator submits all final SLO evidence to his or her evaluator prior to the final evaluation conference.

Near the end of the school year, educators should use an **End-of-Year Goal Review Form** (in *Resources*) to note progress made toward SLO goals over the course of the year. *Note: Educators implementing an equivalent model may be required to use a separate form for their final SLO goal review.* Educators should identify specific evidence to justify stated progress. Educators will also collect final SLO evidence in the form of assessment results.

Final Rating of SLO
Evaluators will review final SLO evidence and assign a score of one to four based on SLO results using the **SLO Scoring Rubric** (in *Resources*). The SLO scoring range (one to four) aims to incentivize rigorous goal setting, for which teachers can attain partial credit, as opposed to incentivizing low growth targets by making the SLO scoring process a simple dichotomy (e.g., yes/no, pass/fail, satisfactory/unsatisfactory).

The Evaluation Cycle
During the Rating Year (first year of employment or third year of evaluation cycle), an educator's evaluator must review SLO evidence, score the SLO, and provide the final feedback regarding progress towards outcomes and potential adjustments to instructional or leadership strategies for future improvement—generally a superintendent for principals or a principal for teachers. In a Rating Year, the evaluator will not only score the current year's SLO (using the process described throughout this Guidebook), but also review the SLO goals, evidence, mitigating circumstances, and scores from the two previous years to inform the Final Evaluation discussion (e.g., trends in student data and instructional or leadership practices).

The evaluator will also have the discretion to determine if any of the previous years' SLO scores should not be included in the calculation of an educator's final overall rating during the Rating Year. The evaluator will have access to scores from across the three year evaluation cycle and should take all three years of SLO data into consideration unless there is a substantiated reason not to include Year 1 or 2 SLO data in the final scoring. Such circumstances could include(but are not limited to) an inaccurately scored SLO, goals set during a non-Rating Year lacking rigor, mitigating circumstances, such as long-term absence, etc.

During non-rating years, evaluators/administrators are not required to review educators' SLO evidence, score the SLO, or provide final feedback. In an effort to address capacity concerns, as well as build collaborative, formative practices, educators may work with a peer, colleague, or coach to review the educator's evidence and provide formative feedback (e.g., SLO goals and instructional strategies to consider for the following year). The peer, colleague, or coach may also help the educator arrive at a final SLO rating, based on evidence, and sign off on the final rating-indicating that this discussion occurred.

III. Moving Forward

POTENTIAL CHANGES IN THE FUTURE

DPI has committed to building the Wisconsin Educator Effectiveness System with Wisconsin educators. As such, DPI will collect data and feedback from Full Pilot participants across the 2013-14 school year and refine or revise the EE System as necessary. Therefore, Wisconsin educators utilizing this guidebook should ensure they are consistently using the most updated version, which can be found on the DPI website (http://ee.dpi.wi.gov/).

Evaluation findings from the Full Pilot will inform any subsequent changes to SLO requirements and the SLO process.

POTENTIAL NEXT STEPS

Educators practicing with the development of SLOs in the 2013-14 school year can use the following checklist to guide them through the SLO process at the appropriate time period within the educator evaluation cycle.

Timeline	Task	Completed
September	Review student-level data to identify area(s) of need for SLO.	
September	Determine whether student needs are best addressed by individual and/or team SLOs.	
September	Identify targeted student populations, standard to which SLO is aligned, and evidence source(s).	
September-October	Administer appropriate baseline measure of student knowledge (e.g., pre-test measure or other) and set growth targets for SLO.	
October	Complete SLO Planning Template and related forms. Submit form to evaluator.	
October	Schedule meeting with evaluator to review SLO and revise as needed.	
October 31	Deadline for final approval of SLO by evaluator	
November-April	Monitor student progress.	
January	Complete and submit mid-year review form and related evidence.	
January	Schedule mid-year review of SLO progress with evaluator and adjust SLO growth target if needed.	
April-May	Administer appropriate end-of-term measure of student knowledge (e.g., post-test, scoring of portfolio or performance assessment, etc.)	
April-May	Complete and submit end-of-year review form and related evidence.	
May-June	Schedule meeting to discuss SLO growth with supervisor.	
June 31	Deadline for completing Scoring/Evaluation Form.	

Note: The timeline and dates will vary for schools and/or districts with year-round programs, semester-long classes, and other non-traditional school schedules.

IV. Resources

DEFINITIONS OF KEY TERMS

Artifacts: Forms of evidence that support an educator's evaluation. They may include lesson plans, examples of student work with teacher feedback, professional development plans and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

Assessment/Evidence Source: Evidence sources include common district assessments, existing standardized assessments not already included as student outcomes within the Wisconsin Educator Effectiveness System (e.g., standardized, summative state assessment and standardized district assessment data), teacher-designed assessments, work samples or portfolios, and other sources approved by the evaluator.

Attainment: "Point in time" measure of student learning, typically expressed in terms of a proficiency category (*advanced*, *proficient*, *basic*, *minimal*).

Baseline: Measure of data the beginning of a specified time period, typically measured through a pre-test measure at the beginning of the year.

Consecutive Years: Each year following one another in uninterrupted succession or order.

Educator Effectiveness System: The Wisconsin state model for teacher and principal evaluation, built by and for Wisconsin educators. Its primary purpose is to support a system of continuous improvement of educator practice, from pre-service to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 Wisconsin Act 166.

Evidence Collection: The systematic gathering of evidence that informs the evaluation of an educator's practice. In the Educator Effectiveness System, multiple forms of evidence are required to support an educator's evaluation and are listed in this guide in Appendix A.

Evidence: Assessment or measure used to determine progress towards an identified goal.

Formative Evaluation: The systematic gathering of information with the purpose of understanding an educator's strengths and areas for development in order to improve teaching and learning.

Full Pilot: In 2013-14 the Wisconsin Educator Effectiveness System is undergoing a Full Pilot in volunteer districts across the state to test the alignment and integration of practice and SLOs, and to further refine its components and processes.

Goal: Specific and measurable learning objective that can be measured over a specific designated interval of time (e.g., quarter, semester, year).

Inter-Rater Agreement: The extent to which two or more evaluators agree in their independent ratings of educators' effectiveness.

Interval: Period of time over which student growth will be measured under an SLO (typically an academic year, although other intervals are possible).

Learning Content: Content drawn from Common Core State Standards, Wisconsin Model Academic Standards, 21st Century Skills and Career and College Readiness Standards, or district standards. The learning content targets specific academic concepts, skills, or behaviors that students should know as of a given point in time.

Learning Strategies: Appropriate instructional strategies intended to support student growth for the targeted population.

Mastery: Command or grasp of a subject; an expert skill or knowledge.

Mid-Year Review: A formal meeting scheduled by the evaluator at the mid-point of the evaluation interval. During this meeting the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need.

Orientation: The first step in the Educator Effectiveness evaluation process, the Orientation takes place prior to or at the beginning of the school. Educators review the use of their professional practice frameworks, the related tools and resources, timelines for implementation, and expectations for all participants in the system.

Post-test: Assessment administered at the end of a specified time period, as specified under an SLO.

Pre-test: Initial, or baseline, measure typically administered at the beginning of the academic year. This can include a formal pretest, information from the prior year, work samples, or other available data.

Professional Practice Goals: Establishing practice related goals are an important part of professional practice.

Progress Monitoring: The process during which educators review the target population's progress towards an identified goal using assessment data or other evidence sources.

Rigorous: Expectations for growth towards a goal, as specified in an SLO that establish high standards yet are attainable.

Student/School Learning Objectives (SLOs): Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual educators. Educators must develop SLOs based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific instructional strategies or supports that will allow the attainment of the growth goals. The ultimate goal of SLOs is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.

Targeted Growth: Level of expected growth, or progress towards an identified goal, made by target population.

Targeted Population: Group(s) of students for whom an SLO applies.

Please use additional pages, if necessary, to provide information requested below. Additional guiding questions to support the selection process are located on the Wisconsin Student Learning Objective (SLO) Selection/Approval Rubric.

Name or Team of Teachers Being Evaluated	Names of Reviewers	
Content Area/Grade Level(s)		Review Date *Mo./Day/Yr.*
School Building		

Student Learning Objective (SLO):

Baseline Data and Rationale:
(Why did you choose this objective?)

Learning Content:
(What content will the SLO address?)

Student Population:
(Who will you include in this objective?)

Interval:
(How long will you focus on this objective?)

Assessment/Evidence Source(s):
(How will you measure the outcome of your objective?)

Targeted Growth:
(What is your goal for student growth?)

Strategies and Support:
(What methods or interventions will you use to support this objective? What instructional support or professional development is necessary to accomplish the objective?)

Educator/Preparer Signature	Date Signed *Mo./Day/Yr.*
➢	
Supervisor Signature	Date Signed *Mo./Day/Yr.*
➢	

SLO Assessment Guidance (Ensuring High Quality)

Those preparing SLOs have substantial autonomy in selecting evidence sources for documenting the growth toward identified goals, so long as the principal and evaluator mutually agree upon these evidence sources. This autonomy, however, does not mean that a principal can use **any** source of evidence. This appendix provides guidance regarding components of quality evidence that evaluator should consider when approving sources of evidence for the SLO process.

In the coming years, DPI will begin developing a "repository" of high-quality, exemplar SLOs, along with potential evidence sources for each one to identify those resources which currently exist, and to develop new resources to fill resource gaps. The repository will allow principals to sort SLOs, as well as appropriate evidence sources, by grade, subject, and content area.

What is validity?
Validity defines quality in educational measurement. It is the extent to which an assessment or evidence source actually measures what it is intended to measure and provides sound information supporting the purpose(s) for which it is used. Thus, assessments themselves are not valid or invalid. The validity of assessments resides in the *evidence* provided by it and its specific use. Some assessments have a high degree of validity for one purpose, but may have little validity for another. For example, a benchmark reading assessment may be valid for identifying students who may not reach the proficiency level on a state test. However the assessment could have little validity for diagnosing and identifying the cause of students' reading challenges. The evaluation of quality within an assessment begins with a clear explanation of the purpose(s) and serious consideration of a range of issues that tell how well it serves that purpose(s). The dynamic between an assessment's purpose and the resulting data generated by the assessment is key to determining the validity of assessments.

Assessments Should
- Be *aligned* with standards
- Provide *reliable* information for intended score interpretations and uses
- Be *proctored with consistency*
- Be *fair and accessible*
- Provide useful *reporting* for intended users and purposes
- Be *developed with cohesion*

Why do we need alignment to standards?
Alignment is how well what is assessed matches what is taught, what is learned, and the purpose for giving the assessment. For assessments to provide data in order for staff to make inferences about student learning, the assessment must be aligned with the standards, inclusive of criteria from novice to mastery.

The essential issues for alignment focus on these questions:
1. How does _____ reflect what is most important for students to know and be able to do?
2. How does _____ capture the depth and breadth of the standard, noting a rigorous progression toward proficiency?
3. Is _____ aligned to the Common Core State Standards or other relevant standards?
4. Do the sequence and rigor of _____ align vertically and horizontally within the SLO?

5. What timeframe is assigned in order to have accountability for the standards within the instructional framework?

Questions to Ask About Assessments While Developing a School Learning Objective	
Content	• How well do the items/tasks/criteria align to appropriate standards, curriculum, and the school improvement plan? • In what ways would mastering or applying the identified standards be considered "essential" for student learning? • How do the content, skills and/or concepts assessed by the items or task provide students with knowledge, skills, and understandings that are (1) essential for success in the next grade/course or in subsequent fields of study; or (2) otherwise of high value beyond the course?
Rigor	• In what ways do the items/tasks and criteria address appropriately challenging content? • To what extent do the items or task require appropriate critical thinking and application? • How does the performance task ask students to analyze, create, and/or apply their knowledge and skills to a situation or problem where they must apply multiple skills and concepts?
Format	• To what extent are the items/tasks and criteria designed such that student responses/scores will identify student's levels or knowledge, understanding, and/or mastery?
Results	• When will the results be made available to the principal? (The results must be available to the principal prior to the end of year evaluation conference)
Fairness	• To what extent are the items or the task and criteria free from words and know-ledge that are characteristic to particular ethnicities, subcultures, and genders? • To what extent are appropriate accommodations available and provided to students as needed?
Reliability	• Is there a sufficient number of items in multiple formats for each important, culminating, overarching skill?
Scoring	• Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and as a result, the criteria insure inter-rater reliability? • Do open-ended questions have rubrics that (1) clearly articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery? • To what extent does scoring give appropriate weight to the essential aspects?

WISCONSIN STUDENT OR SCHOOL LEARNING OBJECTIVE (SLO) SELECTION AND APPROVAL RUBRIC

Baseline Data and Rationale *Why did you choose this goal?*	Learning Content *Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?*	Population *Which students are included in this goal?*	Interval *What timeframe is involved in this SLO (typically year-long; explain if other)?*	Evidence Sources *How will you measure the amount of learning that students make?*	Targeted Growth *What is your goal for student growth, and how did you arrive at this goal?*
Guiding Questions:					
What source(s) of data did you examine in selecting this/these SLO(s)? *What strengths and areas for development were identified?* *If this is the same SLO as you submitted last year/last semester, please provide justification for why.*	*Which content standard(s) is/are targeted?* *Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?*	*Which student group(s) is/are targeted?*	*How do you know if you've spent enough or too much time on an objective?*	*What assessment(s) or other evidence sources will be used to measure whether students met the objective? What type of assessment or evidence is it, and how are results reported? Why is this the best evidence for determining whether students met the objective?*	*What is the target level of growth or performance that students will demonstrate?* *Do I expect all students to make the same amount of growth, regardless of where they start from, or should I set differentiated goals based on students' starting point?*
Criteria:					
• Supports school improvement goals • Addresses observable student need(s) • Based on review of school and classroom data for areas of strength and need • Provides summarized baseline data • Provides clear focus for instruction and assessment	• Targets specific academic concepts, skills or behaviors based on the standards • Targets enduring concepts or skills • Is rigorous • Is measurable	• Defines and targets the needs of an identified population • Considers demonstrated strengths of identified population	• Identifies the time that instruction will occur • Matches the amount of time in the curriculum • Provides adequate time for content complexity	• Uses an agreed upon assessment and follows appropriate guidelines • Aligns with the targeted learning content area • Relationship with the learning objective is apparent • Measures the growth, gain, or change expected • Provides a formula for combining more than one assessment if needed • Has been demonstrated as reliable and valid for targeted students	• Meets or exceeds standards of practice • Is a rigorous expectation for students • Predicts gain based on past performance of students when available • Explains any exceptions

Strategies and Support
What professional development opportunities will best support the student achievement goals set forth in this SLO?
What instructional methods will best support the student achievement goals set forth in this SLO?
How will you differentiate instruction in support of this SLO?
What new/existing instructional materials or other resources will best support the student achievement goals set forth in this SLO?
What other types of instructional supports do you need in order to support the student achievement goals specified in this SLO?

WISCONSIN SLO SCORING RUBRIC

Evaluation Score	Criteria
(4)	• Student growth for this SLO has **exceeded** expectations: • Evidence indicates exceptional growth for all/nearly all of targeted population • The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning
(3)	• Student growth for this SLO has **met** expectations: • Evidence indicates substantial growth for most of the targeted population • The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning
(2)	• Student growth for this SLO has **partially met** expectations: • Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets • The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO
(1)	• Student growth for this SLO has **minimally met** expectations: • Evidence indicates minimal or inconsistent growth for the targeted population • The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning
(0)	• The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable -OR- • The educator has not engaged in the process of setting and gathering evidence for the SLO