

Utah Educator Evaluation Summit  
Teacher and Leader Evaluation, Student Growth, and Professional Learning  
April 24, 2012

**Student Growth Measures**  
**Discussion Questions: Feedback from Tables**

**Identify aspects of these exemplar Student Learning Objectives (SLOs) that you think reflect high quality instruction, high quality instructional leadership, and best-practices for assessments?**

- Differentiations in expectations
- Reflecting review of data
- Very Specific
- Ambitious
- Aligns with smart goals
- Best practices for assessment
- Use of the diagnostic test
- SLO framework is a great tool for setting good goals
- SLO framework helps teachers focus on student achievement in their goal setting
- SLOs can help administrators move teachers forward in their practice

**Discuss how the use of such SLOs can lead to improved teaching and learning in your school and District.**

- Focusing on data and setting meaningful goals
- Focusing on area of greatest need
- Accountability
- Broad emphasis on all content areas vs. just ELA/Math.
- Objectives for non-tested subjects
- Helps to focus teaching activities
- Helps to set achievable goals
- Improves pacing

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**Concerns about SLOs**

- The example SLO for Band seems vague and is not rigorous or substantive
- Is it just another procedure to “jump through?”
- Would want more interval data beyond CRTs as part of evidence and targets
- Test scores are not the end all – other measures are needed
- Must have a connection between what I know and what I can do
- The SLO is too subjective and “messy”
- Teachers would have a hard time developing an SLO. Especially new teachers
- Can’t show progress unless the interval of instruction is the whole course
- Setting the target for learning will be arbitrary unless there is some careful analysis of current status of student achievement
- Depending on the stakes, teachers will be pressured to set the bar low
- You might see a driven teacher set an ambitious goal and a less driven teacher set a less ambitious goal
- Confusion about what SLOs are – “business as usual”
- Unfair because the difference between a tested and a non-tested subject creates unfairness
- Confusion about student learning objective and how it applies to the teacher/class.
- Unwieldy
- Subjective
- Rating inflation
- Costly, especially to do efficiently
- Creates an incentive for teachers to write a goal in a way that it is guaranteed to be met (i.e. the Band example)
- SLOs are good for education/professional development but bad for evaluation
- Need to drill down the focus (district focus to school focus to teacher focus)
- Differences between summative and formative on the SLO

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**Questions about SLOs**

- Timeline?
- How much work is created to complete the creation of SLOs?
- How can this fit reasonably into the evaluation timeline if data is not available until the end?
- Are the targets realistic?
- Interval of instruction: Can a teacher set a first quarter goal, and make a big effort then not be quite so great for the rest of the year? (Author's recommendation is that the interval of instruction be equal to the length of the course.)
- How would this be formalized?
- How many learning goals would the teacher need to have?
- How do music teachers compare results of private lessons (i.e. SES)?

**Comments on specific SLO examples given at the Summit**

- Sample Exemplar C
  - Like the use of diagnostic test
  - If group 3's baseline is 6% and target is 45% then:
    - Can students make that much growth?
    - Is achieving 45% of all the content enough growth for the class?
    - What does the 45% mean? Are these students ready to move on?
    - For students with disabilities this much growth (6% to 45%) would be wonderful.
- Sample Exemplar B
  - If 80% is mastery and 74% is baseline, then the objective is too low.

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**Recommendations or Observations for the Workgroup to Consider**

- Shared SLOs can mediate some of the concerns about inequity in setting SLOs, the challenge new teachers have in setting them, and the difficulty in setting the baseline against which growth will be measured. The shared SLO has some merit, and we want to explore it further.
- SLOs are important to making growth and we like the flexibility and customizability for teachers with varying responsibilities, but we still question the ability of SLOs to really evaluate teacher effectiveness. We feel they have a place in our instructional leadership, but we struggle to see their role in evaluation.
- Like the idea of objectives for non-tested subjects.
- In Granite School District there is a uniform SLO district wide created by the curriculum director. Iron School District uses “profiles” for non-tested subjects.