

# Sample Slo Growth Targets

Over the past decade, Ohio has made important education policy advances, with a focus on student learning and achievement, standards, and accountability. Ohio is serious about its commitment to quality schools and honors this commitment by providing Local Education Agencies (LEAs) a research-based, transparent, fair teacher evaluation system adaptable to the specific contexts of Ohio's LEAs. This guide focuses on the use of Student Learning Objectives (SLOs) as an optional, locally determined measure for student growth. The information contained in this guide is intended to support LEAs that are piloting SLOs as a measure of student growth during summer 2012. Contained in this guide are the resources and guidance that has been developed by the Ohio Department of Education (ODE) thus far; however, information within the guide is subject to revision at the conclusion of the pilot program based on feedback from participating LEAs. These materials were developed to support the creation of SLO examples by LEAs participating in the pilot process. This LEA work will support the ODE guidance for student growth measures and help to build capacity and knowledge of LEAs to implement student growth measures. The following are appended: (1) Student Learning Objective (SLO) Template; (2) Student Learning Objective (SLO) Template Checklist; (3) Guidance on Selecting Assessments for SLOs; and (4) Sample Template for the Analysis of Data.

Assessment is not only a measure of student learning,

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but a means to student learning. This bestselling book guides you in constructing and using your own classroom assessments, including tests, quizzes, essays, and rubrics to improve student achievement. You will learn how to weave together curriculum, instruction, and learning to make assessment a more natural, useful part of teaching. Find out how to... ensure your assessments are fair, reliable, and valid; construct assessments that meet the level of cognitive demand expected of students; create select-response items and understand technology-enhanced items that are increasingly being used on assessments; use constructed-response items and develop scoring criteria such as rubrics; and analyze student results on assessments and use feedback more effectively. This second edition features updated examples that reflect the Common Core State Standards as well as other content standards and new, useful samples of teacher-friendly techniques for strengthening classroom assessment practices. No matter what grade level or subject area you teach, this practical book will become your go-to resource for designing effective assessments. This unique and ground-breaking book is the result of 15 years research and syntheses over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student,

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home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools. This open access book, inspired by the ICME 13 Thematic Afternoon on “European Didactic Traditions”, consists of 17 chapters, in which educators from the Netherlands reflect on the teaching and learning of mathematics in their country and the role of the Dutch domain-specific instruction theory of Realistic Mathematics Education. Written by mathematics teachers, mathematics teacher educators, school advisors, and developers and researchers in the field of instructional material, textbooks, and examinations, the book offers a multitude of perspectives on important issues in Dutch mathematics education, both at primary and secondary school levels. Topics addressed include the theoretical underpinnings of the Dutch approach, the subject of mathematics in the Dutch educational system, teacher education and testing, the history of

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mathematics education and the use of history in teaching of mathematics, changes over time in subject matter domains and in the use of technology, and the process of innovation and how the Dutch and in particular one Dutch institute have worked on the reform.

States take a wide range of approaches to Student Learning Objectives (SLO) assessment selection. This "Ask the Team" brief helps states consider the trade-offs between approaches that offer more teacher choice and those that offer better comparability across SLOs. The brief identifies four common approaches to selecting SLO assessments: (1) The teacher or teacher team chooses the assessment(s) to use in SLOs; (2) The state or district provides assessment criteria or a bank of available assessment options; (3) The state or district provides a list of required assessments; and (4) The state or district requires that SLOs be based on common assessments. In addition to the benefits and challenges of each approach, you will read about state and district examples from the field.

In the music classroom, instructors who hope to receive aid are required to provide data on their classroom programs. Due to the lack of reliable, valid large-scale assessments of student achievement in music, however, music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms. From Australia to Taiwan to the Netherlands, music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers. In this two-volume Handbook, contributors

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from across the globe come together to provide an authority on the assessment, measurement, and evaluation of student learning in music. The Handbook's first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions. This volume also looks at technical aspects of measurement in music, and outlines situations where theoretical foundations can be applied to the development of tests in music. The Handbook's second volume offers a series of practical and US-focused approaches to music education assessment. Chapters address assessment in different types of US classrooms; how to assess specific skills or requirements; and how assessment can be used in tertiary and music teacher education classrooms. Together, both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field.

What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused. The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning. In this comprehensive guide, author Susan M. Brookhart identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various

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kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas. In addition, Brookhart addresses \* Common misconceptions about rubrics; \* Important differences between rubrics and other assessment tools such as checklists and rating scales, and when such alternatives can be useful; and \* How to use rubrics for formative assessment and grading, including standards-based grading and report card grades. Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn.

As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools, teachers' competence in formative assessment is essential. Using Formative Assessment to Support Student Learning Objectives introduces current and future educators to SLOs as tools for shaping career- and college-ready students. Written in concise and straightforward language, and replete with step-by-step exercises, real-life examples, and illustrative charts, this useful guide provides pre- and in-service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms.

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Build the bridge from data collection to improved instruction. Students are people—not data. How can you use assessment data to focus on reaching every student? This book shows how to develop a common language for sharing all students' progress with all teachers and leaders, and how to use ongoing assessment to inform instruction. Based on worldwide research of more than 500 educators, the book presents solutions organized by: Assessment Instruction Leadership Ownership. The many benefits of personalizing data include increased student engagement and a positive impact on school culture. This reader-friendly guide helps you set goals, adjust lessons, identify students' strengths and weaknesses, and implement interventions.

The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The framework may be used as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the School Environment, Instruction, and Professional

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Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance--Unsatisfactory, Basic, Proficient, and Distinguished--for each element, providing a valuable tool that all teachers can use. This second edition has been revised and updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards.

DVD includes "video segments illustrating ideas and practices presented in the book, and a CD-ROM containing activities that facilitate individual or group learning" - back cover.

A teacher presents a lesson, and at the end asks students if they understand the material. The students nod and say they get it. Later, the teacher is dismayed when many of the students fail a test on the material. Why aren't students getting it? And, just as important, why didn't the teacher recognize the problem? In *Checking for Understanding*, Douglas Fisher and Nancy Frey show how to increase students' understanding with the help of creative formative assessments. When used regularly, formative assessments enable every teacher to determine what students know and what they still

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need to learn. Fisher and Frey explore a variety of engaging activities that check for and increase understanding, including interactive writing, portfolios, multimedia presentations, audience response systems, and much more. This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility, guided instruction, formative assessment systems, data analysis, and quality instruction. Douglas Fisher and Nancy Frey are the creators of the Framework for Intentional and Targeted (FIT) Teaching™. They are also the authors of numerous ASCD books, including *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* and the best-selling *Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention*.

The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines

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and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading—and how it fits into the larger, comprehensive assessment system.

This guide, written for teachers and administrators wishing to introduce evaluation systems that promote continued teacher growth and enhance school effectiveness, suggests that meaningful change requires a clear understanding of what is already in operation, substantial skill development, and adequate resources for the duration of the change cycle. Rather than prescribing a single route to success, the guide offers examples of different evaluation experiences, describes possible evaluation courses, and, in separate chapters, offers five keys to effective evaluation: teachers, evaluators, performance data, feedback, and context. A subsequent chapter examines the important attributes of these keys in more detail. The guide concludes by offering two scenarios for success and a discussion on evaluating existing evaluation procedures, improving the teacher evaluation environment, and upgrading evaluation skills. An appendix includes a teacher evaluation experience questionnaire and a questionnaire for evaluators' self-examination. (IW)

Presents information about two major types of writing: writing to learn and public writing. Offers strategies for planning, organizing, and teaching, as well as numerous

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examples of student work and guidelines for evaluation and assessment.

This handbook synthesizes both contemporary research and best practices in early childhood teacher education, a unique segment of teacher education defined by its focus on child development, the role of the family, and support for all learners. The first volume of its kind, the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field, including the history of early childhood teacher education programs, models for preparing early childhood educators, pedagogical approaches to supporting diverse learners, and contemporary influences on this quickly expanding area of study.

Appropriate for early childhood teacher educators as well as both pre- and in-service teachers working with children from birth through 8, this handbook articulates the unique features of early childhood teacher education, highlighting the strengths and limitations of current practice as based in empirical research. It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators.

This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

Publisher description: This book presents the definitive case, based on what we know about the brain and learning, for making arts a core part of the basic curriculum and thoughtfully integrating them into every subject. Separate chapters address

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musical, visual, and kinesthetic arts in ways that reveal their influence on learning.

The New York State Board of Regents has committed to the transformation of the preparation, support and evaluation of all teachers and school leaders in New York State, and the New York State Legislature has enacted historic legislation (Education Law §3012-c) that fundamentally changes the way teachers and principals are evaluated. Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories--Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c(2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development). The law specifies that student performance will comprise 40% of teacher and principal evaluations. For teachers where there is no State-provided measure of student growth, "comparable measures" are the State-determined District-wide growth goal-setting

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process. Student Learning Objectives (SLOs) are the State-determined process. A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or, semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities. Teachers' scores are based upon the degree to which their goals were attained. This report provides background information about SLOs, describes SLO rules and considerations for comparable growth measures, discusses scoring SLOs and determining final ratings for comparable growth measures, outlines major district steps to plan and implement SLOs as comparable growth measures, discusses SLOs as an option for locally-selected measures of student achievement, and includes sample SLO scoring models for comparable growth measures. Definitions of key terms are appended.

Assessments, understood as tools for tracking what and how well students have learned, play a critical role in the classroom. *Developing Assessments for the Next Generation Science Standards* develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in *A Framework for K-12 Science*

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Education (Framework) and Next Generation Science Standards (NGSS). These documents are brand new and the changes they call for are barely under way, but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education. The new Framework and the NGSS are designed to guide educators in significantly altering the way K-12 science is taught. The Framework is aimed at making science education more closely resemble the way scientists actually work and think, and making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time. It structures science education around three dimensions - the practices through which scientists and engineers do their work, the key crosscutting concepts that cut across disciplines, and the core ideas of the disciplines - and argues that they should be interwoven in every aspect of science education, building in sophistication as students progress through grades K-12. *Developing Assessments for the Next Generation Science Standards* recommends strategies for developing assessments that yield valid measures of student proficiency in science as described in the new Framework. This report reviews recent and current work in science assessment to determine which aspects of the Framework's vision can be assessed with available

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techniques and what additional research and development will be needed to support an assessment system that fully meets that vision. The report offers a systems approach to science assessment, in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another. Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction, assessments designed to monitor science learning on a broader scale, and indicators designed to track opportunity to learn. New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential. The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students.

The overwhelming majority of a software system's lifespan is spent in use, not in design or implementation. So, why does conventional wisdom insist that software engineers focus primarily on the design and development of large-scale computing

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systems? In this collection of essays and articles, key members of Google's Site Reliability Team explain how and why their commitment to the entire lifecycle has enabled the company to successfully build, deploy, monitor, and maintain some of the largest software systems in the world. You'll learn the principles and practices that enable Google engineers to make systems more scalable, reliable, and efficient—lessons directly applicable to your organization. This book is divided into four sections: Introduction—Learn what site reliability engineering is and why it differs from conventional IT industry practices Principles—Examine the patterns, behaviors, and areas of concern that influence the work of a site reliability engineer (SRE) Practices—Understand the theory and practice of an SRE's day-to-day work: building and operating large distributed computing systems Management—Explore Google's best practices for training, communication, and meetings that your organization can use

Focused on physical literacy and measurable outcomes, empowering physical educators to help students meet the Common Core standards, and coming from a recently renamed but longstanding organization intent on shaping a standard of excellence in physical education, National Standards & Grade-Level Outcomes for K-12 Physical Education is all that and much more. Created by SHAPE America — Society of Health and Physical

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Educators (formerly AAHPERD) — this text unveils the new National Standards for K-12 Physical Education. The standards and text have been retooled to support students' holistic development. This is the third iteration of the National Standards for K-12 Physical Education, and this latest version features two prominent changes:

- The term physical literacy underpins the standards. It encompasses the three domains of physical education (psychomotor, cognitive, and affective) and considers not only physical competence and knowledge but also attitudes, motivation, and the social and psychological skills needed for participation.
- Grade-level outcomes support the national physical education standards. These measurable outcomes are organized by level (elementary, middle, and high school) and by standard. They provide a bridge between the new standards and K-12 physical education curriculum development and make it easy for teachers to assess and track student progress across grades, resulting in physically literate students. In developing the grade-level outcomes, the authors focus on motor skill competency, student engagement and intrinsic motivation, instructional climate, gender differences, lifetime activity approach, and physical activity. All outcomes are written to align with the standards and with the intent of fostering lifelong physical activity.

National Standards & Grade-Level Outcomes for K-12

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Physical Education presents the standards and outcomes in ways that will help preservice teachers and current practitioners plan curricula, units, lessons, and tasks. The text also • empowers physical educators to help students meet the Common Core standards; • allows teachers to see the new standards and the scope and sequence for outcomes for all grade levels at a glance in a colorful, easy-to-read format; and • provides administrators, parents, and policy makers with a framework for understanding what students should know and be able to do as a result of their physical education instruction. The result is a text that teachers can confidently use in creating and enhancing high-quality programs that prepare students to be physically literate and active their whole lives.

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge

approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors' funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households,

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Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.

Teams that engage in designing, using, and responding to common formative assessments are more knowledgeable about their own standards, more assessment literate, and able to develop more strategies for helping all students learn. In this conversational guide, the authors offer tools, templates, and protocols to incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning

### Science 5 B

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

The story of Korean education over the past 50 years is one of remarkable growth and achievement. Korea is

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one of the top performing countries in the Programme for International Student Assessment (PISA) survey and among those with the highest ...

This booklet includes the full text of the ISTE Standards for Students, along with the Essential Conditions, profiles and scenarios.

The popular author of *Classroom Instruction That Works* discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

Your go-to guide for using classroom assessment as a teaching and learning tool! Using seven strategies of assessment for learning and five keys of quality assessment as a foundation, this book presents a model that focuses on assessment to help students understand their progress on their learning journey and the next steps needed to get there. Full of high-impact classroom practices, this book also offers:

- Clear and relevant examples of assessment for learning strategies in specific subject matter contexts
- Visual learning progressions for use in a self-assessment checklist and professional development
- Additional material and examples on an author-created website

Across the United States, a wide cross-section of administrators and teachers are learning the ins and outs of setting, assessing, and scoring student learning objectives (SLOs). An SLO is a set of goals that measures an educator's progress in achieving student growth targets. SLOs are particularly helpful for teachers in nontested subjects and grades because the goal can be set using any type of assessment. The SLO process

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varies from state to state, but a common set of questions often emerges during this process. For example, what happens to the SLO process if the following occur: (1) a teacher's roster changes drastically due to high student mobility rates; (2) a teacher's assignment changes significantly over the course of the year; or (3) a teacher serves as a pull-in/push-out teacher or coteaches? To address these common situations, states and districts are crafting business rules specifically for SLOs.

Business rules typically list specific exceptions to any standard process, although states refer to these exceptions by different terms, such as operating rules or guidelines. In the case of SLOs, business rules outline exceptions that are designed to mitigate bias introduced in the SLO process by these particular situations. SLO business rules attempt to build flexibility into SLOs while sustaining a consistent process across all teachers and students. In response to questions from the field, a sample of SLO business rules from multiple states and districts that are currently implementing SLOs was gathered. The implementation of SLOs is still an emerging process in these states. Little information is available on the effectiveness of these rules in achieving their aims, so this overview functions only as starting point for discussion on this topic in your states or districts. Bonus resources are provided.

AIR is working with states and districts across the country to improve teacher evaluation and feedback. Our work is focused on designing systems of educator evaluation and compensation that incorporate multiple measures of performance and, in particular, measures of

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student growth. In this work, student learning objectives (SLOs) have emerged as a novel approach to measuring student growth, particularly for the majority of educators not covered by a state standardized assessment (Prince et al., 2009). In this paper, we offer some ideas for states and districts that are considering the use of SLOs to measure student growth, including a basic description of SLOs, highlights of the SLO development process, and a discussion of their function within the evaluation cycle.

The following are appended: (1) SLO Examples; (2) Austin Independent School District SLO Timeline; (3) Georgia Department of Education Data Source Guidance for Determining Growth Targets; (4) Sample Template for the Analysis of Student Data; (5) Student Learning Objective (SLO) Template Checklist; (6) End-of-Year Reflection for Educators; and (7) Additional Resources for SLO Examples, Checklists, and Timelines.

With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model teacher evaluation system named RISE.

Whether corporations choose to adopt RISE or a model of their own, the department's goal is to assist corporations in developing or adopting models that both comply with IC 20-28-11.5 (the law surrounding teacher evaluation), and are fair, credible and accurate. Regardless of model or system, evaluations must: (1) Be annual; (2) Include Four Rating Categories; and (3) Include Student Growth Data:

Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures. This Student Learning Objectives handbook

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focuses on the third requirement of IC 20-28-11.5, "Including Student Growth Data." More specifically, it focuses on one of the multiple measures of student learning in RISE: Student Learning Objectives. This handbook defines Student Learning Objectives (SLOs) and their purpose, provides an overview of how SLOs fit into the teacher evaluation context in Indiana, and provides step-by-step instructions on how to write an SLO. Contains a glossary. The following are appended: (1) Forms; (2) Mastery Standards for State Tests and Common Corporation Assessments; and (3) Sample Student Learning Objectives.

In *Tell Me So I Can Hear You*, Eleanor Drago-Severson and Jessica Blum-DeStefano show how education leaders can learn to deliver feedback in a way that strengthens relationships as well as performance and builds the capacity for growth. The authors provide real-life examples with practical strategies for creating a safe space for feedback, finding the right words, and bridging feedback and action. *Tell Me So I Can Hear You* offers invaluable guidance to help educators support a culture of learning in classrooms, schools, and districts. *Tell Me So I Can Year You* comes to the field at just the right time, when educators at every level are recognizing the importance of ensuring that feedback contributes to continuous learning for adults. The authors offer actionable insights to help educators engage in meaningful feedback conversations that lead to growth and change. Stephanie Hirsh, executive director, Learning Forward In a perfect marriage of theory and practice, Drago-Severson and Blum-DeStefano introduce a whole new dimension for thinking about feedback that is both intellectually stimulating and immediately applicable. Robert Kegan, Meehan Professor of Adult Learning, Harvard Graduate School of Education, and coauthor, *Immunity to Change* and *An Everyone Culture* Articulate and meaningful,

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Tell Me So I Can Hear You draws deeply from the research on feedback and thoughtfully integrates it with theories of adult development. The book offers a clear blueprint, as well as tools and examples of how we can move to broader and deeper growth-enhancing feedback for those we coach, evaluate, and mentor. Elizabeth Neale, chief executive officer and founder, School Leaders Network Eleanor Drago-Severson is Professor of Education Leadership and Adult Learning & Leadership at Teachers College, Columbia University. Jessica Blum-DeStefano teaches at Bank Street College of Education."

Under pressure and support from the federal government, states have increasingly turned to indicators based on student test scores to evaluate teachers and schools, as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or English/language arts with a focus on grades 4-8. Teachers in these subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research-based applications of

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educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The NCME series editorial board is comprised of Michael J. Kolen, Chair; Robert L. Brennan; Wayne Camara; Edward H. Haertel; Suzanne Lane; and Rebecca Zwick.

Teach to the Common Core, differentiate instruction, and keep students engaged—all at the same time! With new Common Core-aligned tools and strategies, this second edition of a bestseller is an all-in-one math classroom management resource. Covering everything from lesson design to math-specific learning styles, the book's 60+ tools will enable you to: Work in smarter, more efficient ways with all of your students, no matter the class size or make up Create standards-based lesson plans, tests, and formative assessments Reach every learner regardless of understanding level or learning style Integrate technology into class time for more engaging math lessons

This 3rd edition of the award winning Adaptive Schools Sourcebook provides both a theoretical and practical guide for groups and teams to develop and focus their collaborative energies to improve teaching practices and enhance student-learning outcomes. In five sections: Becoming Adaptive, Collaboration Matters, Meetings are Teachers' Work, Resources for Inquiry, and Conflict, Change and Community, the authors draw on decades of personal experiences in schools and research from multiple disciplines to present powerful tools and useful templates for structuring the work of productive professional communities in schools. Readers will learn ways to develop and sustain the fundamental elements for enhancing social capital in schools: distinguishing between dialogue and discussion, establishing seven norms of collaboration, automating language patterns for inquiry and problem solving, facilitating groups and data teams, engaging

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in productive conflict, and building community. The book offers links to video clips demonstrating key skills, inventories for assessing groups, instruments for assessing personal skills, and a collection of over 150 meeting strategies and facilitator moves for engaging group members in productive interactions.

A proven method for working with teachers to design better evaluations There is no magic formula for successfully designing a teacher evaluation system. However there is abundant evidence that suggests involving teachers in the process will reduce the likelihood of opposition, gridlock, and reform failure. Everyone at the Table provides materials to genuinely engage teachers in the evaluation process. The book is a research-based and field-tested practical guide for school leaders. With this resource, educators will have the tools they need to develop meaningful teacher evaluations. Offers a collaborative approach to designing teacher evaluations Includes a companion web-based resource, with video This research-based program outlines a solid plan for improving teacher effectiveness through evaluation reform.

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