# The Evaluator's Role in the SLO Process
# Participant Packet
# Module Two Mid-Course Conference

South Carolina Department of Education
Division of Innovation & Effectiveness
Office of Educator Effectiveness

# Evaluator's Role in the SLO Process
## Module Two Agenda

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|---|---|
| 5 minutes | Welcome, Introductions<br>Module Two Agenda<br>Housekeeping |
| 10 minutes | Connector<br>Overarching Objectives |
| 30 minutes | SLOs Module Review |
| 45 minutes | SLO Conference Cycle |
| 10 minutes | BREAK |
| 30 minutes | Coaching Conversations Protocol |
| 45 minutes | Coaching Conversation Video |
| 30 minutes | Case Study: Mid-Year |
| 5 minutes | Closure |

# Rubric for Rating the Quality of Student Learning Objectives

**Purpose of this Rubric:** This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Learning Objectives (SLOs) to make sure the SLO meets an "acceptable quality" rating on this rubric before it is used for teacher performance ratings.

| | Acceptable Quality | Quality Needs Improvement | Insufficient Quality |
|---|---|---|---|
| **Learning Goal** A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. <br><br> Acceptable Quality <br><br> Quality Needs Improvement <br><br> Insufficient Quality | Appropriately identifies and thoroughly describes an important and meaningful learning goal, with: <br> ➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal, <br> ➤ a clear explanation of the critical nature of the learning goal for all students in the specific grade/ course, <br> ➤ a clear description of how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and <br> ➤ specific and appropriate instruction and strategies described to teach the learning goal. | Generally identifies and describes a learning goal with: <br> ➤ the big idea and/or standards minimally aligned to the learning goal, <br> ➤ some explanation of the importance of the learning goal for students in the specific grade/ course, <br> ➤ a general description of how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or <br> ➤ some generic instruction and strategies used to teach the learning goal. | Identifies and describes a learning goal that is vague, trivial, or unessential, with: <br> ➤ the big idea and/or standards not aligned to the learning goal, <br> ➤ lack of information of the importance of the learning goal for students in the specific grade/course, <br> ➤ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or <br> ➤ questionable and/or vague instruction and strategies used to teach the learning goal. |
| **Assessments and Scoring** Assessments should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SLO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment. <br><br> Acceptable Quality <br><br> Quality Needs Improvement <br><br> Insufficient Quality | Appropriately identifies and clearly describes: <br> ➤ high quality assessments*, with evidence to support how the appropriateness and quality of the assessments has been established <br> ➤ scoring rubrics that appropriately differentiate student performance, including evidence to support these rubrics have been validated, and <br> ➤ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information. | Identifies and provides some description, which may lack specificity, of the: <br> ➤ assessments, with partial explanation and no evidence to support how the appropriateness and quality of the assessments have been established, <br> ➤ scoring rubrics that partially differentiate student performance, with no evidence to support how the rubrics have been validated, and/or <br> ➤ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information. | Identifies and provides an unclear, insufficient, or confusing description of the: <br> ➤ assessments, which minimally measure the learning goal, with no reference to how the appropriateness and quality of the assessments have been established, <br> ➤ scoring rubrics with minimal or no differentiation of student performance with no evidence to support how the rubrics have been validated, and/or <br> ➤ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information. |
| **Targets** Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. <br><br> Acceptable Quality <br><br> Quality Needs Improvement <br><br> Insufficient Quality | Clearly and thoroughly explains how the data are used to define teacher performance, including: <br> ➤ appropriate baseline data/information used to establish and differentiate expected performance, and <br> ➤ rigorous expectations that are realistic and attainable for each group of students using the documented high quality assessments. | Broadly, without specificity, explains how the data are used to define teacher performance, and may include: <br> ➤ unclear baseline data/information used to establish and differentiate expected performance,, and/or <br> ➤ expectations that are imprecise, somewhat realistic and/or attainable for each group of students. | Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include: <br> ➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or <br> ➤ low expectations, for each group of students. |

A high quality assessment has been determined to be aligned to identified standards and depth of knowledge, has a rubric or scoring guide that allows for reliable scoring, and is fair and unbiased.

SLO Evaluation Criteria. Part of the Center for Assessment's SLO Toolkit (2013)

# CASE STUDY

Background

This case study represents a situation where the district is not standardizing approach, targets or standards alignment. The teacher in this case scenario has elected to do an individual SLO with a focus around literacy.

He is using MAP And DIBELS as the primary (benchmark) assessments. The growth trajectories set for students would relate to these assessments. While MAP provides indicators related to one year's growth, using those to set trajectories may not always be appropriate. This is especially true for low performing students in early grades. For these students, making a year and a half's worth of growth is likely appropriate- equating to 3 years of content growth in 2 years.

The scoring rubric used at the end of the case study is hypothetical, and does not represent an exemplar model. Scoring rubrics should align to the assessment. The SLO Guidebook states:

*During initial implementation during School Year 2015-16, the SCDE encourages districts to operate under a presumption that educators will reach the "Proficient" rating. Evidence should be collected to support any determination that performance is above or below that level. (p. 25)*

**Student Learning Objective Template**

| Teacher Name: | Ms. Carolina South |
|---|---|
| School District/School Name: | Anytown Elementary School Anytown, Anystate |
| Principal/Evaluator: | **Type of SLO** |
| | Individual |
| | Class |
| | Tiered |
| Content Area for SLO: | **SLO Team Members** |
| Reading | N/A |
| Grade Level: | |
| 2 | |
| School Year: | |
| 2015-16 | |
| **Objective:** Students will fluently decode texts using phonics- based strategies to comprehend grade level, appropriate texts. | |
| Assessment Window Dates | |
| Preassessment: August 25, 2015 | Post assessment: April 5, 2016 |
| SLO Interval (to include assessment) | |
| Beginning: 9.15.15 | Ending: 4.5.16 |
| Instructional Period: | |
| Beginning Instruction Date: | Ending Instruction Date |
| Immediately following approval | 4.4.16 |

# I. Rationale:

Provide a basis for the work to be accomplished. Why was this focus for an SLO selected? What background work has been done in this area? How does this target align with the school or district goals? What is the expected outcome? Is the objective broad enough to capture the major content but focused enough to be measureable?

Provide details related to assessment analysis and

Reading is my selected area of focus for this SLO. Literacy is a building focus, and being as second grade teacher, I want to do as much as I can do to move kids toward grade level in reading to support our building goals. Reading and access to text is important in all subject areas. I am specifically concerned about word recognition and verbal fluency as my recent classroom observations have uncovered most of my students are struggling with this. Two of the students are assessing above average can be pushed to above grade level vocabulary.

# II. Baseline and Trend Data:

Describe the data used to identify assessment and growth targets. Explain how this data helped you identify the growth targets for your students.

Baseline data: Information about students' level of performance prior to the start of the interval of instruction. How was the assessment done? When? Baseline data are used to establish SLO growth targets.

| Student | 2nd Grade Fall MAP Reading | 2nd Grade Fall DIBELS Results | |
|---|---|---|---|
| | RIT Score and Percentile | Composite Score | |
| 1 | 182 (65th percentile) | 125 | |
| 2 | 165 (25th percentile) | 65 | |
| 3 | 206 (97th percentile) | 185 | |
| 4 | 158 (13th percentile) | 52 | |
| 5 | 188 (78th percentile) | 135 | |
| 6 | 167 (29th percentile) | 95 | |
| 7 | 186 (75th percentile) | 118 | |
| 8 | 187 (76th percentile) | 107 | |
| 9 | 192 (86th percentile) | 158 | |
| 10 | 160 (16th percentile) | 86 | |

I will be using MAP Reading as my pre/post assessment. The composite scores assess for multiple reading skills to include word analysis, comprehension, literature, literary elements.

I administered the FALL MAP reading assessment and the students' composite scores are included in the chart above. Additionally I administered a DIBELS assessment to look specifically at word fluency. This is the subskill I plan to use as the focus for my reading goal. Classroom observations in the first few weeks of school have drawn my attention to a need for work in the area of word recognition and oral reading fluency.

Lastly, I reviewed the students' data from first grade to determine if there was a typical pattern in student's past performance. Here I noticed Student 8's historical data indicates this year's baseline data is not typical. I contacted his teacher from grade one and there were attendance issues that might have impacted his test scores. I moved this student into a different growth trajectory. I will monitor his data closely and will determine (collaboratively) with my evaluator whether or not an adjustment needs to be made at mid-course conference.

| | 1st Grade Fall MAP Reading RIT Score | 1st Grade Winter MAP Reading RIT Score | 1st Grade Spring MAP Reading RIT Score |
|---|---|---|---|
| 1 | 166 (67th percentile) | 177 (68th percentile) | 185 (72nd percentile) |
| 2 | 147 (16th percentile) | 160 (22nd percentile) | 171 (34th percentile) |
| 3 | 187 (98th percentile) | 190 (93rd percentile) | 201 (95th percentile) |
| 4 | 148 (18th percentile) | 159 (20th percentile) | 162 (16th percentile) |
| 5 | 168 (73rd percentile) | 181 (78th percentile) | 189 (80th percentile) |
| 6 | 154 (32nd percentile) | 165 (33rd percentile) | 170 (33rd percentile) |
| 7 | 167 (71st percentile) | 177 (69th percentile) | 187 (76th percentile) |
| 8 | 161 (54th percentile) | 171 (52nd percentile) | 177 (51st percentile) |
| 9 | 173 (84th percentile) | 185 (85th percentile) | 190 (82nd percentile) |
| 10 | 151 (24th percentile) | 159 (20th percentile) | 162 (16th percentile) |

| **III. Growth Targets:** | See attached spreadsheet. For specific targets for each student on the roster. |
|---|---|
| The growth targets set for this SLO must be rigorous for all students, yet attainable. Connect the baseline data that you collected at the beginning of the learning interval to your target data. Be sure to tier your growth targets so that you are able to demonstrate growth for students that perform at various levels. Considering all available data with baseline and trending data, what targets are you expecting your students to reach based upon their starting points? Explain how these targets were determined. | I have four students well below grade level. This shows in the MAP data and is reinforced in the DIBELS data. Four students are well prepared for grade 2 level reading, and two students who area above proficiency for Grade 2.<br><br>For students who are meeting or exceeding expected levels, I would hope to maintain percentage. For those scoring below, I will have to advance their growth further so as not to widen the gap. By maintaining current % the gap will widen. |
| **IV.    Student Population:** | Of my reading class of ten students I have four that are below grade level. One is an English Language Learner, whose fluency is proficient in Spanish, but needs concentrated work in English. He is receiving ELL services, and I have an appt. to meet with both the school psychologist to determine if two students are receiving additional services or need to be monitored/or referred for interventions. |
| Provide an in-depth description of the student population included in the SLO. At least six students are to be involved in an SLO. Describe any exceptionalities and special needs of this student group. | 2 of the students entered the school system in 1st grade as one was home schooled and the other arrived from the parochial school.<br><br>2 of the students are strong readers that will need challenge. |
| **V.    Standards/Content and Interval of Instruction** | 3.2  Use knowledge of how syllables work to read multisyllabic words.<br><br>3.6  Recognize and read grade-appropriate irregularly spelled words. |
| Describe the content and content standards that are addressed by the SLO. Refer to the state content area standards to complete this section. Provide a data-driven explanation for the focus of the SLO. Also, describe the instructional period for this SLO. | 4.2. Read grade level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.<br><br>13.1 Engage in whole and small group reading with purpose and understanding.<br><br>13.2  Read independently for sustained periods of time to build stamina. |
| **VI.    Assessment (Pre- and Post-) and Scoring:** | I will use both MAP Reading and DIBELS as the basis for Pre/Post assessment. |
| Describe the assessments (pre- and post-) that will be used to determine student growth. How do they measure the identified content/skills of the SLO? How will they be administered and by whom? Include information on how the assessment(s) will be scored. Assessments reviewed and discussed by a school team will verify the appropriateness of the instrument. Consider state-, district-, school-, and individual teacher-created assessments. Will these assessment be | I will administer an additional assessment using both at mid interval to determine what adjustments might need to be made to instructional strategies or growth trajectories. |

| | |
|---|---|
| **VII. Instructional Strategies :**<br>Describe the best instructional practices and/or grouping strategies that you will use to teach this content to students. Discuss the varying baselines among your students. **How will instruction be differentiated based on data?** Have teachers in appropriate grades/subjects linked their SLOs? What interventions will be used if more assistance is needed during the learning process? | For above grade level students, I will use advanced vocabulary and spelling lists. I will supplement their reading with above grade level text, and add the use of primary source documents as we study other content areas.<br><br>I will collaborate with the reading interventionist and ELL support teacher to develop additional English language supports into both reading and other content areas. I will ask that supplemental instruction include sight word and oral fluency practice exercises.<br><br>I will use formative assessment in order to flexibly group students as needed to offer small group and individualized instruction. |
| **VIII. Progress Monitoring:**<br>How frequently will you progress monitor students' mastery of standards taught? How and with what instruments will you assess students to measure their progress over time toward the learning goal? What will you do if students do not show adequate progress toward the learning goal? Who will be sharing and discussing the results of this data collection during the instructional period? | In addition to the use of MAP and DIBELS benchmarks, I will include a variety of other evidence to support student growth to include:<br><br>Students 3, 9 will demonstrate growth through audio of oral reading and spelling/writing samples.<br><br>Additional student work samples, running records and student oral reading assessments will round out the assessment framework I will used to monitor progress around this goal.<br><br>The periodic review of the formative assessments will allow me to adjust instructional strategies, if needed.<br><br>The grade 2 teachers meet monthly to discuss the data we have collected on the students. This will allow for collaborative sharing of strategies that appear to be working. |
| **IX. Teacher Professional Growth and Development Plan and Action Research (S.C. Code Ann. Section 59-26-30):**<br><br>Describe the learning that the teacher will complete to successfully complete the plan. How will this learning occur? Will this be compiled as action research to add to the profession? What reading and reflection will be done during the SLO process? What teaching skills and techniques will be improved through the project? | In order for me to be better at planning and delivering differentiated instruction , this will be a learning focus for me to include:<br><br>Professional reading:<br><br>• Understanding by Design by Wiggins and McTighe<br>• Leading and Managing a Differentiated Classroom<br><br>R2Succeed Coursework:<br><br>• Foundations in Reading Course at USC<br><br>Flexible grouping: Classroom management and improving student use of independent work time. Collaboration with others that do it well, work with instructional coach to strengthen that practice . |

| Conference | Date | Signatures |
|---|---|---|
| Preliminary/ Approval Conference | | |
| Mid- Course Conference | | |
| Summative Conference | | |

# BASELINE DATA ANALYSIS

|  | Beginning -MAP 160 | Growing -MAP 170 | Developing - MAP 184 | Meeting - MAP 194 | Advancing- MAP 203 |
|---|---|---|---|---|---|
| Read | Reads three and four-word phrases in very low complexity texts (e.g., Levels E-F-G) with support and frequent decoding reminders for phonics based words and sight words. Beginning of year fluency below the DIBELS Risk thresholds | Reads three and four-word phrases in low complexity texts (e.g., Levels H-I-J; Lexile 250-349) with support and frequent decoding reminders for phonics based words, and rule breaker words and few sight words. | Reads three and four-word phrases in low complexity texts (e.g., Levels K-L; Lexile 350-425) with support and frequent decoding reminders for phonics based words and some sight words. End of year scores below the DIBELS Risk thresholds | Reads larger phrases and word groupings fairly smoothly in low to moderate complexity texts (e.g., Levels M-N; Lexile 450-575 ) to access information and for enjoyment with support and decoding reminders for multi-syllable words. | Fluently reads large sections of moderate complexity texts (e.g., Levels O-P-Q; Lexile 600-725) to access information and for enjoyment using some minor decoding reminders when reading out loud or context clues to determine meaning of unfamiliar words when reading silently. Scores above DIBELS Benchmark Threshold |
| Comprehend | answers questions using evidence gained from simple illustrations and explicit details within low complexity texts to demonstrate understanding of topics and main ideas, main characters | answers questions using evidence gained from simple illustrations and explicit details within low complexity texts to demonstrate understanding of topics, main ideas, or obvious cause and effect sequences | answers questions using evidence and main ideas gained from illustrations (e.g., maps, photographs) and explicit evidence in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | uses explicit and implicit evidence gained from text to draw and explain inferences that demonstrate understanding of words, themes, and actions | uses evidence from multiple sections of the text to draw higher-level inferences that demonstrate understanding of words, themes, and actions |

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# Mid-Course Conference Data

| | 1st Grade Fall MAP Reading RIT Score | 1st Grade Winter MAP Reading RIT Score | 1st Grade Spring MAP Reading RIT Score | RIT Score and Percentile | DIBELS Composite Score | Target RIT/DIBELS: My students will meet at least one of these two targets to demonstrate growth | Mid-Year | Interpretation |
|---|---|---|---|---|---|---|---|---|
| 4 | 148 (18th percentile) | 159 (20th percentile) | 162 (16th percentile) | 158 (13th percentile) | 52 | 180/109 | 158 (13th p)/65 | Maintaining pace; needs targeted intervention on K to 1 concepts |
| 10 | 151 (24th percentile) | 159 (20th percentile) | 162 (16th percentile) | 160 (16th percentile) | 86 | 190/145 | 170 (19th p)/103 | Maintaining pace; needs targeted intervention to meet target |
| 2 | 147 (16th percentile) | 160 (22nd percentile) | 171 (34th percentile) | 165 (25th percentile) | 65 | 190/109 | 172 (23rd p)/85 | Maintaining pace; needs targeted intervention to meet target |
| 6 | 154 (32nd percentile) | 165 (33rd percentile) | 170 (33rd percentile) | 167 (29th percentile) | 95 | 190/145 | 172 (23rd p)/110 | Maintaining pace; needs targeted intervention to meet target |
| 1 | 166 (67th percentile) | 177 (68th percentile) | 185 (72nd percentile) | 182 (65th percentile) | 125 | Maintain percentile/238 | 189 (65th p)/146 | Maintain pace or grow |
| 7 | 167 (71st percentile) | 177 (69th percentile) | 187 (76th percentile) | 186 (75th percentile) | 118 | Maintain percentile/220 | 194 (76th p)/139 | Reading fluency slowing down; comprehension growth maintaining pace |
| 8 | 161 (54th percentile) | 171 (52nd percentile) | 177 (51st percentile) | 187 (76th percentile) | 107 | Maintain percentile/190 | 194 (76th p)/125 | Reading fluency slowing down; comprehension growth maintaining pace |
| 5 | 168 (73rd percentile) | 181 (78th percentile) | 189 (80th percentile) | 188 (78th percentile) | 135 | Maintain percentile/235 | 196 (80th p)/155 | Maintain pace or grow |

| 9 | 173 (84th percentile) | 185 (85th percentile) | 190 (82nd percentile) | 192 (86th percentile) | 158 | Maintain percentile/285 | 212 (97th p) | if continues pace on track |
|---|---|---|---|---|---|---|---|---|
| 3 | 187 (98th percentile) | 190 (93rd percentile) | 201 (95th percentile) | 206 (97th percentile) | 185 | Maintain percentile/285 | 212 (97th p) | if continues pace on track |

# Student Learning Objectives (SLO) Coaching Conversations Protocol

This basic protocol allows educators to engage in ongoing collaborative conversations designed to support each other through the annual SLO process.
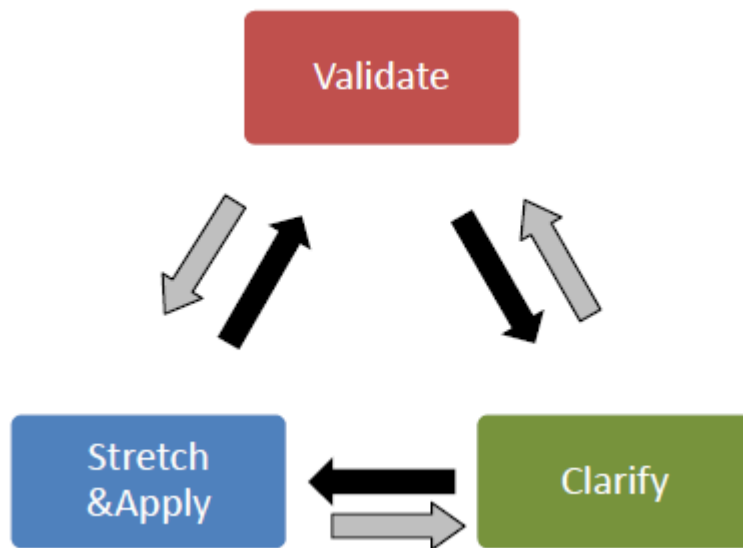


While the black arrows in the graphic suggests a cycle starting with validation and moving to clarify and stretch, conversations in the coaching relationship (coach and educator, two educators, educator and evaluator, etc.) need to be responsive to the needs of the educator. It is likely the conversation will move in and out of each area, represented by the gray arrows.
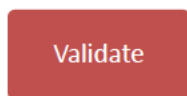


## Language Stems to Validate:

> *In general, validation stems acknowledge work that's been done, and emphasize strong instructional practices.*

- I see that you've done some deep analysis of your student's work…..
- I know that generating learning goals around literacy are challenging when you're not a teacher of a traditional reading course…..
- You have dug deeply into the related standards of practice, and appear to have a clear understanding of how the 21st Century skills apply to your course….
- There are strategies here that reinforce collaborative skills, creativity, and innovation within your students….

**Clarify**

## Language Stems to Clarify:

*Clarification stems are designed to deepen understanding, and eliminate confusion. Coaches use these stems in order to determine areas of need, potential areas for growth.*

● Tell me a little bit more about your target population…..
● I'm curious to know about the other students in your classroom…..
● Could you explain your assessment methods for monitoring growth around this goal?
● What other historical data might you use to set appropriate targets?
● Describe the methods you use addressing the special needs of these students?

**Stretch & Apply**

## Language Stems to Stretch and Apply:

*Moving practice forward, and establishing commitment to next steps are the purpose of Stretch and Apply stems.*

● How might you capture additional evidence of growth in your already advanced students?
● Have you thought about collaborating with the Learning Strategist to see how that might work within your class?
● What might be the challenges associated with using a pre and posttest as the only assessment for growth?
● What are some additional strategies you might consider if you're not seeing the intended growth?
● Tell me what it would look like for students to self-assess their own progress related to this goal?
● Some things that might work for you…
● Here are a couple of things you might consider trying…
● To review, I will plan to connect you with (person) and you will try…..

SLO Mid-Course Conference Video Guide

Directions:  As you are watching the video, capture language stems that model *VALIDATE, CLARIFY, STRETCH and APPLY*. Both parties in the conversation may demonstrate the language stems.

| VALIDATE | CLARIFY | STRETCH and APPLY |
|---|---|---|
|  |  |  |