Welcome
Introduction of trainers
Logistics
Find out what evaluation system the participants in the room are using so you know how much wording to include on evaluation systems other than T-TESS

Remind participants that this is a full day training and will require their active participation.

We're going to start today by framing the why of the SLO process, and we're going to use these two question as guide.

How do we know if students are learning? And if students are not learning, what do we do about it?

I think we all would recognize these as two questions our most effective teachers and campus leaders ask themselves repeatedly. Are my students learning – all of my students, and not just doing well in the grade book, but actually growing. And if some students are not, what should I do differently so that they do learn and grow in my class?

Getting Poolside

What does Creasy do to evaluate Pita's performance?

What makes Creasy's analysis effective?

Man on Fire movie clips:
Man on Fire 1 - First Race
Man on Fire 2 - So what do I do?

STUDENT LEARNING OBJECTIVES

3

We're going to watch some clips from a movie called, "Man on Fire". Before I provide some context for the movie, you'll notice there is a picture of a pencil and notepad in the top right hand corner of this slide. You'll see this picture on certain slides throughout the day, and that indicates that for this slide, there is a corresponding text box on your Notes and Reflections document for you to capture your answers, thoughts, ideas, and takeaways.

How many people have seen Man on Fire? For those who haven't, it's a movie staring Denzel Washington and Dakota Fanning, and the movie is about a bodyguard named Creasy, played by Denzel Washington, who is hired by a wealthy family in Mexico City to guard and protect their daughter Pita, played by Dakota Fanning, because there's a rash of family members from wealthy families being kidnapped and held for ransom.

In the two clips we're about to watch back-to-back, Creasy has taken Pita to a swim meet where she's competing.

As you watch these two clips, our guiding questions are "What does Creasy do to evaluate Pita's performance, and what makes Creasy's analysis effective?
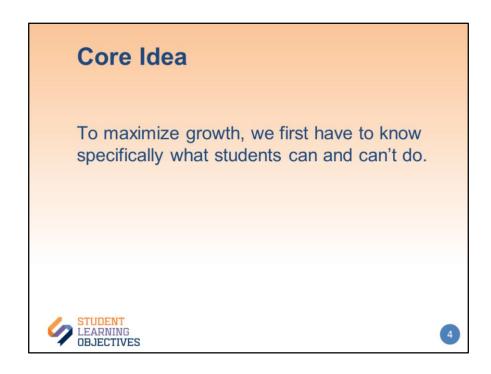
After you watch these clips, we'll give you about 60 seconds of silent, solo reflection

to capture your notes on your notes documents before we share with your table and then do a whole group share out.

Play clips back to back (Clip #1 and Clip #2). Once the clips conclude, give participants 60 seconds for solo note taking, 2 minutes for table share out, and then debrief for about 2 minutes.

During the debrief, these are the points that you want to make sure are surfaced:

1) Creasy walks the pool and really observes Pita swimming the race. He doesn't just sit in his chair and look up at the end to see her finish 3rd.
2) He reaches down to help her out of the water, and the first thing he says is "you're a strong swimmer", which isn't hollow praise – she is a strong swimmer.
3) Because he walked the pool, he's able to determine what Pita did well and what she struggled with – she was the fastest swimmer, but the slowest off the blocks
4) He asks her some reflective questions about what she thinks she needs to work on – if she's the slowest off the blocks, what does she need to get better at?

"This brings us to our first core idea"

Read the slide and let it sit for a moment.

"To maximize growth, we first have to know specifically what students can and can't do."

Pause a few seconds.

"Creasy's analysis is effective because he's able to differentiate what Pita does well (swimming) from what she doesn't do well (getting off the blocks)."

Man on Fire:

After a solid analysis, what makes Creasy's action plan effective?

Man on Fire movie clip:
Man on Fire 3 - The gunshot holds no fear and training

STUDENT LEARNING OBJECTIVES

5

We're now going to watch one more clip, and when watching this clip, ask yourself 'after a solid analysis, what makes Creasy's action plan effective?'
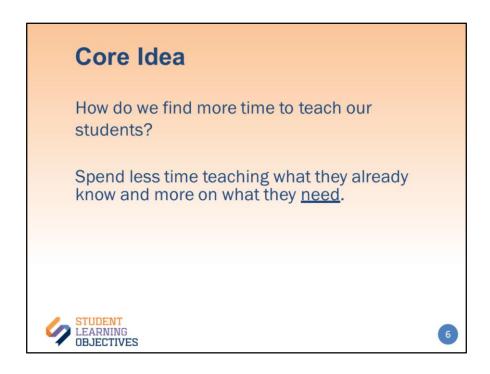
You have a text box for this on your Notes document, and after watching, we'll do 60 seconds of silent reflection, 2 minutes of table share out, and then a brief whole group discussion.

Play Clip #3. Once the clip concludes, give participants 60 seconds for solo note taking, 2 minutes for table share out, and then debrief for about 2 minutes.

During the debrief, these are the points that you want to make sure are surfaced:

1) Creasy has Pita practice the gap (getting off the block) over and over again. He doesn't have her swim the length of the pool every time because that's already her strength. Her highest leverage area for improvement is the blocks, and that's what he practices. That small, discrete maneuver.
2) He is able to not only isolate where she struggles – getting off the block – but much more importantly **why** she struggles with it – she flinches. This is big – it's not enough to just know that students struggle with something. If you don't know why they struggle with it, it's going to be very difficult to correct.
3) He is able to reframe the gunshot from a negative to a positive – "the gunshot sets

you free".

4) At the end, he brings it all back together – he spirals back to the swimming so that she's prepared for the upcoming assessment (the next swim meet).

5) Growth mindset – there's no such thing as tough, there's trained and untrained. This is a key component of growth – how often do we hear students (and teachers) say things like "I'm just not good at math"?

"This brings us to this core idea"

Read the slide and let it sit for a moment.

"How do we find more time to teach our students? Spend less time teaching teaching what they already know and more on what they need."

Pause a few seconds.

If Creasy doesn't walk the pool with Pita and he just sees that she finishes 3ʳᵈ, what is he likely to have her practice? 99% of the swim meet is swimming, and if he doesn't take the time to differentiate getting off the block from swimming, he's likely to have her practice her strength, which is not the thing holding her back from success."
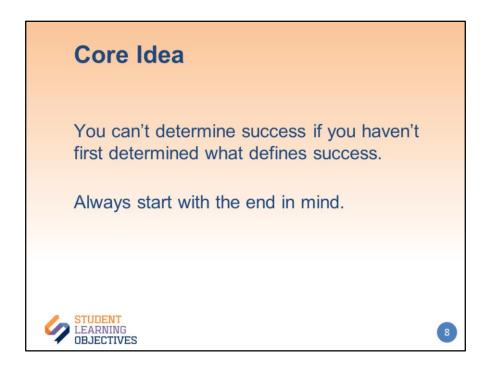
This brings us to three of the basic questions we answer in the SLO process:

1) What are the most important skills that I teach, because trying to meaningfully get feedback on my pedagogy from student growth in 157 different TEKS would be impossible;
2) Where are my students with these skills when I get them, because to maximize growth, I have to know what they can and can't do; and
3) Where should they be if I provide effective instruction to them throughout the course? And this last point (<u>trainer note – the slide is animated to underline this last point</u>) brings us to this core idea….

Click to next slide…

Core Idea

You can't determine success if you haven't first determined what defines success.

Always start with the end in mind.

STUDENT LEARNING OBJECTIVES

8

Read the slide and let it sit for a moment.

"You can't determine success if you haven't first determined what defines success. Always start with the end in mind."

Pause a few seconds.

"It's not enough for me as a teacher to wait until the end of the year to decide whether or not a student landed where they should have. I have to define success from the beginning. I have to know where I want to go so that my roadmap has direction.

The other danger is, if we don't define success from the beginning, we have a tendency to accept where students landed as where we wanted to go. This can lead to us diminishing rigor, where we simply move rigor down to where our students are instead of maintaining the bar for rigor and continuing to push towards it."

"And when we come back to our framing questions, we recognize that the answer to the first question, "How do we know if students are learning" is Analyze (trainer note – the slide is animated – float in Analyze at this time), and the answer to our second question, "If students are not learning, what do we do about it?" is Adjust (trainer note – float in Adjust).

These really are very critical parts of the loop, especially adjust. It's not enough to know that Pita finished 3rd or even that Pita is slow off the block. We have to go deeper or figure out how to get Pita faster off the block. We have to realize that we need her to not flinch, which means we need to reframe the gunshot for her and get her practice with blocks and claps and gunshots so that she can improve that gap."

Float in the last line of the slide.

"Analysis without action is meaningless. If all of this doesn't lead to adjustment, then we're going to struggle to address those student learning gaps."

"In this video Tim Regal discusses SLOs and why the state decided this was a model that would support student growth within appraisal in a manner that supports the underlying philosophy of T-TESS. While you watch this video, take notes on what points most resonate with you as a teacher.**

Play the Video

After the Video Debrief (see below for notes on video):

"Let's talk about what you heard. What resonated with you?"

Discuss

Video Notes:

How does student growth fit within T-TESS?

       Three parts, all anchored in the T-TESS rubric

              My own self-assessment of practice

              The observation - "live performance" in a given moment of time

              How students respond to my pedagogy over the course

What are SLOs?

Narrow focus on most important content that we cycle back to

Get to know students and what they can do

Where should they be if instruction is effective

Monitor and adjust

Why SLOs?

Match T-TESS philosophy

Appraisal about capacity building in accurate self-assessment and adjustment

SLOs best process when it comes to ongoing self-assessment and adjustment

What would success look like for a teacher in an SLO process?

Invites more reflection, self-assessment, and evidence-based adjustment than may have occurred w/o the process

Improved practice

What would success look like for an administrator in an SLO process?

OImproves teacher performance and student learning

OInstructional leadership goal - maximize growth (teacher/student)

Better understanding of where teachers are

Be a better coach to them

Setting the Stage

The SLO process is:

A series of questions that, if answered thoughtfully and thoroughly, should lead to improvements in instruction and student learning.

STUDENT LEARNING OBJECTIVES

11

"This is the big one-sentence definition of the SLO process. The whole process revolves around the 6 questions; if you answered thoughtfully and thoroughly, then you should see improvements in instruction and student learning. These 6 questions are the backbone of the whole SLO process."

"Let's start with step 1. What is the focus for my SLO?"

"Here is what we came up with as the characteristics of foundational skills for the SLO process. "

Make sure to acknowledge which ones the participants hit themselves and then highlight any characteristics that weren't mentioned in the debrief.

What's the Focus of My SLO?

Content area and skill focus are a **balance** between importance and value:

- **Valuable** in leading to teacher growth (areas of challenge for the teacher)

- **Important** to students beyond the classroom – skills that are always important to keep developing, no matter where the student is in his or her proficiency

STUDENT
LEARNING
OBJECTIVES

14

"In the end (maybe not Year One), this is a balance between importance and value – the choice of content area and skill focus should both be valuable in leading to teacher growth (area of challenge) but also be about a skill that is highly valuable to students – skills that are ALWAYS important to KEEP developing, not matter where the student is in his or her proficiency."

SLO Skill Statement

The skill statement is a description of what students should be able to do with the foundational skill by the end of the course/year.

STUDENT LEARNING OBJECTIVES

15

"The first thing we do in the SLO process is to determine our focus for the SLO. The Skill Statement is a description of what students should be able to do with the foundational skill by the end of the course/year."

SLO Skill Statement Success Criteria

1) Represents a foundational skill that is specific to the content area
2) Persists throughout the course
3) Measurable through a demonstration of student skill
4) Focus on it will improve the teacher's practice (teacher dependent)
5) The skills captured are clearly defined and appropriately *focused* (teacher dependent)

STUDENT LEARNING OBJECTIVES

16

Make sure to acknowledge which ones the participants hit themselves and then highlight any criteria that weren't mentioned in the debrief.

"We want to spend a little time on #4 and #5 and the concept of 'teacher dependent'. This is a phrase that we'll see throughout the training today, and it signals that for a particular success criteria, whether or not it is met is going to depend on the teacher and his or her context.

When it comes to teacher practice, the focus on one particular foundational skill may be very beneficial for one teacher and much less beneficial for another. It depends on that individual teacher's strengths and struggles in teaching the skill in question.

When it comes to a clear focus, it really depends on a teacher's ability to unpack his or her view of what the statement is truly capturing. If a teacher is able to clearly explain and make a compelling case for a statement, regardless of how simplistic or complex it may read, then that would likely be a good skill statement for that teacher. Conversely, if a statement seems very clear on its face but the teacher is unable to explain key parts of the statement, then the focus may need more attention."

If participants are uncertain about "teacher dependent", let them know that we'll come back to this with concrete examples during practice, which begins on the next slide.

SLO Skill Statement Practice

Round 1:

As a table
1) Name a potential gap based on the success criteria
2) Prepare to share answers with the group

Use the success criteria, the Qualities of Effective SLO Questions tool, and the exemplar statements to help you.

STUDENT LEARNING OBJECTIVES

17

As a trainer, make sure participants:
Stay focused on the success criteria to identify potential gap

See below for sample responses to potential gaps for the statements 1-4.

Directions:

Using the SLO Practice Skill Statement document (Page 2 of the Teacher Orientation Manual) , have participants read through the first 4 SLO skill statements. For this practice session, assign two statements to each table group. Read the directions from the slide.

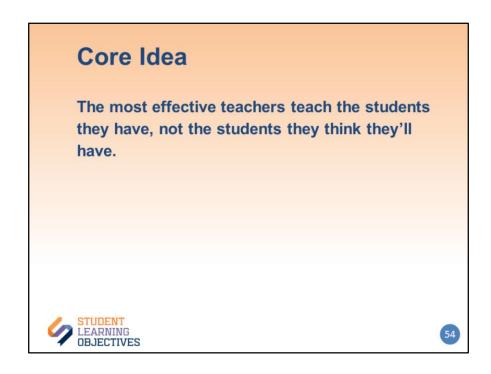Give participants approximately 3 minutes total to identify gaps.

Have light whole-group share out (one share out for each statement) lasting no more than 2 minutes.

Sample Gaps:

1) 3rd grade math - Lacks clarity; question as to whether it's a foundational skill; question as to whether or not it's measurable
2) French I – issues with measurable (i.e., how do you reconcile the speaking and writing, and how does the writing play into presenting)
3) Culinary Arts 101 – foundational skill (i.e., is this enough of a skill progression for a whole course?); improve teacher practice (is this the best foundational skill to improve the teacher's practice?)
4) Communications – clarity (how do written and verbal communications play into the design of the plan?); measurable (problem solving and communications are both big – how do you reconcile those two in measurement?)

"Now moving on to Step 2 and our next question: Who are my students?"

Core Idea

The most effective teachers teach the students they have, not the students they think they'll have.

STUDENT
LEARNING
OBJECTIVES

54

"This brings us to our Core Idea."

Read the slide and let it sit for a second.

"Our most effective teachers shape their plans and approach based on their constant analysis of their current students' needs."

Initial Skill Profile

An Initial Skill Profile (ISP) captures:

- Where students are in relation to the skill statement at the beginning of the course
- The different levels of student skill
- What is "typical" for the teacher's classroom

STUDENT LEARNING OBJECTIVES

20

"The Initial Skill Profile is the tool teachers will use to capture the range of student skills they expect to see as students begin the course. As this last bullet indicates, the Initial Skill Profile is about what the teacher expects to see based on the teacher's experience.

What one teacher typically sees with beginning of the year student skill in her classroom isn't necessarily the same as another teacher typically sees. Student background knowledge and skill varies from hallway to hallway and campus to campus, and the Initial Skill Profile is intended to capture a teacher's unique context."

ISP Structure

Initial Skill Profile

		Number of Students in this level
SLO Skill Focus	Without prompting, students will use appropriate graphic organizers and brainstorming tools to plan and organize writing that leads to a thorough and well-sequenced first draft.	
Level	**Descriptors**	
Well above typical	With prompting, students use an appropriate organizer to capture ideas for the subject and some content of their writing, and their draft is in alignment with their prewriting, but they don't structure or organize the content of their draft prior to writing.	0
Above typical	With prompting, students use an organizer to capture ideas for the subject and minimal content of their writing, although they may choose an ineffective organizer. Their draft aligns with the subject of their prewriting, but the content of their draft is largely determined and structured while writing.	0
Typical	With prompting, students attempt to brainstorm ideas by jotting down notes as a way to determine what they will write about prior to starting a first draft, and their draft generally is in line with their limited prewriting. Content and structure aren't addressed in prewriting.	11
Below typical	With prompting, students attempt to brainstorm ideas by jotting down notes as a way to determine what they will write about prior to starting a first draft, but their actual draft doesn't align to their prewriting.	7
Well below typical	Even with prompting, students don't use an organizer or make notes that lead to a planned first draft. Students write their first draft trying to figure it out as they go.	4

STUDENT LEARNING OBJECTIVES

21

"This is where the teacher builds out the Initial Skill Profile (ISP). The teacher is separating out the 5 levels of students based on where they think the students will be.

The 5 levels include Well Below Typical, Below Typical, Typical, Above Typical, and Well Above Typical. It is important to understand that Typical in this process means who typically walks in the room. The skill set of a typical student in an AP class may be vastly different than a student in a regular class, however "typical" would be used to describe what the typical skill level of the student walking into your classroom.

So for the ISP, the teacher would ask: What do you ASSUME your students can do as it relates to the SLO skill statement itself?

The goal here is to describe typical students, high performing students, and low performing students as they are likely to appear on the first day of class. The teacher wants to describe what he or she expects the skill levels would look like of these students.

What do you think they will they be able to do as it relates to your SLO statement? What skills to do you think they will possess? What level of learning are they bringing?

The issue of new teachers will undoubtedly arise. Two suggestions here: 1. Review TEKS from EOY previous grade – these should indicate what should students know and be able to do in the area of focus, and 2) Ask other teachers."

Just a note for presenters: Sometimes those folks who are rubric driven get caught up in thinking that it should be the same at the beginning of the year and the end of the year. If that should happen just remind them of the purpose of the ISP. The purpose is to describe the skills they think students will have prior to ever being taught by the teacher.

Success Criteria

1) Articulates skills for the beginning of the year
2) Differentiates between levels
3) Descriptors align to skill statement (potentially through subskills)
4) Can be assessed through in multiple ways
5) Specific to the teacher's experience and expectations (teacher dependent)

STUDENT
LEARNING
OBJECTIVES

22

Make sure to acknowledge which ones the participants hit themselves and then highlight any criteria that weren't mentioned in the debrief.

"For #5, remember that the ISP is about what the teacher expects to see in his or her classroom. This means that, like with the teacher dependent success criteria in the skill statement, an appraiser will need to determine if the teacher's ISP is about right based on that teacher's experience and expectations."

Who are my students?

There are two different parts in this section in order to clarify:

a. What I _expect or assume_ my students _will be able to_ _do with this skill statement;_ and

b. What my students _are actually able to do_

This ensures that we adjust our planning to fit the needs of the students we have, not the ones we thought we'd have.

STUDENT
LEARNING
OBJECTIVES

23

Now we are on the second part of this question. I have fleshed out what I think my students skills will be, it's time that I see what my students can really do as it relates to my SLO.

This part of the process is testing to see if your initial assumptions are correct about what students can do. Classes vary from year to year. Essentially, here, you are testing out your assumptions. This ensures that when you are planning, it is with clarity about the kids in your class this year. Now that we have our ISP fleshed out, let's see how we can effectively map our students to our ISP."

Who are my students?

We collect data about our current students' skill level in order to assess current level of learning and map to the Initial Skill Profile.

STUDENT LEARNING OBJECTIVES

24

"This begins the second part of Step 2. Now the teacher has created their ISP on the students who they think will be in their class. So now it is time to collect data so that they can actually map the students to their ISP based on where the students really are.

The ISP itself can be written prior to students arrival. Once that is fleshed out and the students arrive, it can take up to 3-4 weeks to really get to know students. This is where the teacher can use various types of data to determine the individual student skill level is again as it relates to the SLO skill statement.

This will likely be a mix of formal and informal data. The goal here is that teachers are already getting to know their students through many methods. SLOs are designed to complement that process not create extra assessments.

Caution - if teachers are using an assessment already created, remember that, although it may contain 30 question, only the questions related to the SLO would be viable to use."

"Think about 2 different types of data you might use for the ISPs we just reviewed or for the last class you taught."

THE KEY IS TO USE MULTIPLE DATA SOURCES

Suggestions might include:
Grade 7 math:
  • Early quizzes (only using the questions focused on the SLO or sub skills)

- Having students explain the process or concept tied to the SLO
- Exit tickets
- Any diagnostic tests given by the school/district
- Grade 6 STAAR results for CURRENT students <u>ONLY IF</u> results can be mapped specifically to the skill in question.

Grade 5 Art:
- Early student work – perhaps giving a task that is directly tied to the issue of interest – here it is perspective
- A vocabulary quiz using the words that the teacher has focused on in the SLO
- Knowledge from previous experience with these students

HS Culinary Arts:
- Survey of students' experiences and interests
- Early student work on a simple cooking task – perhaps assessed using a rubric similar to what would be used to judge the end product
- STAAR results were on the ISP – but should they be? Do STAAR results tell you a student's skill in culinary arts?

Who are my students?

Next task: Select class or classes

	YEAR 1	YEAR 2
Elementary Generalist	Whole class	Whole class
Elementary departmentalized	Most representative class	Most challenging class for teacher
Secondary		

STUDENT
LEARNING
OBJECTIVES

25

"Teachers should include all students in the class they select. There are no targeted subgroups such as ESL or Gifted and Talented only. If a teacher has multiple preps, they only pick 1 prep/class.

So now the teacher has their skill statement, their ISP and is selecting a class. Once they have selected a class, the teacher is now ready to move on to the next part of Step 2."

Who are my students?

- 8th grade English teacher gave three types of assessments to capture where students are on the ISP
- Each type was scored on four-point scale: 4 = very accomplished; 0 = minimal effort/lack of skill for a beginning of the year standard
- Measures are (with grade-level texts):
  - Multiple choice passages (comprehend and summarize)
  - Short answers (comprehend, textual evidence)
  - Analysis essay (inferencing, textual evidence)

STUDENT LEARNING OBJECTIVES

26

HAVE THEM PULL OUT THE 8th GRADE EXEMPLAR ISP -

This is background for the next step in the process – mapping students to the ISP

"Let's see how a teacher might approach this. Here is an example from English teacher. This teacher is judging three types of assessments on the three measures indicated above.

Each one is rated on a three point scale – 4 is very accomplished and a 0= minimum skill or effort.

For this teacher, the data collected is directly related to the focus of the SLO. Her SLO is focused on drawing accurate conclusions and supporting those conclusions with optimal evidence."

IMPORTANT POINT - Teachers can and should use what they have where possible; the point is definitely not looking for the creation of assessments for SLOs.

Who are my students?

- Suppose this was the data for 5 students.
- Place each student in one level of the ISP.

Student	Multiple Choice Passage	Short Answer Responses	Analysis Essay	Level
Ginger	4	3	3	Well above typical
Delores	3	2	2	Typical
Lamar	3	3	2	Above typical
Ophelia	2	1	0	Well below typical
Mary Lynn	2	2	1	Below typical

STUDENT LEARNING OBJECTIVES

27

"This teacher collected data on her entire class but for this example we are only focusing on these five students.

Ginger did a great job on the multiple choice assignment. She was very independent and able to move through the assignment with very little support. So her MC level is a 4. She was accurate in her execution of the short answer process. Her level for this was a 3. Based on her reading, she was able to draw accurate and high level conclusions not only for this analysis assignment but also for the larger concept. She was a strong 3 here as well.

Delores was able to work through the MC with some reassurance that she was correctly identifying the best answers. Her independence level was 3 here because she did need some validation. She was very accurate on her short answers but a little rigid in recording her response. Her short answer level was a strong 2. For the most part, she was able to draw conclusions that were accurate, but they were not as connected to the bigger, more complex concept. With support and if the right questions were asked, she may have been able to make that leap. She was a 2 on analysis.

Lamar was very independent in his MC work; his independence level here was a solid 3. He was able to follow the steps of the short answer process , but sometimes he would

rush and wasn't always accurate with responses, which caused a few errors that he recognized and was able to work though. His SA level was a weak 3. As Lamar worked through his conclusions, he was able to make some solid conclusions and connections but he struggled to see clear patterns or lack thereof. His skill level in analysis was a 2.

Ophelia was fairly independent with her multiple choice work and but did need support on the higher level questions. Her MC level was a 2. She did have a bit of trouble reading through the short answer question and at times and would guess on what to record. This caused her to be less accurate in her response. She also had difficulty recognizing her errors and couldn't catch them. Her SA level was a 1. Because she was challenged by reading the material and interpreting the text, it caused her to really struggle with drawing conclusions. She couldn't see the connections between this analysis and the larger concepts, so her conclusions were very difficult to understand. Her skill level with analysis was a 0.

Mary Lynn struggled to get through higher level questions of the MC assignment. She needed lots of support to understand what the assignment was asking. Her MC level is at a 2. Because she worked hard to understand what the SA questions was asking her to think about, once she did work though it, she was pretty accurate. She would at times miss the big picture, but overall she was mostly accurate in her work. Her SA level is at a 2. Mary Lynn used her text to draw mostly accurate conclusions. Some of her conclusions lacked depth, and she needed a lot of support from the teacher to even attempt to go deeper. Her analysis level is at a 1."

"You can see where each student landed. Are there any questions? This teacher was using a method with multiple labs and possibly additional data to map the students to the ISP. It was informal, yet used evidence based on students' ability to demonstrate their skills and the application of those skills."

Who are my students?

- Use a preponderance of evidence standard when placing students
- Just because they are placed in the same level doesn't mean they have the same exact skillset
- Accuracy versus precision

STUDENT LEARNING OBJECTIVES

28

"When placing students on the ISP, you want to use a preponderance of evidence standard. It may not be a clean placement of everything hitting in the exact area of the ISP levels, but when you look at the multiple assessments as a whole, you should be able to determine the best placement.

You will find even within the levels, a range of skills exist. You may have high typical and low typical but still they land in the typical range. That is to be expected. When looking at your evidence to support the student's placement, we are looking to accurately capture their skillset but that doesn't mean it is absolutely precise. Various types of assessment can give us an accurate picture which is what we need."

Key Takeaways

ISP:
- Captures and test assumptions
- Creates a baseline for growth
- Differentiates student skills
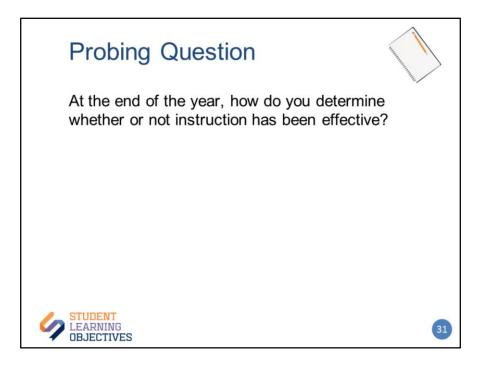- Allows for more effective planning

STUDENT
LEARNING
OBJECTIVES

29

"Here are the key takeaways we landed on."

"We are ready for Step 3. So far we have determined our focus for the year through our Skill Statement , looked at what skills we thought students would have in relation to our Skill Statement by writing our ISP, and then mapped where our students actually were in relation to the ISP. Now it's time to decide where we think our students can go with this SLO."
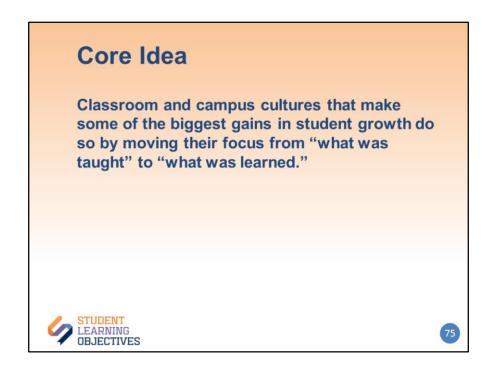
Probing Question

At the end of the year, how do you determine whether or not instruction has been effective?

STUDENT LEARNING OBJECTIVES

31

"Take 1 minute to reflect on this questions silent and solo. Then we will prompt you to talk with your table."

After silent solo time:

"Now take 1 ½ to share your thoughts with your group."

Debrief the conversation with the group.

The conversation should again touch on student learning. Listen for comments about proficiency versus growth. Proficiency is a goal, but it is not the same as maximizing student learning.

Core Idea

Classroom and campus cultures that make some of the biggest gains in student growth do so by moving their focus from "what was taught" to "what was learned."

STUDENT LEARNING OBJECTIVES

75

"This brings us to our next core idea."

Read this slide and let it sit for a moment.

Very simply, our most effective teachers don't measure success by what was covered, they measure it by what was learned.

Targeted Skill Profiles

- The Initial Skill Profile captures students as they arrive in your class prior to your instruction.

- The Targeted Skill Profile describes what you expect of students at the end of the SLO.

- They are NOT the same.

STUDENT LEARNING OBJECTIVES

33

"There are big differences between the Initial Skill Profile and the Targeted Skill Profile. Teachers should not create a single profile and use it for both. This is a temptation many folks have – write it and just have students move up one level for growth.

The ISP is really about what students can do before ever really having any instruction from the teacher. That is the purpose it serves and essentially after you have used it and are ready to build your TSP, the ISP is no longer is important as it has fulfilled its purpose.

The TSP is designed to capture, now that you know these students, how far can they grow after a year of your instruction.

The skills students exhibit on day one should be different (as this would be prior to your instruction and given that the teaching will either build on a recursive skill or be brand new content) than they will be at the end."

Targeted Skill Profiles

The Targeted Skill Profile captures where your students should be at the end of the SLO.

Targeted Skill Profiles (TSP):
- Are a means for considering long term goals for students
- Are based on the distribution of skills seen in the students that you have in the class
- Describe what skill level your students should display at the end of the course

STUDENT
LEARNING
OBJECTIVES

34

"This is the step where the teacher is going to build a Targeted Skill Profile (TSP). The teacher has spent 3-4 weeks getting to know their students. The teacher knows the students' skills as it relates to the SLO statement and the teacher is really getting know the whole child…..how they have performed, their attendance record, how they learn and respond, etc. At this point, the teacher is able to say that: I can see how far I can push them after a year of my instruction.

While a TSP is similar in structure to your ISP, note that the purpose is completely different. The teacher uses an ISP to really find out who is in your classroom, a TSP is really the road map to growing all of your students.

And now -- as the teacher begins to think of how far they can take their class, the teacher would want to put at 'typical' – a description that would fit your goals for the largest group of students at the end of the year.

The teacher wants to build a TSP with the goal of a bell curve. This may seem counterintuitive to some – but the teacher should always have your highest and lowest students in addition where "most" students will land.

This allows for the teacher to push and grow students in a way that allows them to focus on the skills that they gain in an honest, realistic way while

still pursuing those high expectations of all students without expecting all students to reach the same outcome level. If you have students who are two grade levels behind in performance – the profile should reflect that.

Similarly, if the teacher has students who are well above grade level – the skills selected and the skill profile should reflect a higher expectation of performance.

So the targeted student skill profile is based squarely on the students in the class. Based on where these students started, what are reasonable goals by the end of the year.

It is perfectly fine for someone to be rated Typical on the ISP and Typical on the TSP. It is still growth because the profiles are different—and the description would be of a higher, more sophisticated level of performance on the TSP."

Success Criteria

1) Articulates skills for the end of the year
2) Differentiates between levels
3) Descriptors align to skill statement
4) Can be assessed in multiple ways
5) Targets are specific to the students in the teacher's class (teacher dependent)
6) Reflects high, yet reasonable, expectations for student growth (teacher dependent)

STUDENT
LEARNING
OBJECTIVES

35

"Here are the success criteria for a TSP."

Read the slide

"For #6, just like we've seen with other 'teacher dependent' success criteria throughout the day, high expectations for growth will be dependent on the teacher's classroom. High expectations for a classroom that entered already with a high level of skill will not be the same as high expectations for a classroom that entered multiple years below grade level. High expectations must be present, but the end of year skills that reflect those high expectations will vary from classroom to classroom."

What are my expectations for these students?

- Teachers will set an individual target for each student

- Use status in the ISP plus other data (attendance, grades in related classes, learning designations, etc.) to determine expected level at the end of the course

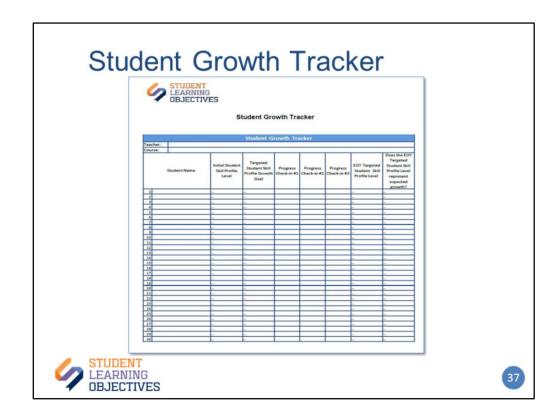- Expectations should be high yet reasonable

STUDENT LEARNING OBJECTIVES

36

"After you have written the targets on the TSP, it is time to set individual targets for your students as to how far your think you can push them in relation to this skill.

Again, this is not a precise process – rather it is based on the your best judgment based on the knowledge gained on each student. Remember, it is NOT a subtraction problem. It is perfectly fine for a student to be typical on the initial with a goal of typical on the targeted.

Targets can and should be differentiated based on the student's present level of skill and other information that the teacher may have about student. This could include previous performance levels, information that would impact performance such as an IEP, attendance, motivation, etc."

Materials: Student Growth Tracker (Page 22 of the Teacher Orientation Manual)

"The Student Growth Tracker will be a place where the teacher and administrator can watch the data form over time. This can aide in discussions with teams and appraisers. It simply catches snapshots of progress for students at multiple points so trends can be seen and discussions about changes or flatlines can be had to determine the best course of action."

- Excel format worksheet
- Enter student's starting point on an individual basis
- Record progress check-ins
- Can add columns to this sheet if

desired

- Will return to record end-of-year level of learning

- Key record to track progress

What are my expectations for these students?

Student	Initial Student Skill Level	Targeted Student Skill Level
Ginger	Well above typical	Well above typical
Delores	Typical	Above typical
Lamar	Above typical	Above typical
Ophelia	Well below typical	Typical
Mary Lynn	Below typical	Below typical

STUDENT LEARNING OBJECTIVES

38

"You can see how the targets are set for student individually.

Ginger is known to consistently be the highest performing student in the grade level. She has low absenteeism and excels in all of her classes, showing a strong propensity to learn and grow. She works very hard and consistently asks questions or attends tutoring when she needs concepts reinforced. So maybe we decide that the skill description in Well Above Typical would be expected growth for her. "

."Delores is really good in social studies and other courses that require a lot of written and verbal expression, and this teacher knows that students who are also good in these types of courses tend to grow more in this course. She also had strong grades in ELAR last year. Delores seems eager and quick to learn. Nothing else stands out in her other data to suggest Delores's growth trajectory could be hindered. Knowing all of this, the teacher thinks she can move Delores to Above Typical."

."In working with Lamar, the teacher notices that he picks up concepts quickly and will check his work for accuracy. He self corrects regularly and if he slows down a bit, he really increases his performance. He does tend to have spotty attendance last year but so far this year his attendance has improved. Lamar does ask for help and works well with others. While he

tended to perform in the middle of the pack last year in all of his classes, he seems to be above the average this year. This teacher really feels she can push Lamar to higher expectations and if his attendance stays strong and with a little bit of support she can push him to Above Typical."

."Ophelia initially looked as if she didn't bring much skill to this course but her other data shows that she tends to do well in other subjects and even does well in past ELAR classes. After receiving her 504, Ophelia is a student with Dyslexia and that matches the difficulty with reading that the teacher noticed during initial assessments. Once Ophelia had her accommodations in place, she was able to be more independent, more accurate and she was able to draw much better conclusions. Understanding all of this and looking at the TSP, this teacher really feels like Ophelia will be at the Typical level by the end of the year."

."Mary Lynn struggled at the beginning of the year. As the teacher has continued to watch her in a number of academic tasks, she notices that she tends to need more support than others to cement her understanding of bigger concepts. She struggles with transferring what she has learned in one assignment to the next. This is true in her other classes as well. ELAR isn't really her favorite subject so her motivation, confidence and time on task tend to be less than in other classes. This teacher really feels like Mary Lynn will grow and improve but feels that she will be Below Typical by the end of the year. This will still represent significant growth for Mary Lynn."

I just want to again remind you that these labels are just shorthand – the description of the skill is what matters. These words are really just stand-ins.

These levels for TSP will go on student growth tracker."

Allow participants to ask questions, make comments, etc.

What are my expectations for these students?

Table discussion:

What should a teacher think about when planning for end-of-year SLO assessments?

The assessments are aligned in content and rigor with the skill statement

Multiple assessments are being used

STUDENT LEARNING OBJECTIVES

39

"We have now set individual targets for each student and now we have to figure out who will we know if they have gained these skills at the end of the year?

Alignment is the key. The goal is for teachers to talk and plan for how they determine what assessments may help them best see the application side of the SLO statement. Having the end in mind when planning and preparing for multiple data to capture progress will help teachers be intentional and thoughtful about checking for progress and the types of assessment that will be the most beneficial."

"I want you to think of ways that these courses might best capture the focus of the valuable assessment throughout the year"

Examples could be:

High school choir – would need a rubric to assess performance at the concert. Might want to ask if the choir director can do that in real time as he or she is also directing the choir. It would be difficult. Could have multiple raters (possibly colleagues from other schools); they could trade off. Or there might be a need to record the performance.

Kindergarten – phonemic awareness; there are many vendor-based assessments such

as DIBELS and PALS that measure this. They are usually used as screening devices, so district would have to determine if that was possible. What is "that" here? If using them is possible? Please clarify.

<u>MS PE</u> - they might use a fitnessgram, which is a nationally developed assessment with age level norms. Or the teacher could develop a measure of their own based on specific skills of focus. For example, if they were teaching gymnastics and fitness via ability to perform various routines, there could be a rubric to assess performance levels.
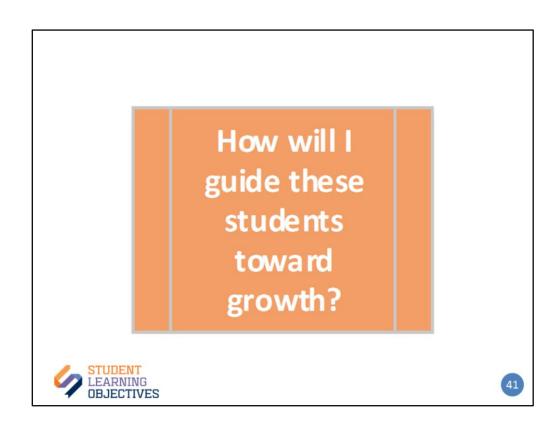
Key Takeaways

- Planning with the end in sight
- Targets based on the class you have
- Skills increase in sophistication between ISP and TSP
- Multiple measures for EOY assessment

"Here is where we landed on our key takeaways."

"Now we are ready to move into our 4th step. How will I guide these students toward growth?"

Probing Question

The teacher knows:
- Where the students started
- Where the students should finish
- How to determine if they got there

How will teachers guide these students toward growth?

STUDENT LEARNING OBJECTIVES

42

"If we know where the students started, where they should end and how you will measure it. What do you still need to focus on in this process? "

Let the group talk for 1 minute and then share out.

"We want to think about how we can guide them to that end. Our teachers should have an idea of how they approach guiding students and some of the things they should think through when planning."

Planning for Growth

Teachers should be ready to discuss:

- How do you differentiate instruction?
- How will you monitor progress?
- How will you collaborate with colleagues?

STUDENT
LEARNING
OBJECTIVES

43

"This may not be comprehensive list, but we want to make sure that teachers do these things and are actively thinking about the supports that need to be in place to help address the varying needs of their students and plan for monitoring the progress of students to help inform what instructional practices are or aren't working.

Talking with colleagues is something that needs to be planned and counted on for their own learning. These are important parts of the process that should be discussed. Teachers don't need to write down a plan differentiating for the entire year, but rather have thoughtful reflections to share regarding their approach."

"Now it's time for the appraiser and teacher to discuss the SLO. The teacher has created an SLO statement, ISP, TSP and thought through the process of guiding students to the end result. These will be captured on the SLO form which has spots for each step and will go over shortly. They have also set end of the year targets for each student on the growth tracker."