

## WISCONSIN EDUCATOR EFFECTIVENESS SYSTEM • SLOs

### Defining SLOs

The term SLO has dual meaning within Wisconsin's Educator Effectiveness System (EE System). For teachers, SLO refers to **Student Learning Objectives**—student academic growth goals for entire classrooms or subsets of students. For principals, SLO refers to **School Learning Objectives** (i.e., student academic growth goals for an entire school or subsets of students within the school).

SLOs are detailed, measurable goals for student academic growth appropriate within a specified period of time (interval). An interval reflects the time an educator supports a given student population. SLOs should align with instructional standards or guidelines, which may include the following:

- Wisconsin Academic Standards appropriate to an educator's role (e.g., Wisconsin Model Early Learning Standards)
- Common Core State Standards
- 21<sup>st</sup> Century Skills
- District initiatives or district improvement plans
- Building goals or school improvement plans

For more detailed SLO resources, please visit the [SLO Toolkit](#) to practice developing a SLO. Additionally, please access the more advanced [Creating SMART SLOs](#) Toolkit if you/your staff have already demonstrated understanding and ability to set SLOs.

### How SLOs fit within the Educator Effectiveness System

The EE System incorporates a "multiple measures" approach in which evaluators use multiple sources of evidence at multiple points in time to evaluate educator practice. The system emphasizes a holistic view of educator performance, and does not rely on any one source of data. SLOs serve as one source of student outcome measures used for educator evaluation in the EE System. SLOs, as described in this document, apply to all mandated educators. (*To determine mandated educators, see the [DPI Decision-making Flowchart](#).*)

- For 2014-15, Principals will complete 1 SLO annually as), accounting for 45% of the Overall Outcome Score (*if they serve in a school where Principal Value-Added can be calculated—i.e., multiple grade levels participating in the state standardized assessment*).
- For 2014-15, Teachers will complete 1SLO annually), accounting for 90% of their outcomes measures.

### The SLO process in the Summary and Supporting Years of the Effectiveness Cycle

Educators develop SLO goals by reviewing data to identify student learning needs. SLOs reflect students' baseline knowledge and skills in a particular grade level and subject area. Based on this review of data, educators set rigorous, attainable academic goals for students to address the learning needs identified during the data analysis. SLO goals should focus on improving student academic performance.

Although the SLO process occurs annually for educators, it differs slightly between the Summary Year and the Supporting Years of the Effectiveness Cycle. In the Summary Year, evaluators must participate in the SLO process, and provide formative feedback related to the goal during three formal meetings with educators. In the Supporting Years of the Effectiveness Cycle, evaluators have flexibility to participate (unless required by district policy), and educators have no required formal meetings with their evaluator. (*By law Summary Years are the first year of employment and every third year thereafter*).

#### **Beginning of Year**

Working collaboratively with their evaluator during a Planning Conference in the Summary Year, educators draw upon the [SLO Process Guide](#) to review SLOs from the two prior years, as well as develop one new SLO and document the goal within Teachscape (or an alternative online system). Educators develop their SLO with a peer or evaluator in the Supporting Years of the Effectiveness Cycle.

#### **Middle of Year**

Working collaboratively with their evaluator in the Summary Year, educators draw upon the [SLO Process Guide](#) to monitor progress towards SLO goal across the year and adjust instructional strategies accordingly. Educators and evaluators can also use the [Process Guide](#) to consider a mid-year adjustment to their SLO goal during a Mid-Year Conference based on data collected through the progress monitoring process. Educators can do this step with a peer or evaluator in the Supporting Years of the Effectiveness Cycle.

#### **End of Year**

At the end of the SLO interval in a Summary or Supporting Year, educators draw upon all available evidence of their SLO implementation

and progress, as well as the [Process Guide](#), to inform the selection of a self-score using the revised [SLO Scoring Rubric](#) for the SLO. Educators document the individual SLO score in Teachscape. In the Summary Year only, prior to a End of Cycle Summary Conference, evaluators review all SLOs from the Effectiveness Cycle and their supporting documentation as evidence towards a final, holistic SLO score. Evaluators draw upon the [SLO Process Guide](#) to inform the determination of the holistic score using the SLO Scoring Rubric. Evaluators document the holistic score into Teachscape (or approved alternative system). During the End of Cycle Summary Conference, evaluators discuss collaboratively with educators the SLO implementation and progress across the Effectiveness Cycle and the resulting holistic score. *For more details regarding the SLO process, see the [SLO Toolkit Guidebook](#).*

## **Evidence Educators Collect to Set and Monitor SLOs**

For teachers, sources of evidence can vary widely—from district standardized assessments and end-of-course exams to more teacher-specific measures, such as grade level or classroom assessments, performance demonstrations, and portfolios of student work. DPI encourages educators to consider a balanced assessment system for use in setting and monitoring SLO goals throughout the interval. For more information on assessments see [Balanced Assessment System](#).

Assessments and evidence for principal SLOs may differ slightly from teacher SLOs, since principal SLOs target student growth at the school level. In some instances, across-year evidence sources may be appropriate (*e.g., Smarter Balanced, ACT, or Advanced Placement exams*) for use in determining an SLO goal and/or the target population. However, the SLO itself is scored annually. Principals will need to use evidence that can monitor progress within each SLO interval.

## **When Appropriate, Educators Can Develop Team SLOs or Align SLOs within a School or with Other Initiatives**

When appropriate, educators may consider team SLOs or teacher SLOs that align to Principal SLOs or other initiatives. However, DPI does not require these processes.

### **Team SLOs**

Team SLOs based on shared content and/or student need can be an excellent means of fostering collective responsibility for the learning of all students within a grade level, subject area, or school. While multiple teachers may write the same SLO goal statements, each individual teacher will have his/her own target population of students and process for monitoring student growth. Teachers will self-score their goal based on the growth of their unique student population. Additionally, evaluators will determine the teacher's holistic SLO score independently from the group, including analyzing whether the teacher scored SLOs appropriately (*i.e., based on their student population*).

### **Alignment of School and Student SLOs**

Some districts may choose to align teacher SLOs with a Principal SLO to focus on building and district initiatives. Regardless, each teacher must be able to track the growth of his/her students related to the goal in an ongoing manner—they must be able to directly support the goal with their instruction. Assessments and evidence sources need careful consideration for alignment between teachers and principals.

### **Alignment of SLOs and other Practice Goals**

DPI recommends, but does not require that SLOs align to educator practice or professional goals. In addition to one SLO, educators will annually set at least one professional practice goal as part of the EE System. While these goals are separate—one focusing on the educators' practice, the other focusing on increasing student achievement, educators can and should use one to inform the other.

DPI is also working with professional associations to develop tools regarding how the EE System aligns to other initiatives, including Professional Development Plan (PDP) goals. PDP goals should be broad and reflect both instructional strategies (*I will....*) and student outcomes (*so that my students...*). Though legally, licensure and evaluation must remain separate processes, goal setting for licensure can and likely will relate to the goals identified within the EE System.

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