

Student Learning Objectives: One Element of the Educator Effectiveness Program Supports

October 13, 2015

What is an SLO?

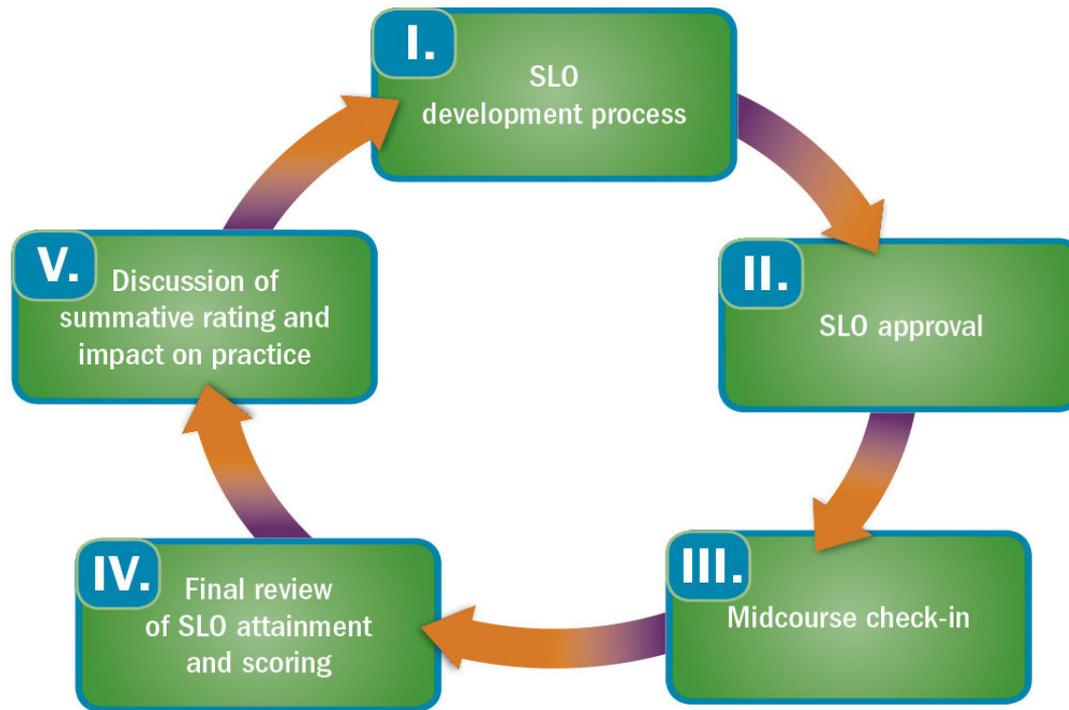


- An SLO is a measurable, long-term, academic goal informed by available data that a teacher or teacher team sets in collaboration with the building administrator at the beginning of the year for all students or for subgroups of students.

■ Why Student Learning Objectives

- Measures Academic Growth of Students
- Personalizes Learning
- Improved and Focused Instruction
- Linked to School Improvement and Competency–Based Learning

SLO Implementation in Schools

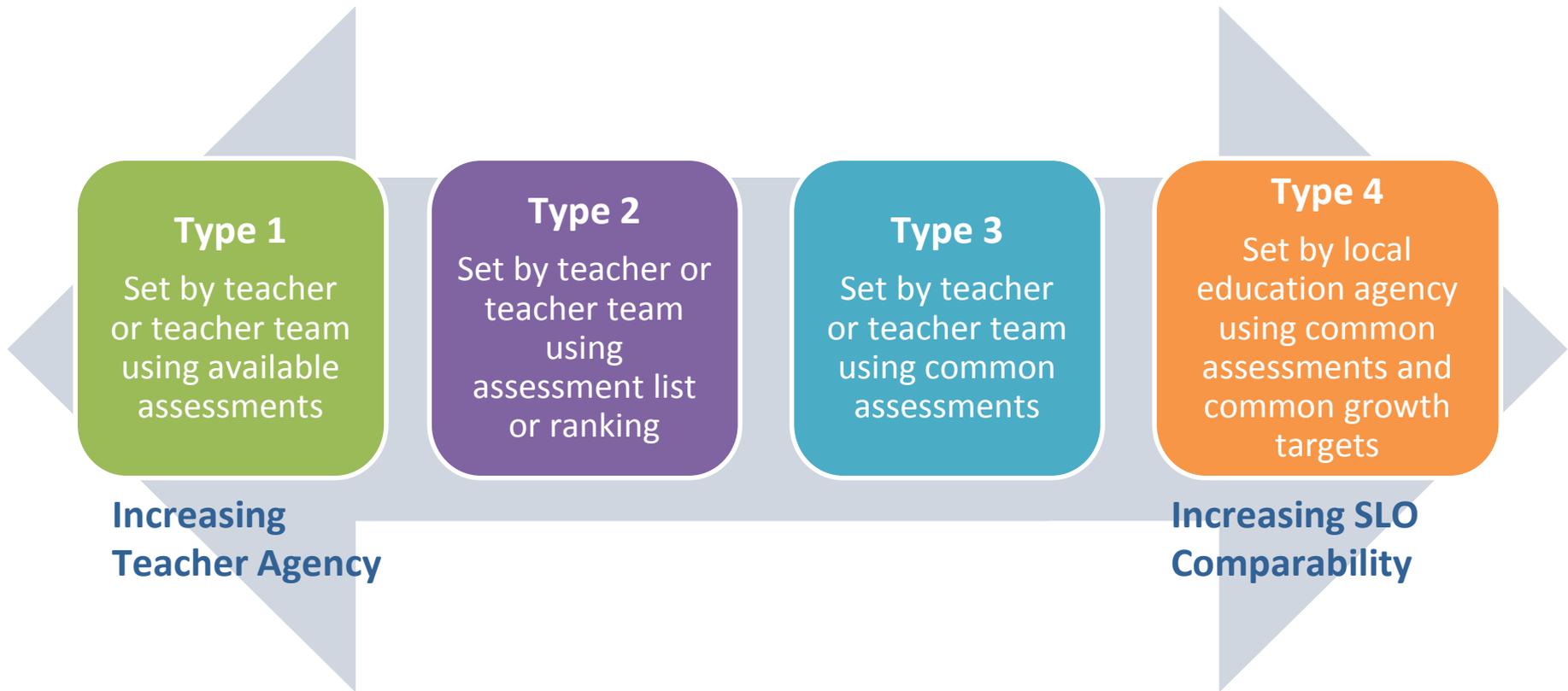


Source: Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics*. Washington, DC: American Institutes for Research. Retrieved from http://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.pdf

Purpose of SLOs

- Support teachers' instructional development
- Measure student growth
- Driven by individual teachers and teacher teams
- Can be used by ALL teachers, not just those in tested grades and subjects
- Align with Michigan's school improvement process

Types of SLOs



Student Growth Legislation

- PUBLIC ACT 102 (PA 102 of 2011) –
- Student Growth---25% in 2013-2014, 40% in 2014-15, 50% in 205-2016

- PUBLIC ACT 257 (PA 257 of 2014)
- Student Growth---at least 50% beginning in 2015-2016

Available Resources

Michigan Department of Education

Search

MDE > MDE OFFICES > EDUCATION IMPROVEMENT AND INNOVATION

State Board of Education
Administrators
Career & College Ready
Early Learners and Care
Educator Certification
Food & Nutrition Programs
Grants
MDE Offices
Administrative Law & Federal Relations
Administrative Services
Assessment & Accountability
Audits
Career & Technical Education
Field Services
Great Start
School Support Services

Educator Effectiveness

Contact

For more information about school improvement initiatives in Educator Effectiveness:

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Educator Evaluations

The Michigan Department of Education's Educator and Administrator Evaluation initiatives are handled by the Office of Evaluation, Strategic Research and Accountability (OESRA).

[Educator Evaluations](#)

380.1249(2) Beginning with the 2015-2016 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall ensure that the performance evaluation system for teachers meets all of the following:

Student Growth and Assessment

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(j) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan council for educator effectiveness.

Student Learning Objectives (SLOs)

Resources (Continued)

What is an SLO?

A student learning objective (SLO) is a measurable, long-term, academic goal, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students or a subset of students. SLOs are focused on the most valuable learning that takes place in a course. They are specific and measurable goals that are based on student data and aligned to curriculum standards.

Who should use SLOs?

Teachers of any grade and subject who seek to measure the academic growth of their students might benefit from the use of SLOs.

Why use SLOs?

Education legislation in Michigan requires that the student growth and assessment component of a teacher's evaluation consist of the state student growth and assessment measurement standards and a local student growth assessment. SLOs are one way to measure the academic growth of students.

How are SLOs being used and implemented?

States and districts across the country currently use SLOs as one measure in their educator evaluation systems because of the strengths of the SLO process. A review of publicly available documents found that 35 states have policies or recommendations related to the use of SLOs in their evaluation systems.

What are potential strengths of the SLO process?

Some of the reasons the SLO process is used so widely are because SLOs are:

- **Versatile.** SLOs can be used to measure student growth for all teachers, not just those teachers in tested grades and subjects.
- **Teacher driven.** The use of SLOs allows teachers to set goals for their students, thus playing a critical role in their own evaluations.
- **Adaptable.** As schools implement new standards and curriculum, SLOs can still be used to measure student learning.

What does research say about SLOs?

Early research on the SLO process is limited, but some studies show promise. In one study, teachers reported that the SLO goal-setting process helped them become more focused on student achievement and data use. As a result, the teachers employed more evidence-based practices (Community Training and Assistance Center, 2013). In two recent evaluations of

Name of Teacher/Teacher Team: _____

Content Area: _____ Grade Level: _____ Academic Year: _____

Type of SLO: Class-level Course-level Targeted Tiered

Student Population

Describe the characteristics of the student population including how many students have special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English Language Learners...).

Learning Standards

List the key standards that are connected to the learning content.

Baseline Data

Describe the data that were reviewed in the creation of the SLO. How do the data support the SLO?

Assessment

Name the instrument that will be used to measure the outcome of the SLO.

It is recommended that this checklist be used for both developing and approving SLOs. For an SLO to be approved, all criteria should be met as noted by a check mark in each box by an SLO evaluator.

Name of Teacher/Teacher Team: _____		Date of Review: _____	
Content Area: _____			
Type of SLO: <input type="checkbox"/> Class-Level <input type="checkbox"/> Course-Level <input type="checkbox"/> Targeted <input type="checkbox"/> Tiered			
<input type="checkbox"/>	INTERVAL OF INSTRUCTION	What is the time period that instruction will occur?	Comments: _____
<input type="checkbox"/>	STUDENT POPULATION	Who is included in this objective? Why is this the target group selected?	Comments: _____
<input type="checkbox"/>		Justify why this class and/or targeted group was selected.	Comments: _____
<input type="checkbox"/>		Describe the characteristics of the student population including the numbers of students with special needs relevant to the SLO (e.g., I have 4 students with reading disabilities, 2 English language learners...).	Comments: _____
<input type="checkbox"/>		If subgroups are excluded, explain which students are excluded, why they are excluded, and if they are covered in another SLO.	Comments: _____
<input type="checkbox"/>	LEARNING STANDARDS	What are the key standards connected to the learning content?	Comments: _____
<input type="checkbox"/>		Align to specific state-adopted standards.	Comments: _____
<input type="checkbox"/>		Represents the big ideas or domains of content taught during the interval of instruction.	Comments: _____
<input type="checkbox"/>		Flows to school improvement plan where applicable.	Comments: _____
<input type="checkbox"/>	BASLINE DATA	What data were reviewed in the development of the SLO? How do the data support the SLO?	Comments: _____
<input type="checkbox"/>		Identify sources of information about students (e.g., test scores from prior years, trend data, results of pre-assessments).	Comments: _____
<input type="checkbox"/>		Summarize student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weaknesses).	Comments: _____
<input type="checkbox"/>	ASSESSMENT	How will you measure the outcome of your SLO?	Comments: _____
<input type="checkbox"/>		Describe assessment aligned to the course content of the SLO.	Comments: _____
<input type="checkbox"/>		Identify national, state, or regional assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.	Comments: _____
<input type="checkbox"/>		Emphasize construct-response or performance tasks and require higher-order thinking skills.	Comments: _____
<input type="checkbox"/>		Include that there are clear answer key, scoring guides, and/or rubric for all assessments or performance tasks.	Comments: _____
<input type="checkbox"/>		Describe how progress monitoring will occur.	Comments: _____
<input type="checkbox"/>	GROWTH TARGETS	What are the quantitative targets that will demonstrate achievement of the SLO?	Comments: _____
<input type="checkbox"/>		Identify baseline or pre-assessment data to determine appropriate growth.	Comments: _____
<input type="checkbox"/>		Ensure all students in the SLO have a rigorous and attainable target.	Comments: _____
<input type="checkbox"/>		Set individual or differentiated growth targets.	Comments: _____
<input type="checkbox"/>		Baseline and trend data support established targets.	Comments: _____
<input type="checkbox"/>	RATIONALE	What is your rationale for setting the targets for student growth and how do they align with school improvement goals?	Comments: _____
<input type="checkbox"/>		Demonstrate teacher knowledge of students and content.	Comments: _____
<input type="checkbox"/>		Explain why target is appropriate for the population.	Comments: _____
<input type="checkbox"/>		Use data to identify student needs and determine appropriate targets.	Comments: _____
<input type="checkbox"/>		Explain how targets align with broader school and district goals.	Comments: _____
<input type="checkbox"/>		Set rigorous expectations for students and teachers.	Comments: _____

Next Steps

- Continue to work with local districts (LEAs) and Intermediate School Districts (ISDs) to develop SLO guidance
- Develop guidance for administrators' use of SLOs
- Conduct regional information sessions on the use of SLOs as a student growth measure in Michigan
- Continue to work with internal and external partners to provide professional learning opportunities for educators

■ Presentations

- **September**—
- Special Populations Conference
- **October**—
- Upper Peninsula Learning Conference
- **November**---
- AdvancED Conference
- School Improvement Conference

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