



Steps for implementing Student Learning Objectives

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Agenda

- What is the SLO process
- Toolkit CD
- Quick review of a SLO
- Rubric
- Meeting in a Box for Principals



What are SLOs?

An academic goal for a teacher's students that is set at the start of a course

Reflects the most important learning for the year (or semester)

Specific and measurable based on available baseline data

Aligned to Common Core, state, or national standards, as well as any other school or complex priorities



SLO Process





Where do I begin?

Planning steps



Administrator Checklist

For School Administrators
School Year 20__ to 20__

Handout #1

| | |
|--|---|
| Planning for SLO Implementation | <ul style="list-style-type: none"><input type="checkbox"/> Review all SLO documents and materials.<ul style="list-style-type: none">○ Planning document for teachers○ Template for teachers○ SLO rubric○ Training modules○ EES manual <input type="checkbox"/> Train teachers on SLO process. Emphasize the formative nature of the SLO process. Formative instructional practices along the way will be the key to the success of the SLO. <input type="checkbox"/> Revisit and share academic/financial plan with faculty in order to highlight areas of school wide academic focus. This is to ensure that SLOs align to school priorities. <input type="checkbox"/> Assign evaluation of SLOs (i.e. which assistant principals are “in charge” of which teachers’ SLOs?). <input type="checkbox"/> Schedule beginning of term conferences. |
|--|---|



1. Review all SLO documents

On your CD – you have all your docs

- Planning document for teachers
- SLO template for teachers
- SLO rubric
- Training modules
- EES Manual



2. Train teachers on SLO Process

Emphasize the formative nature of the SLO process.

Formative instructional practices along the way will be the key to the success of the SLO.



3. Revisit Ac/Fn plan with faculty

Highlight areas of school wide academic focus.

This is to ensure that SLOs align to school priorities.



4. Assign evaluation of SLOs

Which administrators are “in charge” of which teachers’ SLOs?

(If you have VPs)



5. Schedule Beginning of Term Conferences



6. Create monitoring schedule

To ensure consistency of implementation (consistency among administrators regarding ratings, conversational protocols, understanding of expectations, quality and rigor of SLOs, etc.) administrators will need time to discuss.



Beginning of Term Conference

(Teacher brings completed SLO template to conference)

2013 - 2014

[HAWAII DOE STUDENT LEARNING OBJECTIVES]

Handout #2

STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE

| | | | | |
|---------------|---------------|--------------|----------|---------|
| Teacher Name: | | School: | Complex: | |
| Grade: | Content Area: | Course Name: | | Period: |

| | | | | | | | | | | | |
|----------------------------|-------|-----------|-------|---------|-------|----------------|-------|--------------|-------|-------|-------|
| Student Population: | | | | | | | | | | | |
| Total Number of Students | _____ | Males | _____ | Females | _____ | SPED Inclusion | _____ | SPED Pullout | _____ | ELL | _____ |
| GT | _____ | Any Other | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Additional Information: | | | | | | | | | | | |

| SLO Components | For a complete description of SLO components and guiding questions, use the "Student Learning Objective Planning Document" attachment. |
|----------------------|--|
| Learning Goal | Learning Goal: Big idea: Standards/Benchmarks: Rationale: |



Conference Guiding Questions for Administrators

Student population:

- What other additional information can you share that would help us to understand your student population/class?
- How does knowing the makeup of your class help guide you through this process?

Learning Goal:

- How does your learning goal align to our grade level/department/content/school-wide/district focus?
- How does your learning goal reflect the core learning(s) of the course?
- How does your learning goal address critical content, skills or knowledge necessary for advancement to future coursework?
- How is this learning goal relevant to all your students?
- How does your learning goal reflect higher levels of thinking (i.e. Webb's Depth of Knowledge levels 3-4)?
- How will you justify that the time span is appropriate for this goal?

Big Idea:

- Why is this important and meaningful for students to learn?
- How is your Big Idea:
 - An enduring understanding (goes beyond content and classroom)?
 - The key learning in your course?

Standards**Handout #3**



7. Beginning of Term Conference

- Review submitted SLO with teacher (refer to guiding questions and rubric documents to use during conference). Handout #3 & 4
- Determine if teacher needs additional support to revise SLO. Provide support to assist teacher(s) and schedule another meeting if needed.
- Determine professional development needs to support the SLO design (e.g. quality assessments, data teams, formative instruction...).
- Approve SLO and input approval date in PDE3
- Ensure that teacher uploads approved SLO template in PDE3.



Mid-Term Conference

(Optional – Teacher initiated)

- Schedule SLO mid-term conferences as needed (teacher initiated).
- Review teacher's SLO before meeting with him/her and create questions about progress.
- During conference, determine if there are any adjustments or revisions needed to support the successful completion of the SLO. (Handout #5)
- Consult school level and complex-area staff for additional supports if needed.



8. End of Term Conference

- Communicate expectations for final product review (review rating scale with teachers).
- Clarify evidence required to accompany final product review.
- Review End of Term Reflection (Handout #6)
- Collect and submit SLO results; upload to PDE3.



Let's review an SLO

Example Gr. 3 SLO (Handout #7)

Quality rubric (Handout #4)

Review the gr. 3 example, using the
quality rubric, rate this SLO

Acceptable? Needs Improvement?



Timeline & Expectations

Begin 2nd semester (highly encourage to start in 1st semester)

Practice year

Classroom Teachers

Complete 2 SLOs submit 1

Non Classroom Teachers

Complete 2 SLOs submit 2



SLO Toolkit CD contents

- Scripted powerpoint & handouts
- SLO templates
- Sample SLOs in different content areas
- EES Manual
- SLO overview on opening/admin day
- SLO Implementation plan

Mahalo to Fern Yoshida & Monica Mann



Mahalo

Stay the course

Have a great year!

Questions via email to
Fern Yoshida