

Student Learning Objectives (SLOs)



SLO Guidance for Administrator Evaluators

2015

Ohio | Department of Education

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Evaluator Role in the Administrator Student Learning Objective Process

As administrators implement student learning objectives (SLOs) as a measure of student growth in their evaluation system, the role of those who supervise administrators will also need to shift. This guidance document includes materials to aid administrator evaluators in leading critical conversations with administrators about the development of high-quality SLOs and reflect on leadership actions to be taken to further address the results of these SLOs.

Administrator in this document refers to school-level leaders who are required by the Ohio Principal Evaluation System (OPES) to include student growth as a factor in their evaluation. When making determinations regarding an administrator’s requirement to be evaluated under the principal evaluation system, answer these important questions:

1. Is the administrator serving as an instructional leader?
2. Do the duties of the administrator fall into at least two of the five principal standards?
3. Does the administrator evaluate multiple staff members?

Only those administrators meeting all three criteria above would be evaluated under the principal evaluation system, including student growth measures. Administrators who would not be required to be evaluated under the principal evaluation system include those who do not fit all of these considerations above. These administrators

- may have limited contact with teachers and/or students;
- have narrowly defined roles and administrative responsibilities that do not directly relate to the principal standards;
- do not provide instructional leadership;
- nor do they evaluate multiple teachers.

Administrator SLOs

Administrator SLOs are one type of local measure that local education agencies (often referred to as districts but which also include community schools, career technology centers, and educational service centers) can select as part of the student growth measure component in

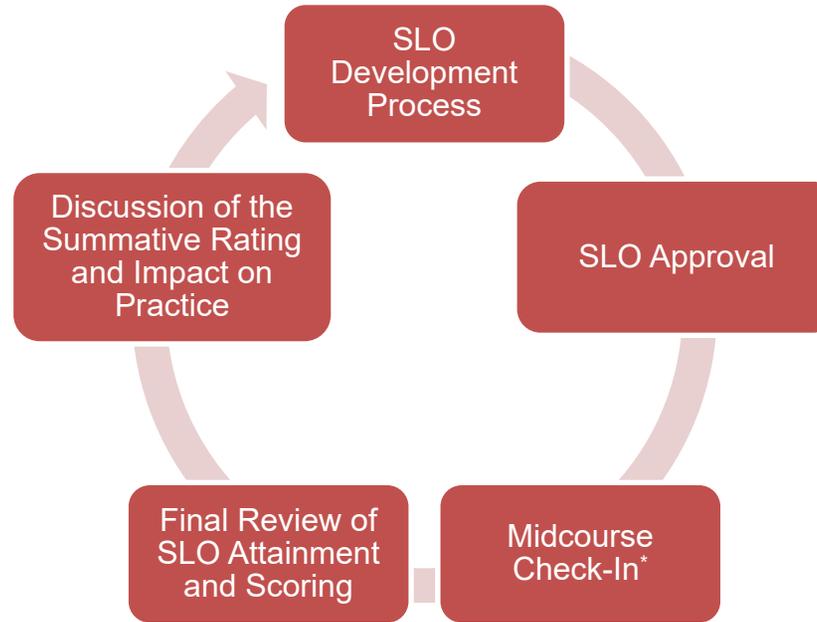
administrator evaluations. Other options for local measures (i.e., shared attribution, average of teachers' student growth measure scores) are described in more detail in the Ohio Principal Evaluation System (OPES) materials.

In districts that select administrator SLOs as a local measure, administrators should collaborate with their evaluators to write SLOs based on student growth. Districts may grant administrators flexibility in deciding whether they will write individual SLOs for all students or a subset of students in their school building(s), and/or collaborate with other administrators in the district to write SLOs with student growth targets at the district level.

- For districts that offer building- or district-level student growth SLOs to administrators as a local measure, administrators will complete the Administrator SLO Template in [Appendix A](#) to develop the SLO. The Administrator SLO Checklist in [Appendix B](#) will be used for administrator SLO review and approval.
- An administrator building- or district-level student growth SLO is a measure of an administrator's impact on student learning within a given interval of instruction. The administrator provides instructional guidance, resources, and support for teachers as they work with students toward the SLO growth targets throughout the year and use interim, benchmark, and formative assessments to assess progress toward the goal. At the end of the year, the administrator meets with his or her evaluator to discuss attainment of the SLO and determines the administrator's impact on student learning at the school level.
- For administrators who opt to develop a district-level SLO in collaboration with other administrators in the district, the same guidelines apply for developing each element of the student growth SLO.

Regardless of the type of SLO an administrator writes, the administrator follows the SLO evaluation cycle (Figure 1), which is identical to the teacher SLO evaluation cycle.

Figure 1. SLO Evaluation Cycle



*Note: the Midcourse Check-In is optional.

From: 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

Administrator evaluators can use the questions and considerations provided in this document in conversations with administrators during the following stages of the SLO evaluation cycle:

- SLO Approval
- Midcourse Check-In (*optional*)
- Summative Conference—to discuss final review of SLO attainment and scoring and the summative rating and impact on practice

Administrator SLO Approval Considerations

Purpose

The purpose of the SLO review and approval meeting is for the administrator and evaluator to discuss the SLO growth targets prior to implementation of the SLO. The district should decide whether a single approver or district-level team is responsible for SLO approval. The administrator and his/ her evaluator may still find this meeting useful to prepare for the submission of the SLO to the approver or district-level team. This conversation should be incorporated into the beginning of the year OPES goal-setting meeting.

Preparation

Prior to the SLO review and approval meeting, the administrator should prepare a draft of the SLO(s) and should provide the draft, in advance of the meeting, to the evaluator to review. Before meeting with the administrator, the evaluator should have an idea of his or her own expectations for administrator SLOs across the district so that administrators are setting similar expectations (especially those administrators who lead similar level schools).

Review SLO

At the meeting, the administrator and evaluator should review the SLO(s) and discuss whether the SLO is rigorous, attainable, and comparable with other SLOs from administrators across the district.

In order for an administrator to write a student growth SLO, the administrator needs to have access to the relevant student achievement data. This timing should be considered when scheduling the review and approval meeting. In some ways, this conversation will be very similar to conversations about SLOs that administrators may have with teachers, but the conversation also may differ at key points. The administrator should use the Administrator SLO Checklist (see Appendix B) to help guide the conversation.

Identify Next Steps

The administrator and evaluator should discuss whether any revisions to the SLO(s) are necessary and the timeline by which those revisions will be made.

Administrator SLO Midcourse Check-In Considerations

Purpose

The purpose of the SLO midcourse check-in meeting (which is optional) is for the administrator and evaluator to discuss the administrator's progress toward meeting the SLO target(s); this conversation should occur, when possible, during the OPES mid-year meeting. The questions and considerations to discuss vary, depending on the type of SLO being implemented by the administrator.

Review SLO Progress

If an administrator has an SLO focused on school- or district-level student growth, the following questions may be useful to focus the midcourse conversation:

- What data have been collected on student progress toward SLO growth targets?
- What percentage of students is on target to meet the growth targets?
- What needs and additional supports have teachers of these students identified during their midcourse review?
- How are you planning to support those teachers?
- What needs do you have to implement supports effectively?

Identify Next Steps

The administrator and evaluator should identify what, if any, next steps there are for the administrator and evaluator.

Administrator SLO Summative Conference Considerations

Purpose

The purpose of the summative conference in the Ohio Principal Evaluation System is to discuss the results of the administrator evaluation, including the SLO process, and plan for implementing SLOs next year. The discussion questions for the summative conference focus on rating the SLO.

Discuss SLO Rating

Administrators will be required to calculate their final SLO score, as teachers are required to calculate their final SLO score. Administrators should calculate that final score and submit it to their evaluator prior to the summative conference.

- What percentage of students in your SLO met their growth targets?
- What is your overall score on this SLO?
- What students met their growth targets? What information do you have about why that is?
- What students did not meet your growth targets? What information do you have about why that is?
- What additional supports may be needed to improve student growth in this grade or subject in the next evaluation cycle?
- Do you have any questions or concerns about the final SLO score(s)?

Identify Next Steps

- How was it to use this type of SLO in your evaluation?
- How did implementing this type of SLO support your professional growth?
- What challenges did you face implementing this type of SLO?
- What type of SLO would you like to implement next year? Why?

District (or Local) Considerations in the Administrator SLO Process

As with the teacher SLO process, each district will need to make decisions regarding the administrator SLO process. This section summarizes the decisions that will need to be made at the district level in order to implement administrator SLOs.

Local Decisions About Administrator SLOs

Districts have the ability to make several decisions about business rules for administrator SLOs. Table 1 includes decision-making topics and the options for those business rule decisions.

Table 1. District Decisions About Administrator SLOs

Topic	Options
Administrator SLO approval	<ul style="list-style-type: none"> ▪ Administrators’ evaluators review and approve administrators’ SLOs ▪ Building- or district-level teams review and approve administrators’ SLOs ▪ Building- or district-level teams provide initial review, and administrators’ evaluators provide final approval ▪ An existing committee reviews and approves administrators’ SLOs
Collaboration	<ul style="list-style-type: none"> ▪ Administrators are permitted to collaborate with other administrators to write district-level SLOs ▪ Administrators are required to collaborate with other administrators to write district-level SLOs (increases comparability)

Topic	Options
Student population	Administrators are: <ul style="list-style-type: none"> ▪ Required to include all students in the building ▪ Permitted to target population(s) in need of improvement ▪ Permitted to target population(s) by grade level or content area ▪ Permitted to target population(s) based on school or district priorities <i>Note: Administrators may not purposefully exclude specific students who otherwise fit into one of the above selected categories.</i>
Standards and content	Administrators are: <ul style="list-style-type: none"> ▪ Permitted to choose any subject or grade level as the focus area for the SLO (increases autonomy) ▪ Required to focus SLO content on English language arts, mathematics, or another subject that is a district priority (increases comparability) ▪ Required to collaborate with their evaluator to design SLO components

After decisions are made at the local level about each of these topic areas, it is critical for the district to share the information with administrators and evaluators and describe the rationale for each decision.

Appendix A. Administrator Student Learning Objective Template

Administrator Name: School Name:

Academic Year: _____

Please populate each section of the *Administrator Student Learning Objective (SLO) Template* using the guidance provided above each field. Refer to the *Administrator SLO Checklist* while completing this template.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population

Which student population will be included in this SLO? When applicable, include subject, grade level, and number of students. Include the rationale for determining the student population by grade level, content area, or targeted needs, as appropriate.

Interval of Instruction

What is the duration of the SLO? Include beginning and end dates.

Standards and Content

What content will the SLO cover? To what related standards is the SLO aligned? Include rationale for selecting comprehensive or targeted content and skills.

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO? Specify how multiple assessment measures will be combined, as appropriate (e.g., if your student population spans multiple grade levels).

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction? Include rationale for any decisions made at the building or district levels related to selection of the student population, content, assessment, and growth targets.

Appendix B. Administrator Student Learning Objective Checklist

Use this checklist for both writing and approving administrator student learning objectives (SLOs). The checklist should be made available to both the administrator and evaluator for these purposes. For an SLO to be formally approved, *all* criteria must be met, and every box in the list will need a check mark completed by the administrator’s SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
<i>What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?</i>	<i>Which students will be included in this SLO? Include subject, grade level, and number of students.</i>	<i>What is the duration of the SLO? Include beginning and end dates.</i>	<i>To what related standards is the SLO aligned?</i>	<i>What assessment(s) will be used to measure student growth for this SLO?</i>	<i>Considering all available data and content requirements, what growth target(s) can students be expected to reach?</i>	<i>What is your rationale for setting the target(s) for student growth within the interval of instruction?</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of pre-assessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the administrator’s analysis of the baseline data by identifying student strengths and weaknesses 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the student population covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> Includes a rationale for the selected student population <input type="checkbox"/> SLO does not purposefully exclude specific students who otherwise fit into the selected student population 	<ul style="list-style-type: none"> <input type="checkbox"/> Duration of the SLO matches the length of the school year or includes a rationale for a shorter duration (e.g., semester-length course) 	<ul style="list-style-type: none"> <input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Ohio’s Learning Standards, or (2) national standards put forth by education organizations <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain, as required by the applicable standards (if the SLO is targeted) <input type="checkbox"/> Includes alignment to building- or district-level priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning, as intended <input type="checkbox"/> Selects measures with sufficient “stretch” so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets, when appropriate, so that students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates administrator knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students, teachers, and administrators