[District Name] Student Learning Objectives and Student Outcome Objectives Guidebook: For Teachers

2014–15
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Oklahoma Teacher and Leader Effectiveness

Introduction

This Guidebook is intended for teachers and evaluators in [district name]. The purpose of the document is to outline the district-specific requirements and recommendations for using student learning objectives (SLOs) and student outcome objectives (SOOs) as a part of teacher evaluation.

The Oklahoma Teacher and Leader Effectiveness (TLE) system includes three measures that contribute to a teacher’s evaluation. The measures are shown in Figure 1.

Figure 1. TLE System

As the Figure 1 shows, the TLE system is divided into three measures.

1. The first measure is a qualitative measure that includes the observation of teacher or leader practice. This measure is already being implemented across the state.

2. The second measure is a qualitative measure called Other Academic Measure (OAM), which accounts for 15 percent of a teacher or leader’s evaluation for all teachers and leaders in the state. OAM data was piloted in 2013–14 and will be fully implemented statewide in 2014–15. Information on OAM can be found on the TLE website at http://ok.gov/sde/tle-quantitative-components#oam

3. The third measure is called the student academic growth measure and accounts for 35 percent of a teacher or leader’s evaluation. The quantitative student academic growth measures can look different, depending on the role of a teacher or leader.

   - In grades and subjects where a state test is administered and teachers receive a value-added measure (VAM) score, the VAM score will be the teacher’s student academic growth measure. Frequently Asked Questions about Value Added Measures can be found at

Commented [cm2]: Insert district name
For teachers in nontested grades and subjects who do not receive a VAM score, the student academic growth measure will be calculated through SLOs or SOOs. Teachers who use academic standards write SLOs; teachers who do not use academic standards write SOOs.

Seventy to eighty percent of Oklahoma teachers do not receive VAM scores and will write SLOs or SOOs for their student academic growth measure.

Both quantitative measures have a one-year lag in their use. This means that the results of VAMs, SLOs/SOOs and OAMs will be calculated and used in the following year’s summative rating. The SLO/SOO for 2014–15 will contribute to the teacher’s 2015–16 summative evaluation.

Table 1. Student Academic Growth Measures—Using VAM and SLOs/SOOs

<table>
<thead>
<tr>
<th>Teachers and Leaders Who Receive VAM Scores for Their Student Academic Growth Measure</th>
<th>Teachers and Leaders Who Use SLOs/SOOs for Their Student Academic Growth Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Teachers of Grades 4–8 mathematics and reading/English language arts with at least 10 eligible students</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers of Algebra I, Algebra II, geometry, and English III with at least 10 eligible students</td>
<td></td>
</tr>
<tr>
<td>▪ Administrators of a building with any of the above grades and subjects with at least 10 eligible students</td>
<td></td>
</tr>
<tr>
<td>All other teachers and leaders who do not receive a VAM score, including:</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers of nontested grades and subjects</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers of tested grades and subjects who do not receive a VAM score (e.g., Grade 8 science)</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers who usually would receive a VAM score but will not because they have fewer than 10 eligible students</td>
<td></td>
</tr>
<tr>
<td>▪ Administrators of a building with only nontested grades and subjects (e.g., PK–2 buildings)</td>
<td></td>
</tr>
<tr>
<td>▪ Administrators of a building who usually would receive a VAM but who have fewer than 10 eligible students</td>
<td></td>
</tr>
</tbody>
</table>

What Is the Difference Between SLOs/SOOs and OAMs?

SLOs/SOOs may seem similar to OAMs, but there are important differences between them. If a district’s decisions align with Oklahoma State Department of Education (OSDE) recommendations, Table 2 summarizes the differences between SLOs/SOOs and OAMs.
**Table 2. SLOs/SOOs Versus OAMs**

<table>
<thead>
<tr>
<th>SLOs/SOOs</th>
<th>OAMs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must follow the district’s SLO/SOO template and process</td>
<td>Can take many formats; an SLO/SOO can be one of them</td>
</tr>
<tr>
<td>Focus/content is on the essential skills and content in the course or class</td>
<td>Focus/content is chosen by the teacher and can focus on targeted skills if a teacher chooses</td>
</tr>
<tr>
<td>Includes all of the students in a course or class</td>
<td>Teachers can choose which students are included in their OAMs</td>
</tr>
</tbody>
</table>

**State Policy Related to SLOs and SOOs**

The Oklahoma Teacher & Leader Effectiveness Commission provided recommendations to the Oklahoma State Board of Education regarding using student growth as a part of teacher evaluation. TLE Commission recommendations related to SLOs/SOOs were adopted at the March 4, 2014 meeting of the Oklahoma State Board of Education. The Oklahoma State Board of Education requires that each teacher and each leader for whom a value-added result is not available use an SLO/SOO for their student academic growth measure (TLE Commission Recommendation #24). Recommendation #24 further requires that district student academic growth policies must:

a. Require that each SLO/SOO address each of the essential questions (see below).

b. Require that each SLO/SOO be developed based on training provided by or approved by OSDE.

c. Only allow for use of SLOs/SOOs that demonstrate Student Academic Growth impacted by the teacher or leader in order to provide actionable feedback.

d. Address the process used to develop and approve the SLO/SOO.

e. Create an SLO/SOO evaluation rating for each teacher and each leader on a scale from 1 to 5.

Each SLO/SOO must address the following essential questions as required by TLE Commission Recommendation #23 adopted by the Oklahoma State Board of Education:

1. What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?
2. Where are my students now (at the beginning of instruction) with respect to the objective?
3. Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?
4. How will they demonstrate their knowledge/skill(s) at the end of the interval of instruction?

To assist local districts in developing high-quality, rigorous SLOs and SOOs, the Oklahoma State Department of Education (OSDE) has developed this guidebook that contains OSDE recommendations (as indicated by the arrow icons in the yellow text boxes) for each component.
of the SLO/SOO process that align with the requirements noted previously. However, this information is only guidance, and districts will be asked to adopt OSDE’s recommendations or to adapt the recommendations and make decisions that best align with local context. Embedded throughout the document is information about each topic, a few examples, OSDE’s recommendations, and options for districts to consider should a district choose to adapt.
Introduction to SLOs and SOOs in TLE

What Is an SLO?

An 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.

What Is an SOO?

An SOO is a measurable, long-term goal focused on a specific outcome (for example, a skill or behavior) that is informed by available data that a teacher or teacher team sets at the beginning of the year for all students.

Which teachers write an SLO? Which teachers write an SOO?

Most classroom teachers without VAM scores will write SLOs. SOOs are appropriate for those roles that require a teaching certificate but do not cover academic standards, which might include staff in the following roles:

- School nurses
- Counselors
- Speech language pathologists (depending on student needs)
- Librarians (who do not teach a class)

What Are Potential Strengths of the SLO/SOO Process?

States and districts across the country have decided to use SLOs/SOOs as one measure in their educator evaluation system because of the strengths of the SLO process. A review of publicly available documents found 30 states have policies or recommendations related to the use of SLOs in their evaluation systems (Lacireno-Paquet, Morgan & Mello, 2014).

SLO guidebooks from other states:

- Ohio: Student Learning Objectives (SLOs): A Guide to Using SLOs as a Locally Determined Measure of Student Growth
- Rhode Island: Teacher Measures of Student Learning
- Indiana: Student Learning Objectives Handbook
- New York: Guidance on the New York State District-Wide Growth Goal-Setting Process

Some of the reasons the SLO/SOO 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. In addition, the SLO development and implementation process provides opportunities for teachers to collaborate and engage in professional conversations that are informed by data and focused on student outcomes.
- **Teacher Driven.** SLOs can also be teacher driven, so teachers play a critical role in their evaluations. There is also a direct connection between teacher SLOs and student learning, which ensures that classroom instruction is always student focused and instruction is based on the needs of the students.

- **Adaptable.** Finally, SLOs can be flexible and adaptable; as schools implement new standards and curriculum, SLOs can still be used to measure student learning.

**What Does Research Say About SLOs/SOOs?**

Early research on the SLO/SOO process is limited, but some studies show promise. In one study, as a result of the SLO goal-setting process, teachers reported that they were more focused on student achievement and data use and employed more evidence-based practices (Community Training and Assistance Center, 2013). In two recent evaluations of implementation, teachers reported that the SLO process provided them with the opportunity for data use; they reported that the SLO process was an empowering aspect of their evaluations and they engaged in their evaluations more actively after SLO implementation (Donaldson, 2012; The New Teacher Project, 2012). Finally, some positive correlations have been found between the quality of SLOs and student achievement and between the number of objectives met by teachers and student achievement, but mixed results point to a need for more research (Austin Independent School District, 2010; Community Training and Assistance Center, 2013).

**What Is the SLO/SOO Cycle?**

The SLO/SOO cycle, illustrated in Figure 2, includes the five steps teachers and evaluators will go through during the school year.
The SLO/SOO is divided into five concrete steps which identify a set of actions for both teachers and evaluators to complete. The steps are described in more detail below:

**Step 1: SLO/SOO Development.** In this step, the teacher or teacher team drafts the SLO/SOO and submits it for approval. This step usually occurs during the first few weeks of the school year.

**Step 2: SLO/SOO Approval.** After the teacher or teacher team submits the SLO/SOO, a reviewer (usually a principal, building-level team, or other designated expert) evaluates the quality of the SLO/SOO. If the reviewer does not approve the SLO/SOO, then the reviewer provides feedback on the SLO/SOO and returns it to the teacher. The teacher must revise the SLO/SOO until it meets defined district quality standards.

**Step 3: Midcourse Check-In.** At the midpoint of the course, the teacher and evaluator meet to discuss how the SLO/SOO implementation and attainment are going. For this step, teachers should review formative student data to assess where they are in meeting their growth targets and present the data and any other evidence of extenuating circumstances that may influence the SLO/SOO.

**Step 4: Year-End Reflection of SLO/SOO Progress.** The teacher and evaluator meet at the end of the course to reflect on SLO/SOO progress, regardless of whether final student data are available. The meeting allows teachers and evaluators to reflect on student
progress and plan for the following year. If final student data are available at the end of the school year, Steps 4 and 5 can be combined into a single meeting.

**Step 5: SLO/SOO Scoring and Summative Conference.** When final student data are available, the teacher and evaluator meet and discuss SLO/SOO scoring. The step also provides a dedicated time for the teacher and evaluator to have a critical conversation regarding how the SLO/SOO has impacted the teacher’s practice and how the teacher will use the information collected during the SLO/SOO process to inform goals and objectives for the next year.

More information about how teachers and evaluators implement the SLO/SOO cycle can be found in the section of this guidebook titled Implementing the SLO/SOO Cycle.

**How Many SLOs/SOOs Do Teachers Need to Write?**

[Insert district response to Decision 1]

**What Type of SLOs/SOOs Do Teachers Need to Write?**

[District name] has decided that teachers who are required to write SLOs/SOOs should write them with the following scope: [describe decision]. That means [include definition from the implications column]. This scope for SLOs/SOOs was chosen for the following reasons:

- [List reasons this scope was chosen. Add additional local reasons that are relevant, such as a large number of single teachers without teacher teams or an existing district culture of professional learning communities.]

*(If the decision aligns with OSDE’s recommendation)* This decision aligns with OSDE’s recommendation.

**Commented [cm3]:** Districts should insert their response to Decision 1, summarizing the decision and why it was made in a short paragraph, taking information from OSDE’s recommendation, if appropriate.

**Commented [cm4]:** Districts should insert their response to Decision 2, using the recommended language or other summary of the decision.
Timelines and Important Deadlines

During the 2014–15 school year, student academic growth data (including VAM scores and SLOs/SOOs) will be collected to provide information for a teacher or leader’s 2015–16 evaluation.

SLO/SOO Timeline

The timeline for implementation in 2014–15 is slightly delayed, due to the delay in materials and training from OSDE. As a result, the timeline has been shortened for 2014–15.

Figure 3. Suggested SLO/SOO Timeline

<table>
<thead>
<tr>
<th>SLO/SOO Cycle Step</th>
<th>2014–15</th>
<th>2015–16 and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: SLO development</td>
<td>December 1</td>
<td>September 30</td>
</tr>
<tr>
<td>Step 2: SLO approval</td>
<td>Before winter break</td>
<td>November 15</td>
</tr>
<tr>
<td>Step 3: Midcourse check-in</td>
<td>March 15</td>
<td>January 30</td>
</tr>
<tr>
<td>Step 4: Year-end reflection on SLO progress</td>
<td>May or June</td>
<td>May or June</td>
</tr>
<tr>
<td>Step 5: SLO scoring and summative conference</td>
<td>Depending on assessment: End of the school year or beginning of the next school year</td>
<td>Depending on assessment: End of the school year or beginning of the next school year</td>
</tr>
</tbody>
</table>

Commented [cm5]: Revise the timelines if the district decides, when making Decision 3, to adjust the timelines for 2014-15 or 2015-16 and beyond.
Implementing the SLO/SOO Cycle

Step 1: SLO/SOO Development

Timeline: Teachers will submit completed SLOs for approval by September 30.

During the SLO/SOO development process, the teacher or teacher team completes the SLO/SOO Sample Template (Appendix A). The SLO/SOO Sample Template includes seven components that align to Oklahoma’s four essential questions.

Focus/Content

The focus/content component contains information about the content of the course that will be covered in the SLO/SOO. When completing this component, the teacher should consider the standards, skills, outcomes or content that students should master by the end of the course. When completing this component, teachers should consider collaborating within grades and subjects (horizontal collaboration) and across grades and subjects above and below their course (vertical collaboration).

While completing the SLO/SOO Sample Template, teachers should reference the SLO Sample Quality Checklist or SOO Sample Quality Checklist to ensure that the SLO/SOO will meet the required quality components.

When identifying the focus/content of the SLO/SOO, teachers can work with colleagues to:

1. Review the standards aligned with the course—state standards should be used if they are available. For some roles, national or professional standards may be more useful.
2. Identify the power standards or high-leverage standards of the course.
3. Determine which standards are the most important foundations for subsequent courses.

[District name] has decided that teachers will be required to write SLOs/SSOs with a [insert decision] scope. That means, for an eighth-grade English language arts class, [insert example statement from option column related to this option]. This option was chosen for the following reasons:

- [List reasons, pulling from strengths and OSDE recommendation and rationale above.]

(If the decision aligns with OSDE’s recommendation) This decision aligns with OSDE’s recommendation.

Commented [cm6]: Adjust dates to align with district timeline

Commented [cm7]: If a district has modified or changed the SLO/SOO Sample Template, the district will need to find and replace any mention of the OSDE SLO/SOO Sample Template throughout this document with the name of the district template.

Commented [cm8]: If a district has modified or changed the SLO Sample Quality Checklist or SOO Sample Quality Checklist, it will need to find and replace any mention of the OSDE Quality Checklists throughout this document with the name of the district checklists.

Commented [cm9]: Districts should insert their response to Decision 4, using the recommended language or other summary of the decision.
Interval of Instruction

In the interval of instruction component, the teacher or teacher team identifies the start and end dates of the SLO/SOO. Typically, the start date is the beginning of the school year or within a few weeks of the course starting. The end date can vary based on the assessment selected. In most cases, the interval will conclude prior to the end of the school year.

The length of the interval of instruction must match the length of the course (e.g., quarter, semester, trimester, or year), in order for the SLO/SOO to be approved.

Because of the delayed implementation timeline in 2014–15, for this year only, it is not required that the interval of instruction match the length of the course. Teachers, in collaboration with their evaluators, can choose an interval of instruction that makes sense given their district’s implementation timeline. Districts also may choose to provide further guidance about the interval of instruction.

Student Population

The student population component identifies which students are covered in the SLO/SOO. In this component, the teacher describes the student population included in the SLO/SOO. Specifically, the teacher should describe characteristics of his or her students and note any factors that might impact a student’s growth over the interval of instruction.

When describing the student population, teachers should consider a variety of information available to them about their students to determine student needs and characteristics, both formal and informal:

- Individualized education programs and 504 plans
- English language proficiency level
- Gifted and talented status
- Student mobility information
- Cumulative folders
- Conversations with previous teachers
- Observations of students

[District name] has decided that teachers will be required to write SLOs/SOOs that cover the following student population [insert decision about student population or hierarchy of decisions if the OSDE recommendation is taken]. This option was chosen for the following reasons:

- [List reasons, pulling from strengths and OSDE recommendation and rationale above.]

(If the decision aligns with OSDE’s recommendation add) This decision aligns with OSDE’s recommendation for SLO/SOO student population.

Commented [cm10]: Districts should insert their response to Decision 5, using the recommended language or other summary of the decision.
What does it look like in practice to implement [district name]’s recommendation regarding student population?

A teacher’s SLO/SOO should cover the largest group of students possible, following the hierarchy described previously. But sometimes, a teacher’s assignment can make applying those guidelines difficult. OSDE encourages districts, evaluators, and teachers with questions about which students to include in the SLO to consider the following:

- **Conversation.** The teacher should collaborate with the teacher’s evaluator to identify which approach in the hierarchy of student population makes the most sense given the teacher’s individual teaching assignment.
- **Alignment.** If there are still questions about which students to include (for example, a teacher has three courses each of two preparations), OSDE encourages the teacher and evaluator to identify which courses connect with larger school goals.
- **Coordination.** OSDE also recommends that the teacher and evaluator consider the teacher’s plans for the teacher’s OAM and if the possible use of both measures in a way that supports the teacher’s focus for the OAM while covering the most students possible.

### Baseline/Trend Data

In the baseline/trend data component, the teacher or teacher team identifies and analyzes data related to the student population included in the SLO/SOO, describing student strengths and weaknesses. The following are examples of baseline and trend data.

- **Baseline data gathered on this group of students:**
  - Preassessment scores
  - Observation of students
  - Student work from early in the school year

- **Trend data showing historical performance of this group of students:**
  - Last year’s state assessment scores for these students (if available)
  - Grades from last year for these students
  - Information on student performance from cumulative folders
  - Conversations with teachers who instructed these students last year

- **Historical data showing performance of students in this course in previous years:**
  - Historical data of how students in this course have previously performed

This component is another opportunity for teachers to collaborate vertically and horizontally to review information about their students.

**Commented [cm11]:** If a district has not chosen to follow OSDE’s recommendation for Decision 5, this call-out box should be removed or edited to align with the district decision.

**Commented [cm12]:** Districts can update these examples of baseline and trend data with data sources used in their schools.
When analyzing baseline and trend data, teachers can consider:

- What standards, content, and skills have the students already mastered? With which standards, content, and skills are the students struggling?
- How did these students perform on their preassessment?
- How do student preassessment scores compare with the results of previous years of students in this grade, subject, or course (if you have taught this grade, subject, or course previously)?
- How do the preassessment results of these students compare with peers in the same grade, subject, or course?
- How did these students perform last year? What grades, state assessment scores, or other assessment scores are relevant to this class or course?

Assessments/Evidence

In the assessments/evidence component, teachers or teacher teams describe the assessments or other evidence that they will use to measure student growth on the SLO/SOO. The assessments must align with the focus/content of the SLO/SOO.

When selecting assessments, it is important that teachers consider the following questions:

- Does the assessment align with the focus/content of the SLO/SOO?
- Does the assessment measure student proficiency at the same level of cognitive depth as the standards? For example, if the standards require students to explain their thinking, is there a writing prompt or short answer question that allows them to demonstrate that skill?
- Does the assessment allow all students, even high performers, to show growth?
  - If not, can a supplemental assessment be added?

Table 3 describes types of assessments and some examples of when these assessment types may be appropriate to use in an SLO/SOO.

Table 3. Assessment Types and Examples

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Paper-and-Pencil or Electronic Assessment | 1. An eighth-grade science teacher may use the state assessment administered in that subject to write his or her SLO/SOO.  
2. An Advanced Placement calculus teacher may use student results on the Advanced Placement test as his or her SLO/SOO assessment. |
| Performance Tasks Graded With a Rubric | 3. A high school English language arts teacher may measure a student’s growth using a writing prompt and writing rubric.  
4. An art teacher may decide to grade a piece of student artwork using a common rubric developed by art teachers in the district. |
| Portfolio                        | 5. A self-contained special education teacher may collect evidence of student progress over the year in a portfolio to show student growth. |
| Cumulative Project               | 6. A career and technical education teacher may use a cumulative project graded with an industry-aligned rubric as his or her SLO/SOO postassessment. |
[District name] has decided that teachers required to write SLOs/SOOs must follow these assessment guidelines: [Describe decision]. That means, [describe implications]. This option was chosen for the following reasons:

- [List reasons, pulling from strengths and OSDE recommendation and rationale above.]

*(If the decision aligns with OSDE’s recommendation)* This decision aligns with OSDE’s recommendation for this section of the SLO/SOO Sample Template.

**Growth Targets**

The growth targets should articulate the amount of growth expected for all students over the interval of instruction. The *SLO Quality Checklist* and *SOO Quality Checklist* require that all students in the course or focus area have a growth target.

Writing growth targets can be challenging. This process requires teachers to analyze data, consider their knowledge of students, and assess their professional judgment to create targets that are rigorous and attainable. Collaboration with colleagues to write acceptable growth targets is one important way teachers can hone their professional judgment and gain confidence in writing growth targets.

<table>
<thead>
<tr>
<th>Type of Growth Targets</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Growth Target</td>
<td>All of my students will increase their pre-assessment score by 20 points by the post-assessment.</td>
</tr>
<tr>
<td>(Simple to set but expects all students to demonstrate the same amount of growth)</td>
<td></td>
</tr>
<tr>
<td>Simple Average Growth Calculation</td>
<td>Based on the preassessment score, students will increase their pre-assessment score half the distance between their starting score and 100 percent.</td>
</tr>
<tr>
<td>(Simple to calculate; requires more growth of low performers)</td>
<td>A student scoring 50 on the preassessment would have a growth target of 75; a student scoring 40 on the preassessment would have a growth target of 70.</td>
</tr>
<tr>
<td>Tiered Growth Target</td>
<td><strong>Preassessment Score</strong></td>
</tr>
<tr>
<td>(More complicated; can be set to require all students grow toward proficiency)</td>
<td>0–40 points</td>
</tr>
<tr>
<td></td>
<td>41–70 points</td>
</tr>
<tr>
<td></td>
<td>70+ points</td>
</tr>
</tbody>
</table>

Commented [cm13]: Districts should insert their response to Decision 6, using the recommended language or other summary of the decision.
Individual Student Growth Target
(Works well with a small number of students, assuming the number meets the minimum number of 10; may be helpful if there are multiple factors that may impact each student’s rate of growth)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Preassessment Score</th>
<th>Growth Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy R.</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>Brandon S.</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Charlene T.</td>
<td>68</td>
<td>85</td>
</tr>
</tbody>
</table>

Adapted from Center on Great Teachers and Leaders (2013).

When writing growth targets, teachers should keep in mind the scoring chart OSDE requires for 2014–15 (see Step 5: SLO/SOO Scoring and Summative Conference). That scoring chart can help teachers determine whether their SLOs/SOOS are both rigorous and attainable.

[District name] has decided growth targets will be written by [insert district decision]. That means, [describe implications]. This option was chosen for the following reasons:

- [List reasons, pulling from strengths and OSDE recommendation and rationale above.]

(If the decision aligns with OSDE’s recommendation) This decision aligns with OSDE’s recommendation for this section of the SLO/SOO Sample Template.

Rationale for Growth Targets

The rationale for growth targets component explains why the growth targets for the students covered by the SLO/SOO are rigorous and attainable.

This section of the template should include the following information:

- Why is the growth target appropriate for each student or group of students?
- What student characteristics make the growth target appropriate?
- What baseline and trend data show that these targets are rigorous and attainable?
- If some students have a growth target that puts them below proficiency, why did you make that decision?
Step 2: SLO/SOO Approval

Timeline: Final approval given by November 15

[District name] has decided SLOs/SOOs will be approved by [insert district decision]. This option was chosen for the following reasons:

- [List reasons, pulling from implications and OSDE recommendation and rationale above.]

(If the decision aligns with OSDE’s recommendation) This decision aligns with OSDE’s recommendation.

After the teacher completes the SLO/SOO Sample Template and submits it for approval, a reviewer evaluates the SLO/SOO to ensure it meets quality standards. In order for the SLO/SOO to be approved, it must meet all of the requirements in the Required Quality Components row of the SLO Sample Quality Checklist or SOO Sample Quality Checklist. Ideal Quality Components (also in the checklists) are present in high-quality SLOs/SOOs but do not need to be present for the SLO/SOO to be approved.

If the reviewer does not approve the SLO/SOO, the reviewer will provide feedback regarding the SLO/SOO and will return it to the teacher for revisions and resubmission. After the SLO/SOO has been approved, it is a final document that cannot be changed unless there is significant evidence of an extenuating circumstance (see Step 3).

When the SLO/SOO is approved, the reviewer and teacher will sign the SLO/SOO Sample Template.

[If the district implements an appeals process when a reviewer and teacher cannot agree on the quality of the SLO, a description of that process should be described here.]
Step 3: Midcourse Check-In

Timeline: By January 30

The goal of the midcourse check-in is for the teacher to examine progress and review results for the first half of the course. This brief conversation about student growth is an opportunity to celebrate progress to date and identify next steps. It is also an opportunity for the teacher to share data, artifacts, and anecdotal information about student performance; these pieces may be used as evidence of teacher practice. No ratings are assigned during these conversations.

Before meeting, the teacher or teacher team should gather evidence of student progress thus far. Evidence sources may include:

- Student work samples
- Formative and benchmark assessment results
- Observations of students

The midcourse check-in meeting should ideally be combined with another meeting that is part of the TLE process, such as a postobservation conference, to reduce and streamline the number of meetings required for each teacher and evaluator.

<table>
<thead>
<tr>
<th>Some prompts that teachers and evaluators can use during the midcourse check-in include the following questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students progressing toward their growth targets? How do you know?</td>
</tr>
<tr>
<td>What data have you collected on student progress?</td>
</tr>
<tr>
<td>Which students or groups of students are struggling to stay on track to meet their growth targets?</td>
</tr>
<tr>
<td>Which students or groups of students are ahead of where they should be in advancing toward their growth targets?</td>
</tr>
<tr>
<td>How are you working with your team to support students who are struggling? What extra support do you think you might need?</td>
</tr>
</tbody>
</table>

During the midcourse check-in, teachers and evaluators should also discuss any extenuating circumstances that may impact a teacher’s ability to meet the student growth targets. For the extenuating circumstances to be significant enough to allow for a revision of a teacher’s SLO/SOO, there must be sufficient evidence of extenuating circumstances. Sufficient evidence of extenuating circumstances means evidence of circumstances that are unexpected, significantly disruptive and beyond a teacher’s control and that may have reasonably affected the teacher’s performance.

OSDE strongly encourages districts to define significant evidence of an extenuating circumstance prior to implementing SLOs/SOOs. The definition may include information such as the following:

- What happens when students are not enrolled in a class for the whole interval of instruction?
- What happens if a teacher will be out on leave for part of the school year?
Who approves the changes to SLOs/SOOs?

Step 4: Year-End Reflection on SLO/SOO Progress

Timeline: May or June

At the end of the course, the teacher and evaluator will meet to reflect on SLO/SOO progress, regardless of whether the SLO/SOO postassessment data are available. Because each year’s SLO/SOO informs the teacher’s evaluation in the subsequent year, it is important for teachers and evaluators to reflect on the SLO/SOO progress at the end of the school year, when the students and experiences are still fresh.

Some prompts that teachers and evaluators can use during the year-end reflection include the following questions:

- How did students do this year?
- Do you think students are on track to meet their growth targets? How do you know?
- Which students or groups of students struggled to meet their growth targets?
- Which students or groups of students seemed to be able to meet their growth targets easily?
- How was implementing the SLO/SOO process this year? What did you learn?
- What changes will you make to how you approach SLOs/SOOs next year?

If a teacher is using an assessment that provides the results by the end of the year, Step 4 and Step 5 can be combined into a single meeting.
Step 5: SLO/SOO Scoring and Summative Conference

Timeline: Varies based on when teachers receive assessment results—usually in May, June, or in the fall of the subsequent year.

During Step 5 of the SLO/SOO cycle, the evaluator and teacher meet together for a summative conference to discuss the teacher’s SLO/SOO score.

The timing for this meeting depends on the teacher, the assessment used on the SLO/SOO, and the school schedule. The teacher and evaluator should use their professional judgment when scheduling the meeting. For example, the summative conference and SLO/SOO scoring step could not take place for a teacher using the state assessment to measure growth on the teacher’s SLO/SOO until the results were available the following year.

The SLO/SOO scoring in Table 4 shows what a teacher’s SLO/SOO score would be on the required 5-point scale, depending on the percentage of students who meet or exceed their growth targets. The scoring scale included below is required by OSDE for year 1 of SLO/SOO implementation (2014-2015).

Table 4. SLO/SOO Scoring

<table>
<thead>
<tr>
<th>SLO/SOO Score</th>
<th>Percentage of Students Who Met or Exceeded Their Growth Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>90–100</td>
</tr>
<tr>
<td>4.5</td>
<td>85–89</td>
</tr>
<tr>
<td>4.0</td>
<td>80–84</td>
</tr>
<tr>
<td>3.5</td>
<td>75–79</td>
</tr>
<tr>
<td>3.0</td>
<td>70–74</td>
</tr>
<tr>
<td>2.5</td>
<td>65–69</td>
</tr>
<tr>
<td>2.0</td>
<td>60–64</td>
</tr>
<tr>
<td>1.5</td>
<td>55–59</td>
</tr>
<tr>
<td>1.0</td>
<td>54 or less</td>
</tr>
</tbody>
</table>

The SLO/SOO scoring is included on the SLO/SOO Sample Template. After the SLO/SOO scoring has occurred, there is space for the teacher and evaluator to sign off on the final score.

Detailed instructions for how to score SLOs/SOOs and report any data back to the district should be provided to teachers and administrators and summarized here.

Commented [cm20]: Districts should summarize their response to Decision 9 regarding the SLO/SOO scoring process here.

---

1 In the case of a school serving students in grades pre-kindergarten through grade 3 (i.e. a leader who does not receive a VAM score), a leader’s SLO score will reflect the scoring scale above.
SLO/SOO Resources and Supports

OSDE has provided resources to support implementation of SLOs/SOOs as student academic growth measures (see summary in Table 5)

Table 5. Available SLO/SOO Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO and SOO Guidebook: For Teachers</td>
<td>Districts can take this guidebook and modify it to align with their local decisions, to provide teachers and evaluators with information on the SLO/SOO process.</td>
</tr>
<tr>
<td>SLO/SOO Sample Template (Appendix A)</td>
<td>Teachers and teacher teams will use the template to create SLOs or SOOs. Includes a space to record SLO/SOO final scores. Districts can modify it to align with local decisions.</td>
</tr>
<tr>
<td>SLO Sample Quality Checklist (Appendix B)</td>
<td>Teachers and evaluators using SLOs will use this checklist to approve SLOs during Step 2: SLO/SOO Approval. Districts can modify it to align with local decisions.</td>
</tr>
<tr>
<td>SOO Sample Quality Checklist (Appendix C)</td>
<td>Teachers and evaluators using SOOs will use this checklist to approve SOOs during Step 2: SLO/SOO Approval. Districts can modify it to align with local decisions.</td>
</tr>
<tr>
<td>SLO/SOO Training Presentation Assistance Kit (PAK)</td>
<td>The train the trainer sessions on SLOs/SOOs will include resources in a PAK available, so that district trainers can modify materials and host their own district sessions.</td>
</tr>
</tbody>
</table>

SLO/SOO resources can be found on the TLE website at [http://ok.gov/sde/tle](http://ok.gov/sde/tle).
References


## Appendix A. SLO/SOO Sample Template

### Student Learning Objectives/Student Outcome Objectives (SLO/SOO) Sample Template

<table>
<thead>
<tr>
<th>Teacher/Leader Name</th>
<th>Position</th>
<th>Year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School District</th>
<th>School</th>
</tr>
</thead>
</table>

**SLO Title**

**What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?**

1. **Focus/Content**
   - What are the standards, skills, outcomes or content that will be the focus of this SLO/SOO?

2. **Interval of instruction**
   - From ___/___/____ to ___/___/____

**Where are my students now (at the beginning of instruction) with respect to the objective?**

3. **Student Population**
   - Which students will be included in this SLO/SOO? What student characteristics might affect this SLO/SOO?

4. **Baseline/Trend Data**
   - What does your available student data tell you about the skills, characteristics, and knowledge of the SLO/SOO student population?

**How will students demonstrate their knowledge and skills at the end of the interval of instruction?**

5. **Assessments/Evidence**
   - What assessments or evidence will be used to show student growth? Why did you select this assessment?

Commented [cm21]: Districts should insert their own SLO/SOO Template here if not using the OSDE template.
On the basis of what I know about my students, where do I expect them to be by the end of the interval of instruction?

<table>
<thead>
<tr>
<th>6. Growth Target(s)</th>
<th>What amount of growth is expected for all students to demonstrate during the interval of instruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Rationale for Growth Target(s)</td>
<td>Why are the growth targets appropriate for each student or groups of students, as determined from student characteristics and baseline or trend data?</td>
</tr>
</tbody>
</table>

To be completed upon submission and approval of the SLO:

Teacher/Leader Signature       Date

School Team Initials (if applicable)       Date

Evaluator Signature       Date

To be completed after the interval of instruction when all data has been collected and calculated:

<table>
<thead>
<tr>
<th>SLO Score</th>
<th>Percentage of Students Who Met or Exceeded Their Growth Targets</th>
<th>Earned SLO Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>90-100</td>
<td>Evidence/Comments</td>
</tr>
<tr>
<td>4.5</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
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<tr>
<td>1.0</td>
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<td></td>
</tr>
</tbody>
</table>

Teacher/Leader Signature       Date

Evaluator Signature       Date
# Student Learning Objectives (SLO) Sample Quality Checklist

**Teacher/Leader Name** | **SLO Title** | **Year**
---|---|---

## Essential Questions

<table>
<thead>
<tr>
<th>Focus/Content</th>
<th>Interval of Instruction</th>
<th>Student Population</th>
<th>Baseline/ Trend Data</th>
<th>Assessment(s)/ Evidence</th>
<th>Growth Targets</th>
<th>Rationale for Growth Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?</td>
<td>Where are my students now (at the beginning of instruction) with respect to the objective?</td>
<td>How will students demonstrate their knowledge and skills at the end of the interval of instruction?</td>
<td>Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Quality Components

- Identifies relevant, available standards (state, national, or professional)
- Clarifies the content that the SLO will cover
- Matches the length of the course (e.g., quarter, semester, trimester, year)
- Identifies students included in the SLO
- Identifies contextual factors that may affect individual student growth
- Identifies sources of information
- Describes student and knowledge of student population
- Identifies assessment(s) or evidence that will be used to measure student growth
- Ensures all students in the SLO have a rigorous and attainable growth target
- Explains how the growth target was developed
- Explains why the growth target is appropriate for the student population

## High Quality Components

- Describes how SLO content aligns with relevant, available standards (state, national, or professional)
- Specifies how the SLO will address the most important course content
- Describes the student population as a whole
- Describes contextual factors that may affect individual student growth
- Describes trend data, if available
- Identifies assessment(s) or evidence that have been reviewed by content experts
- Identifies baseline or preassessment data to determine appropriate growth
- Incorporates a variety of data sources that includes trend data in setting growth targets

---

*Quality components must be present in order for an SLO to be approved.

**High quality components are present in high-quality SLOs but do not need to be present in order for an SLO to be approved.*
## Appendix C. SOO Sample Quality Checklist

### Student Outcome Objectives (SOO) Sample Quality Checklist

<table>
<thead>
<tr>
<th>Teacher/Leader Name</th>
<th>SOO Title</th>
<th>Year</th>
</tr>
</thead>
</table>

#### Essential Questions

- **What are the most important knowledge and skills I want my students to attain by the end of the interval of instruction?**
- **Where are my students now (at the beginning of instruction) with respect to the objective?**
- **How will students demonstrate their knowledge and skills at the end of the interval of instruction?**
- **Based on what I know about my students, where do I expect them to be by the end of the interval of instruction?**

<table>
<thead>
<tr>
<th>Focus/Content</th>
<th>Interval of Instruction</th>
<th>Student Population</th>
<th>Baseline/ Trend Data</th>
<th>Assessment(s)/ Evidence</th>
<th>Growth Targets</th>
<th>Rationale for Growth Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Quality Components*

- Identifies relevant, available standards (state, national, or professional)
- Clarifies the focus area of the SOO
- Identifies length of the teaching assignment (e.g., quarter, semester, trimester, year)
- Identifies students included in the SOO
- Identifies sources of information
- Identifies skills, knowledge, or characteristics of student population
- Identifies assessment(s) or evidence aligned to the focus area of the SOO
- Describes assessment(s) or evidence that will be used to measure student growth
- Ensures all students in the SOO have a rigorous and attainable growth target
- Explains how the growth target was developed
- Explains why the growth target is appropriate for the student population

#### High Quality Components**

- Describes how SOO focus area aligns with available state standards or national organization expectations
- Specifies how the SOO addresses important outcomes of the teaching assignment
- Describes the student population as a whole
- Describes contextual factors that may affect individual student growth
- Draws on trend data, if available
- Identifies assessment(s) or evidence that have been reviewed, written, or informed by content experts (state, national or professional organizations)
- Identifies baseline data to determine appropriate growth
- Incorporates a variety of data sources that includes trend data in setting growth targets

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* Quality components must be present in order for an SOO to be approved.

** High quality components are present in high quality SOOs but do not need to be present in order for an SOO to be approved.

Commented [cm23]: Districts should insert their own SOO Quality Checklist here if not using the OSDE template.