

Student Learning Objectives  
(SLO)

Regional Curriculum Council  
December 21, 2011

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How many have watched the recent  
webinar?

What questions do you have about SLOs?  
(Index cards please)

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Objectives for Today

- Review Student Learning Objectives (SLOs)
- Prioritize district steps for moving forward with SLOs
- Answer questions that *can* be answered now
- Plan for “next steps”

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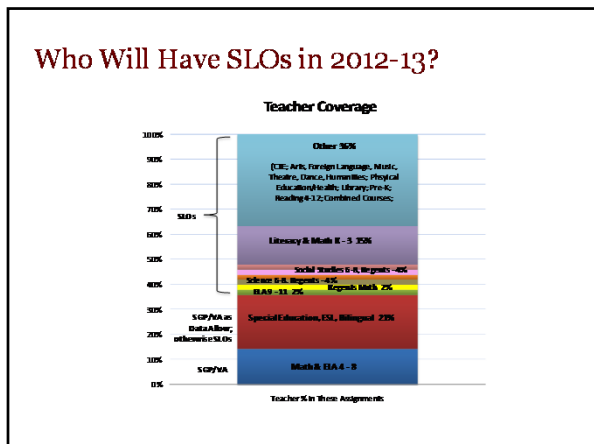
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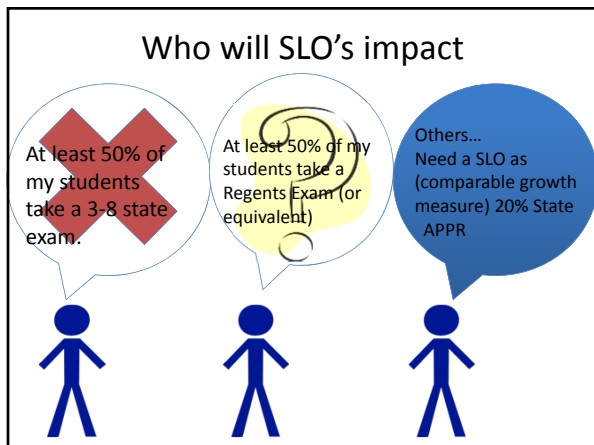
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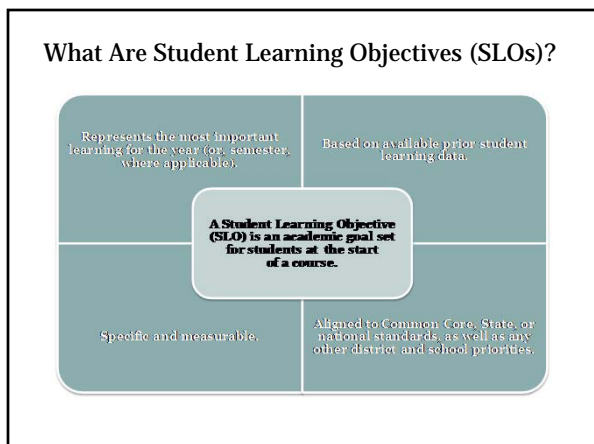
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## The Foundations for SLOs

<p style="text-align: center;"><i>Most Important Learning</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum Maps</li> <li><input type="checkbox"/> Units Designed with Enduring Understandings</li> </ul>	<p style="text-align: center;"><i>Available Prior Student Learning Data</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Common Assessments by grade level/content area</li> <li><input type="checkbox"/> Baseline/Diagnostic Assessments</li> <li><input type="checkbox"/> Vertical communication</li> </ul>
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## The Foundations for SLOs

*Alignment*

- Curriculum and Instructional Units based on standards (state, CCLS, national)
- District wide goals (CDEP, BOE goals, CEP)

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### Alignment of Annual Goals: District, School, Teacher

**Illustrative Goals**

**District Goal:** By the end of 2014-2015 school year, increase the percentage of 8th graders who meet the Aspirational Performance Measures, which are indicators of College and Career Readiness, from 20% to 20%.

**Middle School Goal:** By the end of 2013-2014 school year, increase the percentage of 8th grade students who score a proficient or end of course State assessment by at least 10% as compared to 2010-11; increase the score of students by at least 2%.

**8th Grade Social Studies Teacher Goal:** By the end of 2013-2014 school year, 65% of students will demonstrate proficiency on 8th grade Social Studies end of course assessment from the State compared to 60% on the assessment as compared to their 7th grade performance.

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### The Foundations for SLOs

**Most Important Learning**

- Curriculum Maps
- Units Designed with Enduring Understandings

**Alignment**

- Curriculum and Instructional Units based on standards (state, CCLS, national)
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### School Factors Influencing Achievement

- **Guaranteed and Viable Curriculum**
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- **Collegiality and Professionalism**

From Robert J. Marzano, "What Works in Schools : Translating Research Into Action" (ASCD, 2003)

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What is the difference between **CORE maps** and **DIARY maps**?

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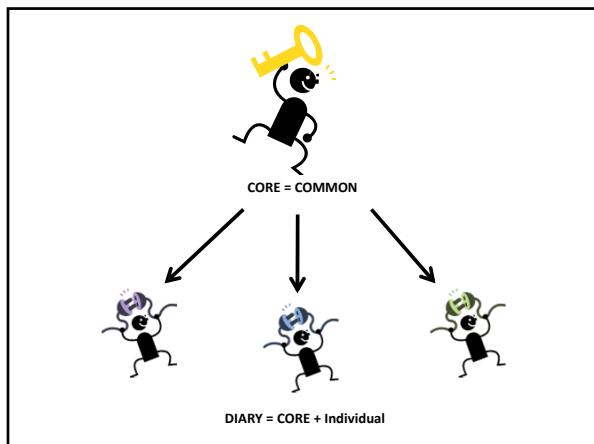
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What are the essential elements of a curriculum map?

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Standards Statement

We **start** with the standards...

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Standards Statement

...to identify what students should

**KNOW**

Content

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Standards Statement

...to identify what students should

be able to **DO**

Content Skills

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Standards Statement

Standards **BASED** Curriculum

vs.

Standards **REFERENCED** Curriculum

Content Skills

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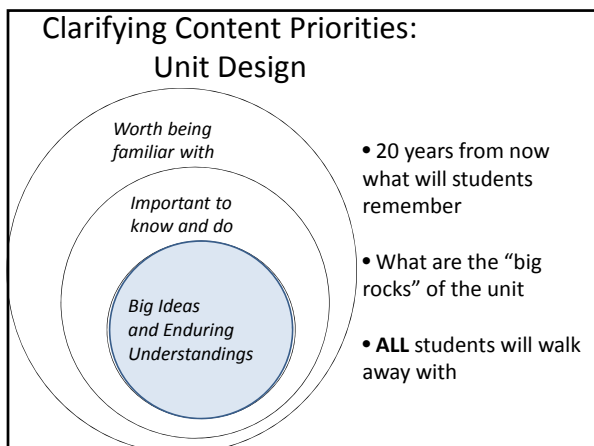
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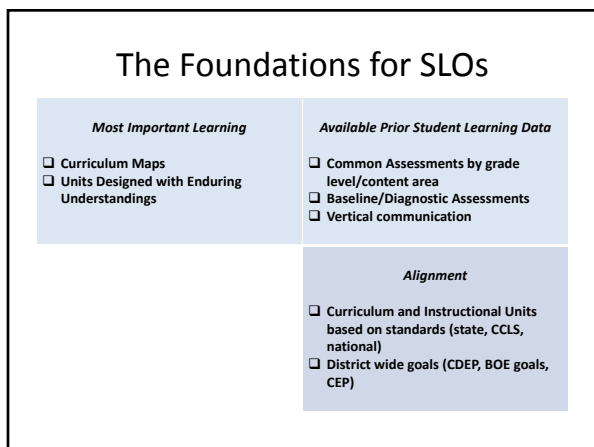
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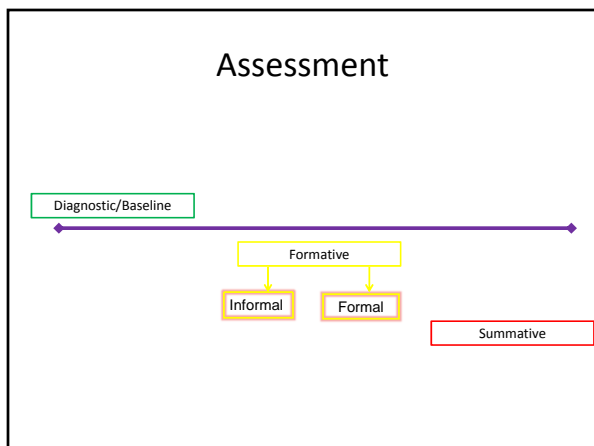
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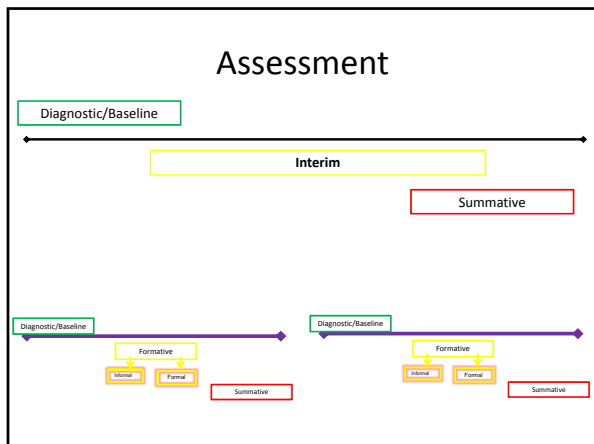
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### Interim Assessments

- Start from the “end goal” assessment
  - Format, length and other aspects of the assessment
- Align to:
  - “End goal” assessment
  - College-ready standards
- Designed to re-assess earlier material
- Teachers have a stake




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**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**ime-based

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What does it look like?

<b>Un-Smart Goal</b>	<b>SMART Goal</b>
<i>"We want to make more sprockets."</i>	<i>"The Sprocket Department will raise sprocket production by 20% by the end of this year."</i>

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**SMART Goal?**

Students will improve in performance on their selected musical instrument.	All students in Introductory Band will demonstrate growth on a music-department created performance task of at least one performance level.
	Performance will be assessed using a department-created rubric that focuses on accuracy, dynamics, pitch, rhythm, and tone quality.

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## SMART Goal?

All students will show growth on the district-created ELA assessment in Grade 2.

ELA/Literacy: All students will make half the growth required to score 100:

- 1) Score at least an 80 on the post-assessment if they scored 50-60 on the pre-assessment
- 2) Score at least an 84 if they scored from 61-70
- 3) Score at least an 88 if they scored from 71-78
- 4) Score at least a 90 if they scored a 79 or higher

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### SLOs are NOT...

### But...



- SLOs are not the same as your District's goals
- SLOs are not the interim assessments used for Data Driven Instruction (DDI)
- SLOs are not an opportunity for free choice amongst a teacher's favorite unit tests
- SLOs are not as complicated as they seem



- SLOs should be informed by District priorities and needs
- SLOs compliment the DDI model by focusing data meetings and action plans for re-teaching
- SLOs require the use of evidence robust enough to match the scope of the content
- If set with rigor, SLOs can lead to higher student achievement

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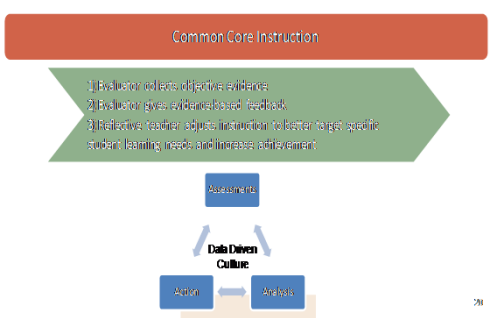
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OBSERVATION CYCLES

DDI CYCLES  
2-6 cycles/year




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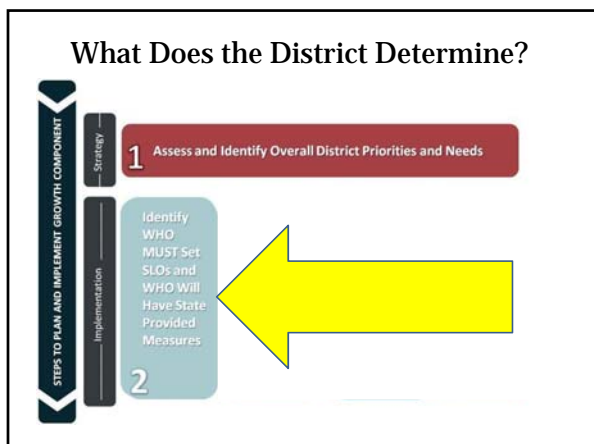
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