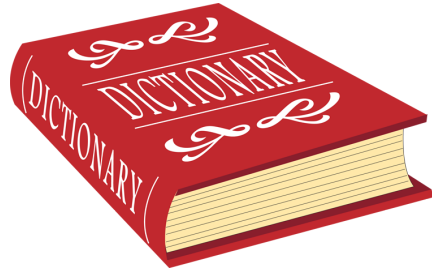


SLOs as a Measure of Student Growth - by Definition...

- SLOs are measurable, long-term, academic goals informed by available data that a teacher/teacher team sets at the beginning of the year for all students or for subgroups of students.
- Typically for the length of the class – semester or full year.
- SMART goals tend to be more unit focused.



Session Learning Targets

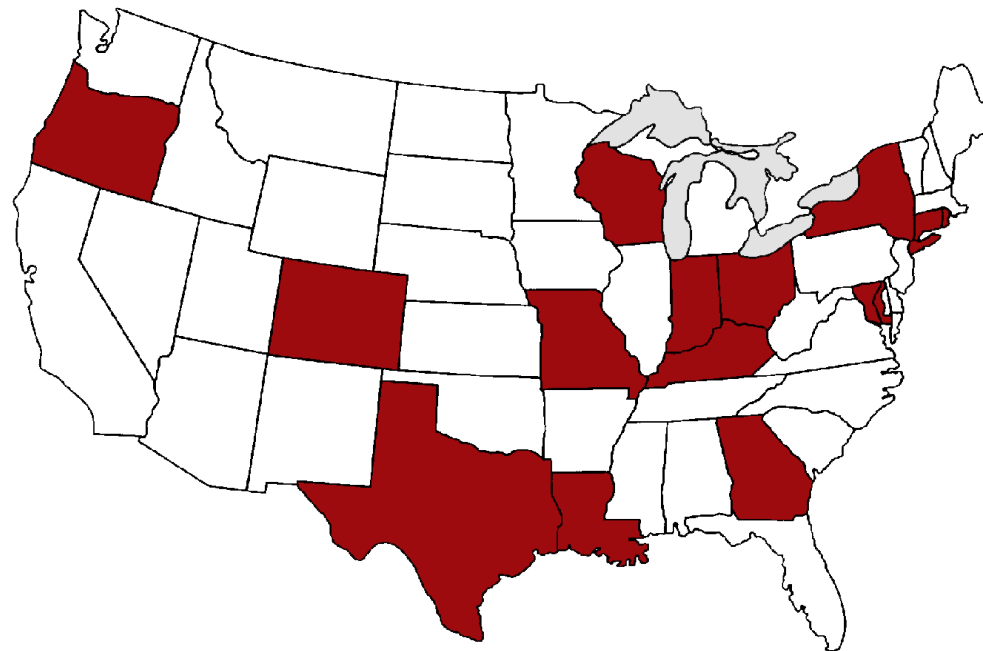
- Review proposed legislation on educator evaluation focused on student growth measures.
- Gain a clear understanding for the use of Student Learning Objectives (SLOs).
- Learn the structure for writing an SLO and how to assess for quality.
- Review a number of growth target options to determine SLO attainment and rating.
- Discuss options for combining “practice” (framework rating) with student growth for a summative rating.



Where are SLOs Being Used?

Many Race to the Top states require or recommend SLOs for at least some teachers.

On the basis of Elementary and Secondary Education Act (ESEA) waivers, additional states are considering the use of SLOs.



Currently used in Districts/States:

- Austin, TX
- Kentucky
- New York
- Denver, CO
- Louisiana
- Ohio
- Georgia
- Maryland
- Rhode Island
- Hazelwood, MO
- McMinnville, OR
- Wisconsin
- Indiana
- New Haven, CT

Interested in bringing this workshop to your District? Contact Chelsey at MASSP for scheduling availability.

chelseym@michiganprincipals.org

Who Is the MCEE?

The Michigan Council on Educator Effectiveness (MCEE) is comprised of five members.

They were selected by the governor and the legislature to conduct research and to provide recommendations on what should happen in Michigan to improve educator evaluation.



MCEE Final Recommendations

“Another way to evaluate student growth is through the adoption of student learning objectives (SLOs), or specific measurable academic goals that teachers and evaluators set for groups of students. Student learning objectives may be shared by a team of similar teachers across a state, LEA, or school. Several states and large LEAs currently use a specific approach to identify student learning objectives to measure student learning in non-tested grades and subjects.

In order for SLOs to yield useful information, they must be appropriately rigorous, cover a reasonable representative portion of the curriculum, and be accompanied by tools to measure students' progress toward goals. This requires training so that teachers and administrators can create, implement, and assess student growth on SLOs in a way that ensures fair standards and high quality.” (MCEE Final Recommendation Report - pg.14 &15)



Is Your Staff Ready for SLOs?

We'll show them how to be fully prepared!

MASSP is proud to introduce our newest workshop session on Student Learning Objectives (SLOs) created and presented by Wendy Zdeb-Roper, Executive Director and Colin Ripmaster, Associate Director.

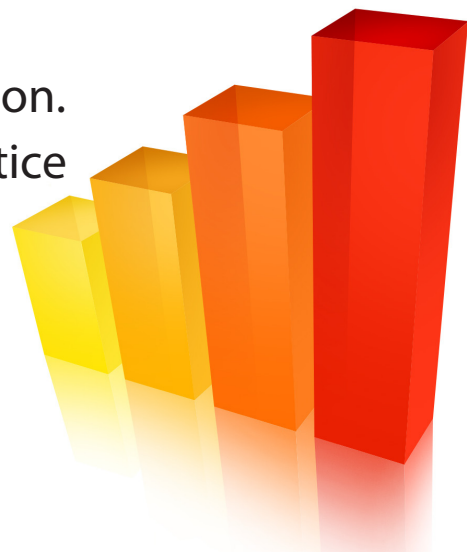
Workshop participants will learn the what, why, where and how of SLOs recommended by the Michigan Council on Educator Effectiveness (MCEE) as one component of the student growth rating.

Participants will leave with the tools and strategies to facilitate the SLO process and understand how to use them in combination with other measures of student growth and framework ratings to determine a final summative rating for educators.



Why Use SLOs?

- Reinforce evidence-based teaching practices.
- Can be used with all teachers.
- Are adaptable.
- Encourage collaboration.
- Connect teacher practice to student learning.
- Acknowledge the value of educator knowledge and skill.



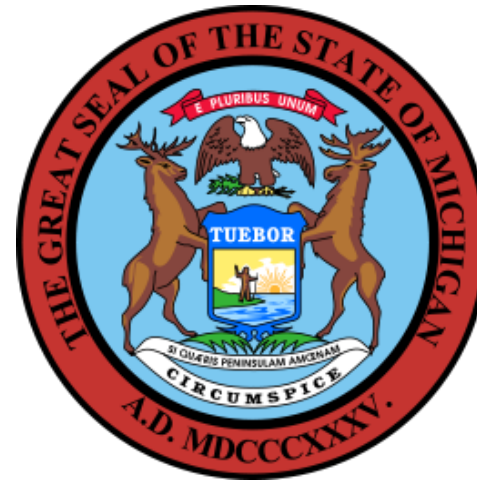
Current Legislation: 380.1249

(2) Beginning with the 2013-2014 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:

(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:**

(i) For the annual year-end evaluation **for the 2013-2014 school year, at least 25%** of the annual year-end evaluation shall be based on student growth and assessment data. **For the annual year-end evaluation for the 2014-2015 school year, at least 40%** of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the annual year-end evaluation for the **2015-2016 school year, 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 under subsection (6) **after review of the recommendations contained in the report of the governor's council on educator effectiveness submitted under subsection (5).**



[SLOs] Student Learning Objectives

A PROCESS FOR DETERMINING MEASURES OF STUDENT GROWTH IN BOTH TESTED AND NON-TESTED GRADES AND SUBJECTS

A Workshop Opportunity Presented By:

