Maine DOE T-PEPG Model

Student Learning Objective (SLO) Framework

A Handbook for Teachers and Administrators (2014-2015)

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Introduction

Overview—In order to support local districts in meeting the Educator Effectiveness law, enacted in 2012, and Rule Chapter 180, adopted in 2014, the Maine DOE has developed a default state Teacher Performance Evaluation and Professional Growth (T-PEPG) Model that districts may adopt. Whether districts choose to adopt the state model or a model of their own, a PEPG model must include multiple measures of teacher effectiveness, at least including professional practice and student learning and growth. In evaluating teacher performance, the measures of effectiveness are individually rated and then those ratings are combined to arrive at a summative effectiveness rating. In the Maine DOE model, the student learning and growth component is expressed as the teacher's Impact on Student Learning and Growth.

Like many other states, as part of its T-PEPG Model, the Maine DOE has adopted the Student Learning Objective (SLO) as a framework for the student learning and growth component of the T-PEPG system. This decision was made for both pedagogical and practical reasons.

A teacher's job is to see that students make continuous progress toward proficiency in specified curricular standards. Effective teachers know their students' learning needs, set rigorous and feasible learning targets, align practice and instruction to the achievement of those targets, and monitor student progress through high quality assessments. Pedagogically speaking, the SLO framework serves to bring the primary responsibilities of a teacher into focus and alignment and help establish a culture of collaboration and support in a school community. Practically speaking, the SLO framework provides the documentation of details necessary to the accurate appraisal of a teacher's individual impact on student learning, such as data used to identify the cohort of students whose performance will influence the teacher's effectiveness rating. Figure 1 illustrates the application of the SLO framework in both the evaluation and the professional growth of a teacher.

Figure 1. The Functions of the SLO Framework

Performance Evaluation	Professional Growth
Links student outcomes to individual teachers	"Adds value and improves practice", as reported by Maine teachers
Contains important data, such as roster and teacher(s) of record.	Focuses and aligns student needs, learning objectives, instruction and assessment
Reduces risk of inaccuracies in teacher of record data.	Provides context for important professional conversations and collaboration
Allows for flexible grouping and attribution of teachers in a student-centered system	Connects to additional readily available resources across the nation

Purpose of this Handbook—This handbook is intended as a practical guide to the SLO framework and the phases of SLO development, with particular emphasis on the selection of assessments.

The SLO Defined

Although the term 'SLO' is technically speaking an acronym for Student Learning Objective, the term most commonly refers to a comprehensive process-framework for developing, articulating and recording measurable academic growth targets for students along with all related information, such as student demographics, teacher(s) of record, learning standards and assessments. An SLO targets the specific learning needs of students, based on a thorough review of available data, and conveys appropriate state, national or local standards that will inform instruction, learning and assessment. Within an SLO, the teacher specifies a growth target—a quantifiable amount of student learning expected by the end of a pre-defined academic period—and identifies the assessments or criteria that will be used to measure growth.

Information contained in the SLO—Each SLO consists of 5 components, which are recorded and described in the SLO document:

1. Teacher of Record and Instructional Cohort
2. Curricular standards
3. Growth targets
4. Pre- and post-assessment information
5. Key Instructional strategies

See **Steps in the SLO Process** for definitions and details related to each component.

SLOs as a factor in a teacher's summative effectiveness rating—In the T-PEPG Model, the teacher develops at least two SLOs annually. The extent to which students meet the growth targets set forth in the combined SLOs will result in a rating of the teacher's Impact on Student Growth of High, Moderate, Low or Negligible according to the scale shown in Figure 2. At the end of the teacher's professional growth/improvement plan, the Impact rating is combined with the teacher's ratings on Professional Practice and Professional Growth to arrive at a final summative rating on the Summative Effectiveness Rating matrix (Figure 3).

Figure 2. Impact on Student Learning and Growth Rating Scale

Percentage Ranges of Students Who Met Their Growth Targets	
85–100%	High
71–84%	Moderate
41–70%	Low
0–40%	Negligible
Total of the % of all growth targets met÷ number of SLOs = Average % of students who met the growth target	Impact on Student Learning and Growth Rating

Figure 3. Summative Effectiveness Rating Matrix

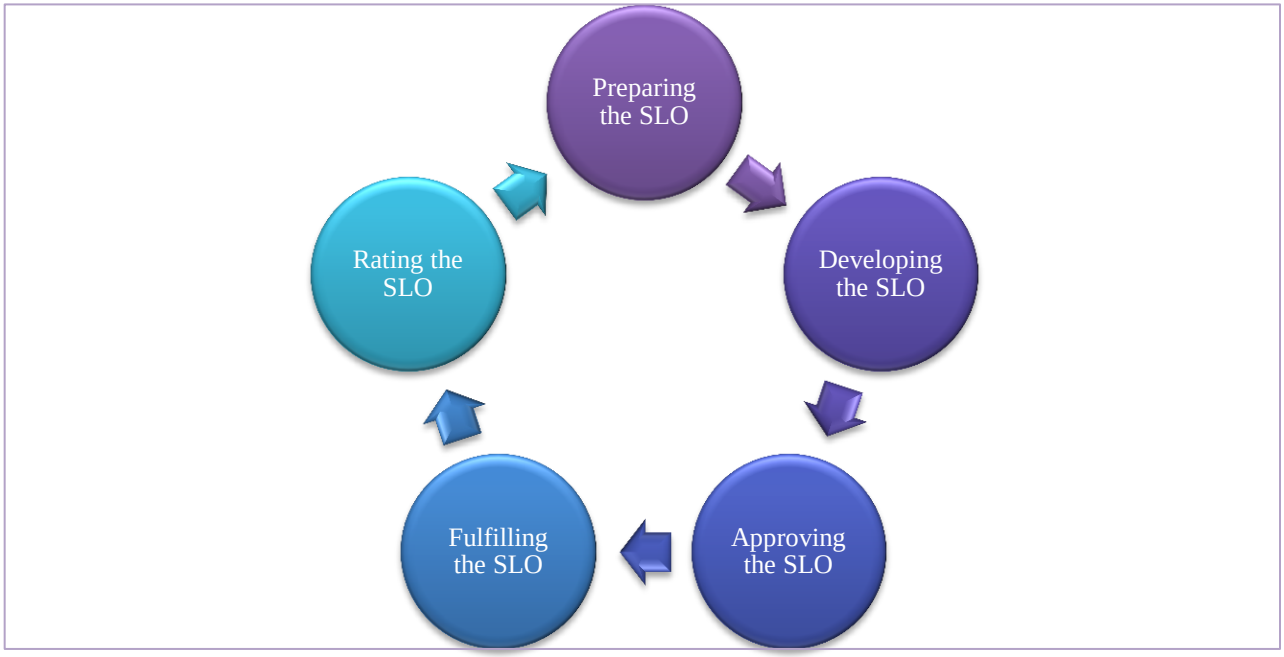
Maine DOE TEPG Summative Performance Rating Matrix					
		Combined Professional Practice and Professional Growth			
		Ineffective	**Developing**	**Effective**	**Distinguished**
Impact on Student Learning and Growth	High	**Review Required**	**Effective**	**Highly Effective**	**Highly Effective**
	Moderate	**Partially Effective**	**Partially Effective**	**Effective**	**Effective**
	Low	**Ineffective**	**Partially Effective**	**Partially Effective**	**Review Required**
	Negligible	**Ineffective**	**Ineffective**	**Partially Effective**	**Review Required**

Implementing the SLO

Implementation Overview—In the first two years of implementation, the teacher develops three SLOs, one to be completed by the end of the first school year; the other two to be completed during the second school year. Beginning in year three of implementation, teachers will develop a minimum of two SLOs per year and calculate the percentage of students who met the growth target for each. The number of SLO growth targets that factor into a teacher's summative effectiveness rating is the minimum number of years in the teacher's growth plan multiplied by two. A teacher on a three-year Self-Directed Professional Growth Plan will have at least six data points at the end of the plan; a teacher on a Monitored Professional Growth Plan will have at least four data points. While this difference in the number of data points for teachers on different plans may seem to put the teacher on a Self-Directed Plan at an advantage, the Maine DOE T-PEPG Model is not competitive; the goal is to see that all teachers are successful in becoming effective.

The SLO Process— Although each SLO has a clear beginning and end, the final analysis of students' success and the teacher's impact on the students' learning and growth informs the development of the next SLO, such that with each successive SLO, the thoughtful teacher can add to a repertoire of approaches and refine skills in aligning curriculum, instruction and assessment to achieve improved student learning and growth. Figure 2 illustrates the SLO process.

Figure 2. The SLO Process



Supports—In the T-PEPG Model the supports for the training in and design related to SLO implementation and development is provided through the collaboration of teachers in the context of a Professional Cohort (See the Professional Cohort Guide in Appendix B of the T-PEPG Handbook). Whether or not a district uses the professional cohort structure, two important resources exist to support the implementation of the SLO process:

- **The training modules* used to facilitate the professional cohort sessions—**The Power Point presentations are aligned to the SLO Handbook and are available for anyone to use either as a guide to an independent or small group study of the SLO or as a refresher course.

  *Modules and videos to be released by the Maine DOE in the fall of 2014.

- **The Maine DOE Student Learning Objective (SLO) Handbook**—The handbook provides a set of guidelines and instructions for each step in the SLO process.

Steps in the SLO Process

Step 1—Preparing the SLO

In preparing for the SLO, the teacher of record first gathers and/or establishes the following information

- The instructional cohort for which the teacher is the teacher of record;
- The other teacher(s) (if applicable) of record for the instructional cohort;
- Student demographics and baseline data;
- The interval of time of the learning experience; and
- The curricular standards associated with the learning experience.

In the sections that follow, tables provide important information on each of these preparatory elements and sample entries on applicable sections of the SLO template.

Table 1—Teacher(s) of record and Instructional Cohort
Table 2—Student Demographics and Baseline Data
Table 3—Interval of Instructional Time
Table 4—Curricular Standards

Table 1—Guidance on Teacher of Record and Instructional Cohort

<table>
<tr><th>Definitions</th><th>Criteria or Procedural Guidelines</th></tr>
<tr><td>The teacher of record is defined both by the teacher's roles and responsibilities and by certain student-related factors.

Rule Chapter 180 provides the following definitions:
➢ Teacher of Record—a teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part
➢ Instructional cohort—the group of students for whom the teacher is the teacher of record.
➢ Course or Learning Experience—a defined amount of time during which students are expected to reach certain benchmarks in mastery of specified curricular/content standards. A learning experience may be defined by calendar terms in the school year, by grouping arrangements, by alternative scheduling of instruction, etc.</td><td>Teacher Criteria (single or multiple teachers of record)
➢ The teacher is responsible for teaching the course or learning experience.
➢ An instructional cohort may have more than one teacher of record, provided the teachers can be said to have comparable influence on the students in terms of time and instruction, and that the student criteria is met for each teacher.
Student Criteria
➢ The student is enrolled in the course or other learning experience taught by the teacher;
➢ The student was present and was subject to instruction by the teacher at least 80% of the scheduled instructional time for the course or learning experience (see definitions) with that teacher; and
➢ The student took both the pre-test [assessment] and the post-test [summative assessment] designed to measure achievement or growth in that course or learning experience.</td></tr>
<tr><th>Description</th><th>Considerations</th></tr>
<tr><td>Information on the teacher of record and instructional cohort provides the basis for linking individual teachers to student outcomes.</td><td>➢ Size of Instructional Cohort— When appropriate, the instructional cohort includes all students assigned to a teacher or teachers in a particular class or learning experience. Very large student assignments (e.g., as an itinerant teacher might have) warrant the identification of a smaller group of students, comparable to a regular class size in the district. Very small student assignments (such as a special educator in a resource room might have) are accepted as the size of an instructional cohort.
➢ Inclusiveness of students— Just as classroom observation data does not include every class a teacher is expected to teach, the instructional cohort identified in an SLO may not include all students the teacher is responsible for teaching in a particular course or learning experience in the event that some students do not meet all the criteria for teacher of record.
➢ Roster and attendance—In the SLO, the teacher describes the students and characteristics that have implications for instruction. The official roster of students in an SLO instructional cohort might be supplied by district electronic gradebook software, (e.g. Power Grade; Infinite Campus); however, the roster of students should also be maintained by the teacher Accurate attendance records are critical in linking the teacher to student outcomes.</td></tr>
<tr><td colspan="2">Additional Resources: Rule Chapter 180</td></tr>
<tr><td colspan="2">SLO Template Exemplar</td></tr>
<tr><td colspan="2"><table>
<tr><td>1. Teacher(s) of Record: Abby Artiste</td><td>2. School: Renaissance Elementary School</td></tr>
<tr><td>3. Subject/Grade/Standards Cluster: Elementary Art</td><td>4. Date: July 30, 2014</td></tr>
<tr><td>5. Instructional Assignment: Classroom Teacher</td><td>6. Size of Instructional Cohort: 28</td></tr>
</table></td></tr>
</table>

Table 2—Guidance on Student Demographics and Baseline Data

Definitions	Criteria or Procedural Guidelines
Student Demographics—Beyond the assigned class or group of students, the characteristics students possess that might influence their ability to learn the content. **Baseline Data—** Information about students' level of performance at the start of the interval of instruction. The baseline is established to measure student growth between two points of time.	Teachers completing this portion of the SLO template should ➢ Identify available data used to determine areas of need and strength. ➢ Analyze available data for areas of strength and need by subject area, student group, concepts, skills, and behaviors. ➢ Identify students (not by name) with IEPs, 504s, or other special needs A major difference between the SLO and the IEP is that the SLO usually sets an academic goal for a group of students, while an IEP sets an academic goal for an individual student. A regular educator's instructional cohort may include a student with an IEP. In these cases, a growth target set by the teacher in an SLO should align with the goal(s) on the student's IEP.
Description	**Considerations**
Baseline data are used to establish SLO targets (the expected outcome at the end of the instructional period). Baseline data are generally the most recent data available and sources can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment or other evidence of students' learning, such as portfolio work samples that measure the pre-requisite knowledge and skills necessary for the course; prior teachers' records and grades, etc.	In order to determine the amount of student growth that students demonstrate, the SLO process must include a pre-assessment, as stipulated in Rule Chapter 180. The pre-assessment may be administered in the prior year, but in most cases teachers administer a pre-assessment at the beginning of the learning experience. This pre-assessment is part of the needs assessment because it provides important data on current student performance. Importantly, the pre-assessment informs the growth target(s) set for students; if a pre-assessment reveals a wide range of readiness meeting the growth targets, differentiated targets and possibly summative assessments may be in order. In some courses and subjects, teachers may need to create an appropriate pre-assessment and should follow the guidelines for assessments in Table 5 in doing so.
Additional Resources: "Using Baseline data and Information to set SLO Targets" From Rhode Island Department of Education	
SLO Template Exemplar	
8. **Student Demographics and Baseline Data:** *Describe your students, their characteristics relevant to the demands of the SLO, and the data that informs the starting points for their growth targets.* This SLO includes the 28 students in my grade 5 art class. I see these students for one hour once a week (a total of 36 hours). Results of the fall MAP test in reading indicate that all students in the class are reading above or on grade level. One student has a visual impairment and requires enlargement of text and images. Two students have emotional disturbance and another student has concomitant disorders. In the past all four of these students have shown average growth in the past. One student is limited English proficient (LEP) Last year, I provided instruction to 26 of my 28 students in Grade 4; the other two students transferred from another district. My students struggled with aesthetics and criticism. Students consistently scored the lowest on writing prompts requiring criticism as compared with their scores on other projects and assessments. This fall, I administered an assessment composed of 20 multiple-choice and matching questions on art terminology and two writing prompts. Prompts required students to write criticisms of two pieces of art work. The prompts were graded using a rubric. I enlarged the text and artwork for one student and provided three students extended time per their IEPs. I worked with the ELL specialist to reword questions to be accessible to my student who is limited English proficient. Students showed a range of performances on this assessment. The lowest overall score was a 12 and the highest score was a 77. In general, results suggest that students can select the correct definition of a word for at least half the terms on the assessment, but they struggle to use that terminology when describing and evaluating the art piece. All students attempted to respond to the writing prompts, but overall their responses lacked the depth and specificity needed. Detailed breakdowns of scores are shown on the following page.	

Table 3— Guidance on Interval of Instructional Time

Definitions	Criteria or Procedural Guidelines
Interval of time—The duration of the learning experience during which students are expected to demonstrate a measurable amount of growth.	See **Considerations** below and **Figure 4.**
Description	**Considerations**
The interval of time should account for a learning experience of a predetermined length to which a teacher or teachers have been assigned. The interval may span a regular course length or school year, or it may span a shorter period such as a six-week seminar or independent study.	A common concern associated with SLOs is the interval of time that an SLO should span. The Maine DOE believes that in order to bring the student learning and growth element of a PEPG system into alignment with proficiency-based education, the quantifying guidelines for SLOs must be fluid enough to allow for variations in length of learning experiences but defined enough to ensure quality and comparability. The criteria and principles in **Figure 4** can support districts in achieving the necessary balance.
Additional Resources:	
Relevant Section of SLO Template and Sample Entry	

1. **Teacher(s) of Record:** Abby Artiste	2. **School:** Renaissance Elementary School
3. **Subject/Grade/Standards Cluster:** Elementary Art	4. **Date:** July 30, 2014
5. **Instructional Assignment:** Classroom Teacher	6. **Size of Instructional Cohort:** 28
7. **Interval of Time:** November 13, 2013–April 14, 2014 (36 class days)	

Figure 4. Guidelines for Determining the SLO Interval of Instructional Time

Table 4— Guidance on Content Standards for an SLO

Definitions	Criteria or Procedural Guidelines
Learning standards— Essential area(s) of learning within learning experiences and content area(s) that align with national and/or state standards.	The learning standards set forth in an SLO must ➢ Be substantive; ➢ Include standards that align to state, national, or local content standards; ➢ Include standards that are focused enough to allow for growth to be measured using an appropriate assessment.
Description	**Considerations**
Content standards set forth in an SLO may be drawn from the state learning results, or national standards where state standards have not been developed.	Teachers may need training in understanding the difference between knowledge-based standards and procedural standards and applications.
Additional Resources: Maine Learning Results	
SLO Template Exemplar	

Content Standards (Elementary Art)
List the Content standards that this SLO

9. This SLO aligns with Standard D of the Maine Learning Results for Visual and Performing Arts, which focuses on describing, analyzing, interpreting and evaluating art. Specifically, students should be able to apply appropriate arts concepts, vocabulary skills and processes in their analyses and evaluations. This SLO covers both content (art concepts, vocabulary, etc.) and processes (analyzing, interpreting, evaluating).

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre and visual arts).

D1 Aesthetics and Criticism

Students describe and compare *art forms*.

a. Describe and compare *art forms* by applying grade span appropriate arts *concepts*, terminology, skills and processes as referenced in Standard A: Disciplinary Literacy.

b. Ask questions about an *art form* to further understand the concepts, skills, and processes used to create/perform the work of art.

c. Explain purposes for making art in different times and places, including cultural traditions, personal expression and communication of beliefs.

This SLO also aligns with the following Common Core Writing standard:
CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Step 2—Developing the SLO

Once the contextual information is gathered and entered on the SLO the teacher is ready to develop the SLO, including

- Selecting or creating the summative assessment that will be used to measure student growth;
- Configuring the growth target(s) for the instructional cohort;
- Identifying key instructional strategies that will help students achieve the target(s); and
- Plans for using formative assessment process to adjust instructional approaches.

In the sections that follow, tables provide important information on each of these elements and sample entries on applicable sections of the SLO template.

Table 5—Assessments
Table 6—Growth Targets
Table 7—Key Instructional Strategies
Table 8—Formative Assessment Processes

Table 5— Guidance on Summative or Post-Assessments

Definitions	Criteria or Procedural Guidelines
The **summative or post-assessment** is the instrument or set of criteria used to assess student growth at the end of the instructional period.	Large-scale, norm-referenced standardized tests may not be the **sole** type of student learning and growth measure used (Chapter 180). The instrument or criteria used to measure student learning and growth must meet the following criteria set forth in Rule Chapter 180: ➢ Be able to measure growth in identified and intended learning outcomes; ➢ Provide all students in the instructional cohort the opportunity to demonstrate growth in knowledge or skill, i.e., must provide for a range of performance levels to accommodate learners at different stages of proficiency; ➢ Be able to inform instruction and inform others about the effectiveness of a teacher; and ➢ Be administered consistently across similar grade spans, courses or instructional cohorts. See Figure 5 for types of assessments that could meet this criteria. **Confidence and Commonality:** Teachers should have a high level of confidence that an assessment meets the criteria set forth in the rule and other criteria for best practices in assessment. When possible, the assessment should have been in use and vetted by educators. When a new assessment or performance criteria (rubric) is called for, it should be developed collaboratively by educators who have expertise in the learning standards the assessment will measure, and, ideally, who will use the assessment in similar contexts. See Figure 6 for the Confidence and Commonality Continuum.
Description	**Considerations**
High quality assessments accurately measure growth toward an identified learning goal. and are carefully vetted, but because the majority of teachers teach subjects for which there are no such assessments, many teachers will need to identify an existing or develop a new assessment or set of criteria that can be used to measure growth. Prior to selecting an assessment to measure student growth, teachers should fully understand the criteria and guidelines provided in this section.	**Pre and Post Assessments:** Best practice says that whenever an assessment or criteria is newly developed by a teacher or the teacher is not familiar with how students have typically responded to a selected pre-existing assessment or rubric the pre-assessment and the post assessment should be nearly identical. This does not mean that the answers, if correct, would all be the same but that the assessment items would all ask for the same information or skills but be applied to different contexts. For example, a set of generic questions and a rubric that are used to assess a student's ability to explain the logic of a process in science might be used for both the pre and post-assessment (and on interim tests formatively), but applied to different processes.
Additional Resources: Massachusetts' guide to using district determined measures of student growth (Information on selecting and piloting growth measures)	

SLO Template Exemplar

Summative/Post Assessment (Elementary Art)

Describe the assessment you will use to measure student growth Include modifications and accommodations will you make for students with individualized education programs (IEPs), 504 plans or English language learner status.

10. The summative assessment is a similar form of the pre-assessment. It is composed of twenty multiple choice and matching questions (2 points each, 40 pts. total) and two writing prompts (30 points each). The prompts will use two different pieces of artwork that have not been discussed in class prior to the assessment. When administering the assessment, I will enlarge the text and artwork for one student with a visual impairment and provide three students extended time per their IEPs. For my one student who is limited English proficient, I will work with the specialist to reword questions to be simpler or provide Spanish translations for the vocabulary terms.

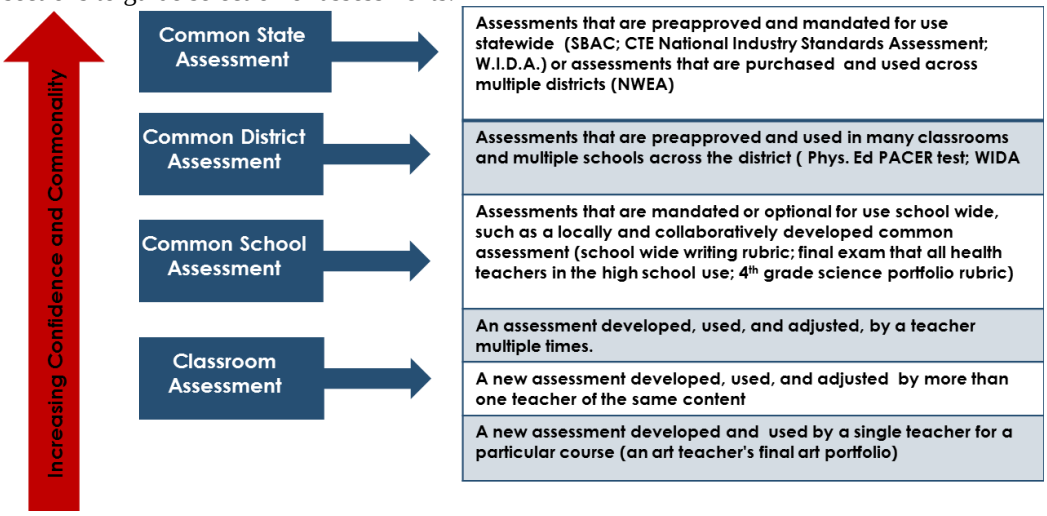
In order to reduce potential bias during scoring, students will put numbers instead of their names on the assessments. During a department meeting, the elementary art teacher and I will work together to score the assessments. See the attached for the full assessment.

Figure 5. Examples and types of assessments that could be brought into alignment with the key procedural requirements and criteria for assessments

Acceptable Measures of Student Learning and Growth **Examples of assessments that could meet the Key Procedural Requirements and Guidelines for determining growth**	**Unacceptable Measures of Student Learning and Growth** **Examples of measures that may be used as a factor in the evaluation of an educator but must be a factor separate from student learning and growth in a summative rating calculation**
+ School-based assessment + Course-based assessment + District-designed assessment + State assessment (SBAC) + Commercial test + Teacher-developed assessment + Performance data based on school-wide or district-wide rubric	– Course pass/fail rates – Quality of teacher-developed SLOs – Assessment data that is strictly normed (SAT) – Assessment data is not released within the necessary timeframe (former NECAP Assessment)

Figure 6. Confidence and Commonality Continuum

Educators are advised to use the Confidence and Commonality Continuum along with the criteria provided in the above sections to guide selection of assessments.



This scale should not be interpreted as making the claim that large-scale, commercial assessments are better than or more appropriate than school- or district-developed assessments. Rather confidence that the assessment meets the criteria in Table 5 is the first consideration with common usage the second.

Adapted from the Minnesota Department of Education Framework.

Table 6—Guidance on Setting Growth Targets

Definitions	Criteria or Procedural Guidelines
A **growth target** specifies the amount of growth expected from students during the interval of instruction.	A growth target ➢ Aligns with school or district goals; ➢ Is numerical Includes targets that are both ambitious and feasible; and ➢ Is the result of careful consideration of data, content, and assessments
Description	**Considerations**
Student growth targets may be described in a variety of ways. The type of growth target used should be informed by the learning content, the type of assessment used and the student data. See the ctac Target Setting Guide that follows.	**Pathway for Target Setting** Target setting begins with developing a full and accurate understanding of students, then involves analyzing and selecting target setting approaches, and leads to setting specific targets for each student. Research shows that the SLO as a whole, and the target setting component in particular, need to meet three standards of validity: statistical, educational and political. *Statistical validity*, in this context, means that student academic growth is demonstrable. *Educational validity* means that meeting the growth target makes sense to frontline educators. *Political validity* means that the target setting is perceived as fair. Addressing these three kinds of validity is important for purposes of institutionalizing new teacher evaluation systems and improving teacher and student performance. Reprinted by the Maine DOE with permission from Community Training and Assistance Center (ctac).
Additional Resources: See ctac Target Setting Guide on the next page.	

SLO Template Exemplar

Growth Targets: (High School Financial Literacy)

Describe the growth you expect your students to demonstrate by the end of the interval of instruction.

11. **Pre-assessment Score** (performance on the pre-assessment administered in January 2014, out of 100 points)	**Growth Target** (expected performance on summative assessment administered in May 2014, out of 100 points)
Between 10 and 30	70 points
Between 31 and 50	85 points
Above 50	95 points plus capstone activity
Students who lack prior knowledge will be expected to demonstrate the most growth in order to meet course-level expectations and to ensure they are prepared to manage their finances effectively. Students who already have strong background knowledge in this area will be expected to exceed basic expectations of a passing score. Five students who demonstrated strong background knowledge will complete a capstone activity in order to demonstrate developmentally appropriate growth in the subject. If students master content quickly during the course, then I will make sure to accelerate or extend instruction and, if needed, assign the capstone activity to more students so that they can fully demonstrate how much they have grown.	

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Analyze the implications of different approaches for students

Based on national experience, here are some target setting approaches which can be used individually or in combination. Each approach has pros and cons. Their effective use depends on having definitions of expected growth that are widely understood and accepted within a district. They also require teachers, and those who are approving the SLOs, to think through the implications of the approach(es) for all students.

Common Growth

Students are expected to grow by a common amount (e.g., each student grows by 20 points)

Student	Baseline	Target
A	50 of 100	70 of 100
B	70 of 100	90 of 100
C	55 of 100	75 of 100

Growth to Mastery

Students grow to a common level of mastery (e.g., each student grows to the target of 7 points)

Student	Baseline	Target
A	3 of 10	7 of 10
B	2 of 10	7 of 10
C	4 of 10	7 of 10

Banded

Students are grouped with each group growing a common amount (e.g., students with high baseline scores grow by 2 points, while those with low scores grow by 4)

Student	Baseline	Target
A	8/10 (high)	10 of 10
B	6/10 (high)	8 of 10
C	3/10 (low)	7 of 10

Status

Students grow a specified amount on a more holistic measure (e.g., from one level to the next; this could also be shown as maintaining the same achievement level on a more difficult assessment)

Student	Baseline	Target
A	Emerging	Proficient
B	Proficient	Exceeding
C	Novice	Emerging

Half the Gap

Students grow half of the performance gap to the maximum (e.g., each student achieves half of the points between their initial score and the maximum score)

Student	Baseline	Target
A	10 of 100	55 of 100
B	75 of 100	88 of 100
C	50 of 100	75 of 100

Individualized

Students grow differing amounts based on teachers' analysis and rationale (e.g., two students whose baseline was "3" have a different target based, in part, on non-quantified factors)

Student	Baseline	Target
A	2 of 8	4 of 8
B	3 of 8	5 of 8
C	3 of 8	6 of 8

When analyzing these approaches, be sure to consider:

- What learning is occurring if students meet expectations, and is it meaningful?
- How viable are the approaches given the students' starting points and baselines?
- How are different types of data, and different scales, going to be combined?
- How does the approach fit with the district expectations for growth?

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Table 7—Guidance on Effective Instructional Strategies

Definitions	Criteria or Procedural Guidelines
Effective Instructional Strategies are instructional approaches that teachers incorporate specifically because they are associated with increases in learning.	The key instructional strategies should be ➢ strategies that have proven successful in the past with students of similar demographics; ➢ strategies that have proven successful among colleagues with students of similar demographics; and/or ➢ strategies that research shows are successful for all students.
Description	**Considerations**
Strong instructional practices are the foundation for a successful SLO. In this section of the SLO template, describe two or three key instructional strategies that shape your approach to instruction and are intended to help students reach their growth targets.	Important as it is to plan for the use of strategies in advance, teachers must also be prepared to adjust their instructional approaches when formative assessment processes indicate the need for adjustment in order to improve student learning. Table 8 provides guidance on using formative assessment processes to adjust instruction.
Additional Resources: Marzano's (Nine) High Yield Instructional Strategies	
SLO Template Exemplar	
Instructional Strategies (Gr. 6 Math) ***Describe the strategies will you use to help students reach their growth targets.*** 12. During lessons, I will integrate multiple representations (enactive, iconic, and symbolic) to help students move from concrete to more abstract levels of understanding. For example, during a place value lesson, we might use base ten blocks, drawings, and equations to represent 20 minus 4. I will embed lessons within student-friendly and relevant topics. I will use stations to reinforce topics that have been previously learned. During independent practice, I will use tiered activities and practice problems to ensure that lessons are developmentally appropriate.	

Table 8—Guidance on Formative Assessment

Definitions	Criteria or Procedural Guidelines
Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection and attainment of curricular learning targets/goals." *"Classroom assessments FOR learning" (formative) "informs instructional decisions along the way to success." (Stiggins R. 2006)*	Formative assessment is not necessarily a single item, such as a test given midway through a course. While a test or quiz can serve the purpose of checking student progress, many opportunities for checking student progress occur every day in the classroom. Some of these opportunities include: ➢ Questioning; ➢ Observing students in groups; ➢ Exit slips; ➢ Journals; and ➢ One-on-one conversations. The list is nearly endless. The important thing is that teachers deliberately and frequently use these opportunities to monitor student understanding and progress so that timely and appropriate adjustments to practice or interventions can be implemented.
Description	**Considerations**
Formative assessment has two distinct purposes: 1. To gauge the effectiveness of instructional approaches at helping student reach learning targets 2. To determine if intervention strategies are needed beyond the regular instruction to assist individual students who are struggling with the content	**Developing expertise:** Using formative assessment effectively requires that teachers fully understand the processes and purposes associated with the approach. The resources listed below will help to provide a good beginning knowledge. In addition, collaboration among peers, practice, and further research will refine the teacher's expertise. **Implications for SLO documentation:** The teacher should be able to identify specific formative assessments to be used in monitoring student learning in specific areas. The teacher should also be able to explain specifically how he or she might adjust instruction or what intervention strategies he or she might employ for individual students. That said, a characteristic or effective teaching is the ability to quickly adjust or intervene when learning is not progressing as planned, sometimes developing a strategy on the spot to assist a student or class.
Additional Resources: Formative Assessment: An Enabler of Learning, Margaret Heritage Formative Assessments Resources, CCSSO FAST SCASS Maine DOE News Release on Smarter Balanced Digital Library Preview	
SLO Template Exemplar	
Formative Assessment Processes (Middle School Science) *Describe the formative assessment processes you will employ, including how you will assess student progress, some possible adjustments to instructional practice as a result of the formative assessment, and some intervention strategies you might use for individual* ***students.***	
13. At the beginning of the lesson I will utilize a personally developed formative assessment prompt based on Madeline Driver's compiled research on student misconceptions. Students will complete the prompt individually and will then share their thinking with a partner. Using their developing concepts of the moon phases students will use Styrofoam globes to model the Earth/Moon/Sun arrangements that result in the phases. During this part of the lesson I will collect formative assessment information as students interact in small groups and whole class discussions and demonstrations. I will circulate among groups of students as they justify their reasoning about the arrangements and conditions that result in the moon phases. Throughout I will stop and pose pre-conceived of challenges to pairs and to the entire group. These challenges require that students demonstrate and justify their reasoning, so I will be able to determine gaps in understanding. Dependent on student responses (modeled visually and spoken), I will adjust the challenges to address student misconceptions and clarify their understanding of the relationship among the Earth, Moon and Sun that result in the phases of the Moon. My one student with Asperger's does better with literal explanations, and I know that this work will prompt analogies and figurative comparisons. I will use a Venn diagram (which he/she has responded well to in the past) with this student to help him/her see more concretely the terms of the comparisons.	

Step 3—Approving the SLO

In the Maine T-PEPG Model, the SLO approval process involves a review and pre-approval by peers before the SLO is submitted for final approval by an evaluator or an entity designated by the district. The process includes the following steps:

- Peer review of the SLO
- Peer preapproval of the SLO
- Submittal of the preapproved SLO to the designated approval entity
- Final approval of the SLO

Tables 9 and 10 provide guidance on two aspects of SLO approval:

Table 9—_ The Approval Process
Table 10—Modifications to an SLO
Table 11—Implementing the SLO
Table 12—Rating the SLO

Table 9—Guidance on the SLO Approval Process

Definitions	Criteria or Procedural Guidelines
Pre-Approval—A peer or group of peers, designated by the district indicates that the SLO meets the criteria in this document by completing the SLO pre-approval checklist and then sends the SLO to a designated entity for final approval. **Approval—**The SLO and pre-approval checklist are reviewed and the SLO is deemed ready to implement as a measure of student growth for the teacher who developed it.	The Maine DOE will release the Professional Cohort Guide in the fall of 2014. This guide suggests the following process for pre-approving SLOs: 1. Professional Cohort facilitators use an SLO Evaluator Protocol to calibrate participants; 2. Participants use an SLO tuning Protocol to give feedback on SLOs 3. Teachers adjust SLOs as needed (outside meeting) 4. SLOs are reviewed by the Professional Cohort 5. Pre-Approved SLOs are submitted to administration or designated entity for final approval Each teacher must develop at least two SLOs per year. These SLOs may be developed simultaneously or at different times in the year. All SLOs are reviewed and approved using the two-step approval process.
Description	**Considerations**
The quality of the SLO is important to ensuring that the evaluation of a teacher's impact on student learning and growth is based on clear evidence. The two-step approval process serves not only to provide a context for collaboration but also as a quality assurance measure.	**Capacity—**The two-step SLO approval process called for in the Maine DOE T-PEPG Model may challenge districts in terms of the capacity of peers to collaborate on the process, yet SLO review and approval must be a priority. The quality of student growth targets and teachers' instruction and assessment plans have implications not only for the individual students who are the subjects of SLOs but for achieving the district's goals for ensuring that all students reach proficiency. **Implications for Principal Evaluation—**The two-step approval process provides checks and balances in a PEPG system whose principal evaluation is in part measured by the number of students who meet growth targets; the principal in such a system would not be the only person to approve SLOs.
Additional Resources: Reform Support Network Quality Control Toolkit for SLOs (provides perspective and various approaches)	
Relevant Document	
See SLO Approval Checklist (Appendix B)	

Table 10. Modifications to an SLO

<table>
<tr><th>Definitions</th><th colspan="2">Criteria or Procedural Guidelines</th></tr>
<tr><td rowspan="8">Modifications to an SLO—refers to acceptable changes made to certain aspects of an SLO.</td><td>Circumstance</td><td>Implications for SLO Modification</td></tr>
<tr><td>Change in teaching assignment: The teacher is assigned to a different classroom, course, or learning experience (e.g. an existing teacher is called upon to stand in for another teacher who suddenly leaves, while a replacement is hired).</td><td>Potentially all components, depending on the new assignment.</td></tr>
<tr><td>Change in student population: The original roster includes students who have transferred in or out of the class/learning experience, or who have been absent for more than 80 % of the instructional time.</td><td>At the teacher’s discretion, the SLO may be modified to:
➢ Delete a student’s name from a roster and information from the student demographics; and
➢ Add a new student to the roster and include a prorated growth target for that student (if the student transfers in very late in the SLO process, this may not be desired).</td></tr>
<tr><td>Student Absenteeism resulting in less than 80 % attendance in learning experience related to the SLO</td><td>The SLO may be modified to:
➢ Delete a student’s name from a roster and information from the student demographics.</td></tr>
<tr><td>Maternity or other extended leave</td><td>Teachers and administrators need to determine the extent to which an SLO is influenced by the teachers’ absence and make adjustments to growth targets together.</td></tr>
<tr><td>Natural disaster</td><td>Teachers and administrators need to determine the extent to which an SLO Rating is negated by the teachers’ absence and make adjustments to growth targets together.</td></tr>
<tr><td>Excessive snow days</td><td>Teachers and administrators need to determine the extent to which an SLO Rating is negated by the teachers’ absence and make adjustments to growth targets together.</td></tr>
<tr><td colspan="2">If one of these circumstances has occurred, teachers should gather evidence that justifies the change in the SLO; present the evidence to his or her administrator or administrator team and articulate the reasoning for the proposed SLO modifications. The administrator or administrator team and district will determine whether to accept your proposed revisions to the SLO.</td></tr>
<tr><td>Description</td><td colspan="2">Considerations</td></tr>
<tr><td>An SLO is much like an insurance policy in that it can only be changed when major changes to the circumstances that informed the SLO occur.</td><td colspan="2">While certain elements of the SLO must remain constant barring the circumstances described above, the teacher is at liberty, and encouraged, to change instructional approaches and implement interventions if necessary to student success.</td></tr>
<tr><td colspan="3">Additional Resources: Reform Support Network Quality Control Toolkit for SLOs (provides perspective and various approaches)</td></tr>
</table>

Table 11 — Implementation of SLO

Definitions	Criteria or Procedural Guidelines
Implementation of SLO—Refers to the processes of instruction and learning that occur during the interval of instructional time that ends with the summative assessment	During the implementation phase of the SLO, teachers should confer with peers periodically to assess progress and discuss possible approaches if students are struggling to reach learning targets. The Professional Cohort Framework, which the DOE will publish in fall 2014, recommends a mid-SLO review. Teachers on a Monitored Professional Growth Plan or a Directed Improvement Plan should work closely with both peer experts and evaluators to ensure that students are making progress.
Description	**Considerations**
During the implementation phase the teacher carries out the instructional plan, monitors student progress through formative assessment and then adjusts instructional practices and implements intervention strategies if needed.	Teachers need to develop and implement at least two SLOs per year. This means that it's possible that two SLOs are in place simultaneously. Although the SLO is the basis for the teacher's Impact on Student Learning and Growth Rating, the implementation phase of the SLO is a time when teachers are well positioned to collect evidence of instructional and professional practices to inform the professional practice and professional growth ratings.
Additional Resources:	
Relevant Document – N/A	

Table 12—Rating the SLO

<table>
<tr><th>Definitions</th><th>Criteria or Procedural Guidelines</th></tr>
<tr><td>Rating the SLO—refers to the mathematical calculation of the percentage of students who met their growth targets.</td><td>At the end of the instructional period for each SLO, the teacher determines the percentage of students who have met the learning target. A table, such as the example below, can be used as a format for presenting information to the evaluator.

Table 2. Sample Completed Scoring Template
<table><tr><th>Student ID</th><th>Pre-assessment Score (Out of 100)</th><th>Growth Target</th><th>Summative assessment Score</th><th>Met Growth Target?</th></tr><tr><td>12345</td><td>54</td><td>Increase score by 20 points</td><td>70</td><td>No</td></tr><tr><td>67890</td><td>23</td><td>Increase score by 30 points</td><td>59</td><td>Yes</td></tr><tr><td>09876</td><td>42</td><td>Increase score by 20 points</td><td>69</td><td>Yes</td></tr><tr><td>54321</td><td>39</td><td>Increase score by 30 points</td><td>70</td><td>Yes</td></tr><tr><td>01928</td><td>49</td><td>Increase score by 20 points</td><td>60</td><td>No</td></tr><tr><td></td><td></td><td></td><td>Percentage of students who met growth targets</td><td>60%</td></tr></table>
Submit percentage-met data and all relevant documents to the designated evaluator .At the time of the summative effectiveness rating, calculate the average percentage of student who met growth targets in the SLOs. Use the scale below to arrive at the Impact on Student Learning and Growth Rating.</td></tr>
<tr><th>Description</th><th>Considerations</th></tr>
<tr><td>Each year, the teacher receives at least two SLO ratings. Prior to the the summative effectiveness rating, the percentage for all SLOs are added and averaged to arrive at a rating of the teacher’s Impact on Student Learning and Growth on the Scale shown in Figure 2.</td><td>Teachers need to develop and implements two SLOs per year. This means that it’s possible that two SLOs are in place simultaneously.
Although the SLO is the basis for the teachers’ Impact on Student Learning and Growth Rating, the implementation phase of the SLO is when teachers are in a good position to collect evidence of instructional and professional practices to inform the professional practice and professional growth ratings.
The purpose of the meeting with the administrator or administrative team, beyond calculating the SLO rating, is to have a meaningful conversation about student progress. With your administrator or administrator team identify strengths or weaknesses in student progress.

For example, if students in your class demonstrated exceptional growth, the discussion might focus on how you can mentor or share instructional strategies with colleagues. If a particular subgroup of students did not demonstrate sufficient growth, you and your administrator or administrative team might brainstorm reasons why and identify potential opportunities for professional learning, especially in thinking about professional learning goals for the following year.</td></tr>
</table>

Appendix A. Student Learning Objective Template

1. Teacher of Record:	**2. School:**
3. Subject/Grade/Standards Cluster:	**4. Date:**
5. Instructional Assignment:	**6. Size of Instructional Cohort:**
7. Interval of Instructional Time:	

Student Demographics and Baseline Data

8.

Administrator Comments:

Content Standards

9.

Administrator Comments:

Summative/ Post Assessment

10.

Administrator Comments:

Growth Target

11.

Administrator Comments:

Instructional Plan

12.

Administrator Comments:

Formative Assessment Processes

13.

Administrator Comments:

Teacher Signature: _____ Date**:** _____

Administrator Signature: _____ Date: _____

Appendix B. SLO Approval Checklist

		Peer Reviewer Initials	Final Reviewer Initials
SLO Sections	**Description of information**		
Boxes 1-6 Teacher of Record Demographics	States the number of students included in the SLO		
	Provides relevant and complete information about student characteristics		
	Includes start and end dates of interval of instructional time		
Boxes 7 and 8 Baseline data and Student Needs	Identifies area(s) of need		
	Identifies available data used to determine areas of strength and need		
	Includes analysis of available data for areas of strength and need		
Box 9 Content Standards	Includes standards that align to the area of need and to the assessments		
	Includes both application/process and content standards		
	Includes standards that are rigorous but focused enough to be measured using an appropriate assessment		
Box 10 Summative Assessment	Identifies an assessment that aligns with the identified content and process standards.		
	Identifies an assessment that meets all criteria in Table 5		
	Describes the format and structure of the assessment		
	Lists modifications or accommodations that will be necessary for students with IEPs or 504 plans and/or ELL students, and explains how the modifications or accommodations will be provided.		
Box 11 Growth Targets	Includes numerical growth targets for all students on the roster		
	Includes targets that are rigorous, attainable, and developmentally appropriate		
	Includes a rationale for the targets that explains how the growth targets were determined		
Box 12 Instructional Strategies	Lists two or three key strategies that the teacher will use to support students.		
	Identifies multiple ways the teacher will monitor student progress throughout the interval of instruction.		
	Explains how progress monitoring data will drive instructional plans.		
Box 13 Formative Assessment	Describes strategies that will be used to assess learning at anticipated check points and the adjustments to instruction or interventions that might be taken based on results of formative assessment (not all formative assessments and adjustments can be anticipated, but the teacher should have preplanned some formative processes).		

	Comments	Recommend for Revision	Pre-approved (Recommend for Approval)	Approved

Pre-Approval by Peer(s)				
Final Approval Signature				

Appendix C. Questions to Inform SLO Conversations

These questions are intended to guide conversations. They are not intended to be protocols.

1. Did student performance of the SLO on the post-assessment meet your expectations in the SLO targets?
2. What do you think contributed to these results?
3. How might you use the SLO results to inform your goals for next year?
4. Which colleagues could you learn from, either through discussions or observations, about helping students meet these standards?
5. Which colleagues could you support with the lessons you learned from this year?
6. Did any students greatly exceed their targets? Do those students have common characteristics (e.g., baseline performance, gifted and talented or special education status, or students who received interventions)?
7. Which students did not meet their growth targets? Do those students have common characteristics?
8. How could you use these results to inform goals, instruction, and professional learning plans for next year?