

Prairie Central CUSD #8
Student Growth Guidebook and Toolkit



2017-18 School Year



Table of Contents

Key Terms

Introduction

Introduction to Student Growth

Performance Evaluation Rating

*Rules applied first, numerical values then determine rating

Examples:

SLO Guidelines

SLO Process

Process One: Tenured Teachers with Excellent/Proficient Ratings and Yearlong Classes

Process Two: Tenured Teachers with Excellent/Proficient Ratings and Semester Classes

Process Three: Non-Tenured or Tenured Teachers with “Needs Improvement” or “Unsatisfactory” Ratings

SLO Key Deadlines

Step One: Setting SLOs

Step Two: Revising SLOs

Step Three: Scoring SLOs

SLOs and Student Growth

Requirements and Guidelines

SLO Framework and Approval Tool

PRAIRIE CENTRAL STUDENT LEARNING OBJECTIVE FRAMEWORK

Assessment Requirements

Assessment Quality

Assessment Administration

Steps to SLO Writing

There are **six steps** in writing SLOs, as follows:

Step 1: Baseline

Step 2: Population

Step 3: Goals

Step 4: Instructional Strategies

Step 5: Assessment

Step 6: Targeted Growth

SLO Process and Timelines

SLO Approval

SLO Revisions

SLO Scoring

Summative Student Growth Rating

Summative Performance Evaluation Rating

Full Implementation

Summative Performance Evaluation Rating Processes

Special Education

Support

Model Refinement

Calculating Scores

Examples

Prairie Central Student Learning Objective Framework – Teacher’s Form

Student Learning Objective Framework – Special Education Teacher’s Form

Approval Tool for Type III (Teacher-Created) Assessments

Standards Alignment and Coverage Check

Assessment Rigor Analysis – Depth of Knowledge (DOK)

Assessment Approval Rubric for Type III (Teacher-Created) Assessments

Prairie Central Summative Student Growth and Performance Evaluation Rating Form– End of Year Conference

Key Terms

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment – a “point in time” measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Attendance – actual seat time student is exposed to curriculum and instruction.

Collaborative – indicates used/created by grade level teams (PK-6), departments (7-12), or designated committees (i.e. PK-12 Art)

Depth of Knowledge (DOK) – the level of rigor of assessment questions, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

Learning Objective – a targeted long-term goal for advancing student learning.

PERA Committee – a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Performance Evaluation Rating – the final rating of a teacher’s performance, using the rating levels of “Unsatisfactory,” “Needs Improvement,” “Proficient,” and “Excellent” that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

Professional Learning Communities (PLC) - grade level or department groupings

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

Student Growth – “demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.”

Student Growth Exemption – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

Summative Student Growth Rating – the final student growth rating, after combining the scores of multiple SLOs

Type I Assessment – a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

Type II Assessment – any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

Type III Assessment – any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly

across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Year One - for tenured teachers, the year that the teacher is not being formally evaluated

Year Two - for tenured teachers, the year that the teacher is being formally evaluated

Introduction

Using student growth measures helps achieve the mission of Prairie Central C.U.S.D. 8 to provide educational opportunities focused on the future and to meet the needs of all in a safe, nurturing, environment so that all may reach their fullest potential.

By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly. This in turn, consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

SLOs also connect to the *Prairie Central Framework for Teaching*, representing another layer of the work around teacher effectiveness. Multiple measures of teacher's practice, which includes frequent observations using the *Prairie Central Framework*, conferences, regular feedback, and student growth measures, provide a more complete picture of a teacher's performance and create more meaningful dialogue and evaluations.

Introduction to Student Growth

Student Learning Objectives (SLOs) are the process of *setting targets* and *measuring* to the extent to which they have been achieved. Targets must be measurable and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Performance Evaluation Rating

Student growth will represent 30% of the teacher's performance evaluation rating. The other portion of the evaluation comes from the professional practice piece.

Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one the following ratings: "Excellent," "Proficient," "Needs Improvement," or "Unsatisfactory." See the table below for how to combine measures of student growth and professional practice into a single performance evaluation rating:

Student Growth					
P r a c t i c e		Unsatisfactory	Needs Improvement	Proficient	Excellent
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory/Needs Improvement*	Needs Improvement
	Needs Improvement	Unsatisfactory/Needs Improvement*	Needs Improvement	Needs Improvement	Needs Improvement/Proficient*
	Proficient	Needs Improvement	Proficient	Proficient	Proficient/Excellent*
	Excellent	Needs Improvement	Proficient	Proficient/Excellent*	Excellent

***Rules applied first, numerical values then determine rating**

Please refer to the summative rating rules below prior to calculating Summative Rating.

Excellent: Teacher is summatively rated "Excellent" with a 20 or more "Excellent" on the evaluation and no "Needs Improvement" or "Unsatisfactory"

Proficient: Teacher is rated "Proficient" if there are fewer than 20 items marked "Excellent", no more than 5 items marked less than "Proficient", and no items marked "Unsatisfactory".

Needs Improvement: Teacher is rated "Needs Improvement" with 6 or more items marked "Needs Improvement" but no more than 4 items marked "Unsatisfactory".

Unsatisfactory: Teacher is rated "Unsatisfactory" if rated "Unsatisfactory" on 5 or more items.

Numerical values range for each rating:

Excellent = 3.70-4.0

Proficient = 2.82-3.69

Needs Improvement = 1.86-3.57

Unsatisfactory = 1.0-3.46

Examples:

General formula is Performance(.70) + Growth(.30) = Summative Score

20 Excellent Ratings and 8 Proficient Ratings

$$3.71(.70) + 4(.30) = 2.60 + 1.20 = 3.80$$

19 Excellent Ratings and 9 Proficient Ratings

$$3.68(.70) + 4(.30) = 2.58 + 1.20 = 3.78$$

18 Excellent Ratings and 10 Proficient Ratings

$$3.64(.70) + 4(.30) = 2.55 + 1.20 = 3.75$$

17 Excellent Ratings and 11 Proficient Ratings

$$3.61(.70) + 4(.30) = 2.53 + 1.20 = 3.73$$

16 Excellent Ratings and 12 Proficient Ratings

$$3.57(.70) + 4(.30) = 2.50 + 1.20 = 3.70$$

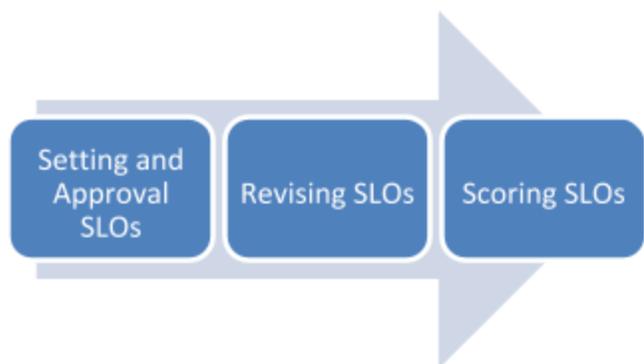
SLO Guidelines

Every teacher will be required to use at least two SLOs per evaluation cycle.

Proficient and Excellent tenured teachers must complete a minimum of two (2) different SLOs covering two (2) different standards over the two (2) year evaluation cycle. More SLOs provides more data, to ensure accuracy, but only two (2) SLOs are required. These teachers will have the choice of when to complete the SLOs. It is recommended that these teachers administer both SLOs in the first year of their evaluation cycle, except in the case of extenuating circumstances. See Processes One and Two in the next section.

SLO Process

SLOs involve a basic three step process. The overall process for SLOs is as follows:



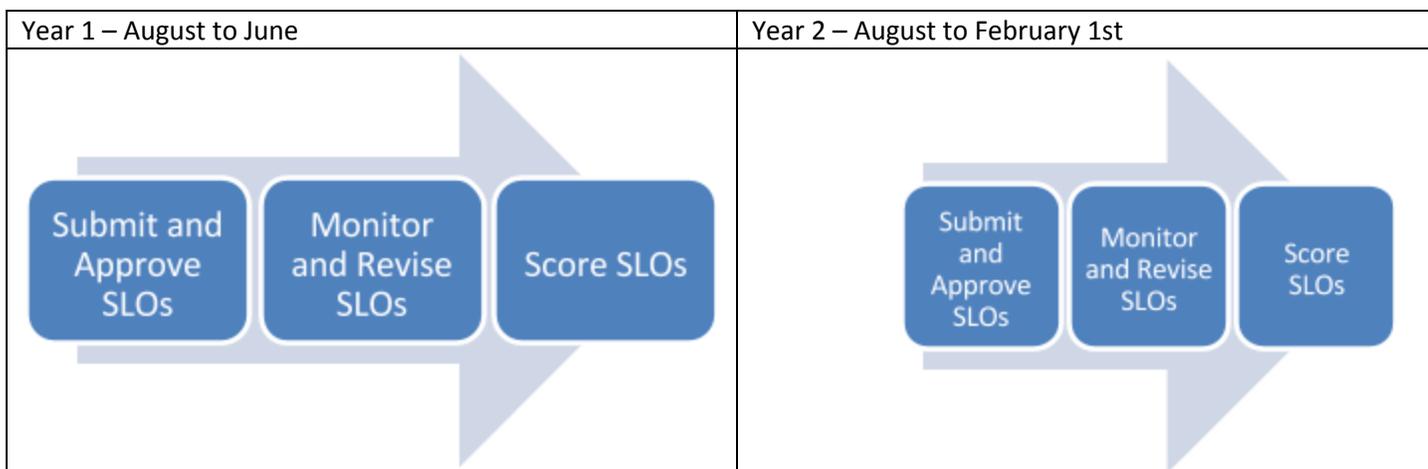
Setting and Approval SLOs: teacher seeks approval from evaluator for the course to use for the SLO; collect pre-test data; teacher schedules a meeting with evaluator to set and approve each SLO that will then be administered and scored

Revising SLOs: teacher meets with evaluator following the mid-point check

Scoring SLOs: teacher schedules a meeting with evaluator to review the post-test data and finalize the SLO

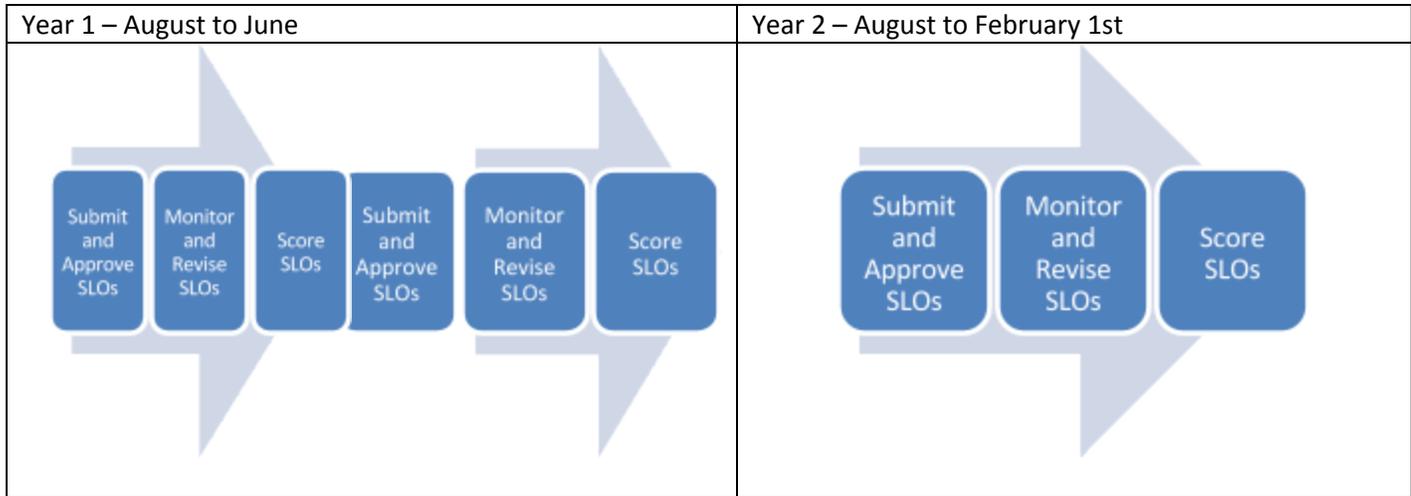
Tenured teachers with “Excellent” or “Proficient” ratings have a **two** year evaluation cycle. Tenured teachers with “Needs Improvement” or “Unsatisfactory” ratings AND non-tenured teachers are on a **one** year cycle. All summative performance evaluation ratings must be submitted before the March board meeting.

Process One: Tenured Teachers with Excellent/Proficient Ratings and Yearlong Classes



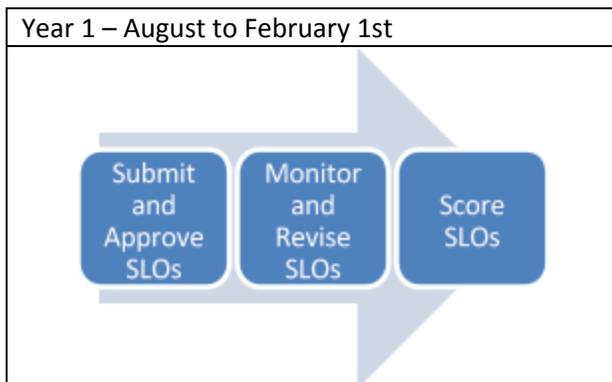
This process is typical for **elementary teachers** where classes do not change mid-year or at the semester. There will be **at least two (2) SLOs total, over two years**. It is recommended that teachers administer two (2) SLOs in year one (if two SLOs are administered in Year 1, each SLO will cover different subjects). The two SLOs submitted must also be different since there will be different assessments, potentially different student populations, different learning objectives, and subject/class/course-specific baseline data. These teachers may also administer more than 2 SLOs, if they choose, but not more than 4 SLOs.

Process Two: Tenured Teachers with Excellent/Proficient Ratings and Semester Classes



This process is typically for **High School Teachers** because their student populations change at the semester. There will be **at least two (2) SLOs total, over two years**. It is recommended that teachers administer two (2) SLOs in year one. For these teachers with semester courses, one SLO may be written in Fall semester and the second SLO may be administered in the Spring semester. The two SLOs submitted must also be different since there will be different assessments, potentially different student populations, different learning objectives, and subject/class/course-specific baseline data. These teachers may also administer more than 2 SLOs, if they choose, but not more than 4 SLOs.

Process Three: Non-Tenured or Tenured Teachers with “Needs Improvement” or “Unsatisfactory” Ratings



Teachers using Process 3 will administer a total of two SLOs, all occurring at the beginning of the year. The summative performance evaluation rating uses data only from August to February 1st since summative performance evaluations must be submitted before the March board meeting.

SLO Key Deadlines

In developing SLOs there is a *three step process* that should be followed along with key deadlines described below.

Step One: Setting SLOs

Key Deadlines

- Teachers assess students prior to beginning instruction of the content being assessed; students entering after initial assessment will be excluded.
- Teachers submit initial SLOs (with data) within 1 week following assessment.
- Initial Conferences should be conducted within 1 week following submittal of initial SLOs. SLOs will be evaluated during the Initial Conference.
- All SLO modifications must be submitted within 1 week following the Initial Conference for approval.

Step Two: Revising SLOs

Key Deadlines

- SLO Resubmission Deadline: Teachers can submit revised growth targets and student population by 6 contractual days after the PERA Committee designated date for the Mid-Cycle Data Review
- The PERA Committee designated date for the Mid-Cycle Data Review must occur within one week of the midpoint for the SLO evaluation cycle
- SLOs must be locked by 10 working days after the SLO revision submission deadline, stated above

Step Three: Scoring SLOs

Key Deadlines

- For non-tenured/Needs Improvement/Unsatisfactory staff, students are assessed by February 1st
- For tenured staff, students are assessed by February 1st of Year Two

SLOs and Student Growth

The Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress-monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.

Requirements and Guidelines

SLO Framework and Approval Tool

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Framework Form for each SLO written. The framework is composed of six categories, as outlined on the following page.

* All teachers must use the Prairie Central SLO Framework Teacher Form which can be found on www.prairiecentral.org or www.isbe.net.

Assessment Requirements

Teachers are required to use at least two assessments, and therefore, all teachers will write at least two Grade Level/Department created SLOs. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, STAR, ASPIRE	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance

For Grades PK-8, the following assessments may be used:

Teachers can select one from the following menu of options:

- **AIMS Web Reading or AIMS Web TEL**
- **STAR**
- **Pre- and Post- Formative/Benchmark**
- **KIDS Assessment**
- **Creative Curriculum Gold**

AND

- **Type III (classroom-based/teacher-created) exam**

For Junior and Senior High, the following assessments may be used:

- **Common Benchmark Assessments**
- **STAR**

AND

- **Type III (classroom-based/teacher-created) exam**

Any Type I or II assessment approved by the PERA Joint Committee may be used as one assessment for ELA and Math teachers.

PK-6 teachers teaching all core subject areas must cover both ELA and Math using two assessments. Thus, teachers must choose a Type I/II assessment either in Math or ELA and cover the other subject area (either Math or ELA) using a Type III assessment.

Non-ELA/Math teachers are allowed to use an appropriate ELA/Math Benchmark or Type I assessments. For teachers without any appropriate Type I (national) or Type II (district-wide Benchmark assessments), such as Physical Education or Music teachers, these teachers will choose or develop two Type III (classroom-based) assessments. Junior/Senior High School teachers will need to select at least one of their two SLOs from the content area in which the majority of their teaching is assigned.

Assessment Quality

- All Type III and district generated Type II assessments must be approved **prior to use** in the classroom.
- PLCs must create assessments **collaboratively**, and then the same group must submit this information to the PERA Committee for final approval.
- All Type III and district generated Type II assessments **must be previewed** by a PERA member prior to submission and then **must be approved** by the PERA committee.
- Any changes or edits in the assessments **must be highlighted** for resubmission.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the Type of assessment.

For **Type I Assessments, such as DiscoverEd, DIBELS, Aims Web:**

Questions	Group Decisions
Who will administer the test?	Designated staff throughout the district
What testing conditions must be kept stable across administrations, if possible?	Benchmarks and Type I administered as a group; testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced
What materials will be allowed/required during the assessment?	No materials; follow any written guidelines
How will test materials be stored before, during, and after the assessment?	Follow any written guidelines
What instructions must/can be read before test administration? How can students be prepared for testing?	Follow any written instructions or guidelines. May need uniform directions for fluency and STAR
How can/must teachers respond to questions during the assessment?	No help during; after the timer starts, the teacher can no longer provide assistance. Teacher should notify students ahead of time.
What must teachers do during the administration?	Teachers need to monitor students and monitor time.
How can modifications be made to test administration?	No modifications.

For Type II/III Assessments, such as common Benchmark assessments or teacher-created assessments:

Questions	Group Decisions
Who will administer the test?	Designated staff throughout the district
What testing conditions must be kept stable across administrations, if possible?	Testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, students should be separated if possible.
What materials will be allowed/required during the assessment?	Teacher provides a list of materials with assessment to the evaluator for approval; consistent materials across administrations
How will test materials be stored before, during, and after the assessment?	Must be kept in a secure location. If the pre-and post-test materials are the same, then they cannot be shared with students outside test administration; students can be shown <i>scores</i> on pre-test and can be shown the post-test once it's been scored BUT students <i>cannot</i> take any test materials out of the classroom
What instructions must/can be read before test administration? How can students be prepared for testing?	Teachers are allowed but not required to use the pre-assessment for an activity participation grade. Make a uniform script for Type II/III's.
How can/must teachers respond to questions during the assessment?	Encourage students to do their best. Teachers can clarify instruction but not content.
What must teachers do during the test administration?	Teachers must monitor students and time.
How can modifications be made to test administration?	Allow IEP modifications. Must be same administration for pre- and post-test.

Personalizing Your SLO

There are **six steps** to personalizing your SLOs, as follows:

Step 1: Baseline

Teachers will need to collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where students start the year, what they have already mastered and what they have yet to master, can help inform your instruction. If students already know how to write a five paragraph essay but struggle with using evidence, you can target your instruction throughout the year. However, teachers should look for as much viable data as possible when determining students' strengths and weaknesses. More data, beyond one test administration, will provide a more comprehensive picture of students' starting points and will help facilitate grouping students when creating growth targets. Therefore, teachers should begin collecting data on students to help create that more comprehensive picture of student strengths and weaknesses.

Teachers can use the following data at the beginning of the year to help assist in assessing students strengths and weaknesses:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)
- Consultation with previous teacher(s)

So, teachers can start building portfolios of student data to start grouping students who start at similar places. Formative assessment data and previous achievement data might indicate that a student has actually mastered a certain concept, in which he or she did not indicate mastery on the pre-test. Conversely, a student may correctly answer certain items on a pre-test, but previous achievement data and formative assessments indicate the student struggles with those concepts when multiple-choice answers are not provided. Attendance, too, can have an impact on how much a student might learn in a school year. If a student has a history of attendance problems, then he or she might not have as ambitious a growth target as someone who has more regular attendance. Previous achievement data, such as previous standardized test scores, too, can indicate how well a student performs on standardized tests over time. If a student has gaps lasting over several years, his or her growth targets might look much different than someone who has a stellar academic history.

Teachers will use baseline data to answer the following questions:

- How did students perform on the pre-assessment?
- What student needs are identified using the baseline data?
- How will you use this baseline data to inform growth targets and grouping of students?

Thus, data needs to be disaggregated, or pulled apart, in multiple ways. **Teachers must have an idea of how the class performed overall, how groups of students performed, and what concepts or skills students need help with.**

Eventually, by the end of the baseline analysis phase, teachers should identify needs for their students and be able to meet the following criteria. **The Baseline Analysis must:**

- Use **allowable data** to drive instruction and set growth targets
- Be **measurable**
- Targets specific **academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs

This also means that any analysis should address student needs based upon how the student performed on certain standards, and the teacher should identify **specific** skills or concepts to target, using pre-assessment and other data as evidence of that need.

Baseline Data and Analysis consists of the following six-step process:

- 1) Analyze the baseline data, including the pre-assessment.
- 2) Determine how the class performed overall (e.g. behind or above grade level).
- 3) Identify specific skills students have not mastered yet or are struggling with.
- 4) Determine specific students who may need help or students who are excelling.
- 5) Write a succinct statement summarizing student needs, based upon the data.
- 6) Check your answer against all the criteria.

Step 1: Teachers will examine all allowable data, such as previous achievement data or previous grades. The teacher is required to use the pre-assessment, as well. If the pre-test is not yet administered, teachers can begin collecting all allowable data to get a better sense of students' needs.

Step 2: Teachers can look at the pre-test and any relevant formative assessments and observational data to determine what students already know and what students struggle with.

Step 3: Teachers analyze assessment data to determine specifically what skills and concepts students struggle with. Go back to the assessment itself, if available, to try to determine where students made mistakes. Develop a list of standards, skills, or concepts that need to be targeted within the classroom.

Step 4: Determine which students may need additional help or students who may be far above grade level. Think about how you might need to differentiate instruction and how you might group students when setting growth targets. Which students struggle with similar concepts? Which students need more challenging material?

Step 5: In Element 3 of the SLO form, write a short 1-3 sentence statement explaining the class's performance overall on pre-test (or other assessments) and specific student needs. **At least one specific student need MUST be identified.**

Example: Students are, on average, behind grade-level since 10 out of 28 students hit the target on AIMSweb. Five students are far below average and struggle with basic number operations skills and geometric concepts. Four students were far above average and need less support with numbers and operations and more challenging work with algebraic concepts.

Step 6: Refer back to the criteria listed above to ensure that you have analyzed allowable data and identified students' needs. Make sure you have analyzed the data to determine strengths, weaknesses, specific concepts or skills that have yet to be mastered, and to identify specific students who may be struggling or excelling.

Step 2: Population

All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster.

The **Student Population** included in an SLO will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes

Not all students' growth scores will "count" towards a teacher's success on an SLO. While teachers will set goals for all students and monitor all students' progress towards those goals throughout the year, only certain students' score will be used for evaluative purposes for certain teachers (IEP, ELL).

When developing SLOs to be used for evaluations, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the **teacher's final SLO roster** may be different than the teacher's actual in-class roster.

Prairie Central CUSD 8 has identified the following criteria for the Student Population portion of the SLO:

- **85% attendance** is assumed
- **Pre-test data** available for each student included
- **Exceptions** are allowed, based upon evaluator approval

What do these criteria mean for teachers?

- 1) First, **only students with 85% attendance or higher will be included on a final SLO roster** at the end of the SLO evaluation cycle. Teachers will include **all** students with pretest data at the beginning of the unit, but those students who do not meet the attendance minimum must be excluded from the teacher's summative student growth rating. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes.
- 2) Additionally, students must be present for the pre-test and must be continuously enrolled after that date. All students must be tested at the beginning of the unit of instruction.
- 3) Moreover, at the end of the SLO evaluation cycle, **teachers can request exceptions** for certain students who they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator. Sub-groups (e.g. SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions. Examples of data for exceptions include:
 - Additional work samples (e.g. a portfolio, previous assessments that are standards-aligned, with comparative data and work samples from other students)
 - Attendance/attribution data (e.g. student was pulled from class x amount)
 - Miscellaneous student information

The teacher submits additional data to evaluator, and the evaluator makes the decision about exceptions to student inclusion in data. If teacher does not believe the decision accurately reflects his/her contribution to student growth, the teacher may appeal the decision to the PERA Joint Committee. **Therefore, any request for exceptions are the responsibility of the teacher.**

Teachers must track data on students who may miss class for medical reasons, truancies (will still be counted in "attendance" but are present for that teacher's class), absences for sports, etc. For example, a student may still be in attendance but may miss a certain number of days in your Biology 1 course to attend an In-School Suspension or Physical Therapy. The student is still counted as present, and therefore meets the 85% attendance requirement, but if the amount of time for ISS or PT was counted, the student was not in attendance *in your class* for 85% of the time. Thus, that student's performance is not reflective of the instruction taking place inside the classroom, and that student must be removed from the final SLO roster. Attendance is considered to be "in seat" attendance, and teachers must track "in seat" attendance to remove any students. If the teacher does NOT track in-seat attendance, then attendance is determined by the district attendance program (e.g. STI).

Teachers must remove **all** students with less than 85% attendance at the end of the SLO evaluation cycle. However a teacher can request to an evaluator that a student (with less than 85% attendance) be added back onto the final SLO roster. The teacher must provide evidence using allowable baseline data and the gradebook. Teachers need to be able to access and track attendance using the district attendance program.

Additionally, a teacher may present evidence if they feel the assessment data does not accurately reflect the student's performance or growth and if that student's score should be changed from "not meeting" the growth target to "meeting" the growth target (e.g. the student had an extreme experience prior to assessment). The teacher can present additional work samples that are aligned with the pre- and post-assessment, to show that the student did master the concepts on the approved assessment, thus warranting the score of "meeting" the growth target. Moreover, the teacher must also submit data from other students to indicate how that student in question performed in comparison to other classmates who did or did not meet their growth targets.

Issues with Low Student Populations:

The evaluator has the right to reject an SLO if 1) the student population is below 8 students AND 2) the teacher has the option to develop an SLO for another course/class with a larger student population.

Directions: To begin identifying the Student Population

- 1) Pre-test all students prior to beginning instruction of the content being assessed.
- 2) Identify all students who were present for the pre-assessment and are still enrolled in your class by the mid-point check in. This becomes your SLO roster.
- 3) In Element 1 of the SLO Form, indicate the **number** of students who took the pre-test, **describe the class**, and **attach the roster** for evaluators to review (e.g. 25 students in 4th hour English 1. See attached roster.). If you are using the Data Tool, you can submit the Data Tool with student names, rather than a roster.
- 4) Keep data on student attendance in your class. For example, keep data on students being pulled out for speech minutes, counseling, OT/PT, extra-curricular activities, etc.
- 5) At the end of the SLO evaluation cycle, the teacher will suggest which students remain on the roster. Any student who has less than 85% attendance or whose exception has been approved will have data recorded but will NOT have data included towards determining the success of the SLO.

Step 3: Goals

All teachers must utilize the PLC developed **Goal** within their Student Learning Objective (SLO). This is found in Element 1 on the SLO form.

**** Goals must be developed within your PLC. The following guidelines should be met when developing a goal. ****

Prairie Central CUSD 8 has identified the following criteria for Goals. A goal must be:

- **Rigorous**
- Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available
- Use **baseline data** to guide selection and instruction
- Targets **unit-long** concepts, skills, or behaviors
- Is **measurable**
- **Collaboration** required

What do these criteria mean?

- Goals need to be **rigorous**, meaning the content being taught should be standards-aligned and appropriate for the course and/or grade-level of the students. A goal should match the skill level of the students. So, goals will be less rigorous for English 1 students than English 2 or 3 students, since these students may not have as rigorous content or curriculum in terms of products or assessments. This content should match what is being assessed on the identified assessment.
- Goals should target **specific concepts, skills, or behaviors**. “9th grade Language Arts” or “Chemistry” would **not** be an acceptable Goal since the teacher should be more specific with what skills or concepts will be taught.

“Students will increase their comprehension, vocabulary, and fluency in reading” is much more descriptive in terms of skills and concepts than “9th Grade Literacy.”

- **Hint:** Use the prompt “Students will be able to...” and then use Bloom’s Taxonomy language to describe exactly what students must be able to do by the time they finish your class by the end of the year.
- Additionally, Goals should be **aligned to standards**.
- **Baseline data** can help inform your Goal. If the pre-assessment data shows that student already have mastered certain concepts, your Goal can focus on those objectives students have yet to master. If students are behind grade-level in reading, your Goal may focus on scaffolding or remedial skills, in addition to grade-level appropriate skills.
- Goals should be different if a course lasts an entire year versus a course that is taught for one semester (e.g. students may not learn the same material to the same extent in these classes).
- **Measurable Goals** means that you can assess whether your students have learned these skills.
- Teachers will **collaborate** with other teachers in the same department, grade-level, or subject area to ensure goals are aligned within and across courses. If a 4th grade student must be able to complete numbers operations using fractions, then the 5th grade objective should build upon those concepts.

Directions: To begin writing your Learning Goal:

- Review: 1) state standards, if none exist national standards should be employed, 2) district- or school-wide goals, 3) end-of course objectives, 4) end-of-course goals for preceding and subsequent courses within your department, 5) available curricula or scope and sequence, 6) the content of the available assessment, and 7) baseline data.
- Based upon the assessment, develop a **succinct** statement (1-2 sentences) of what students should be expected to know by the end of the unit/course. Write it in the appropriate box in the “SLO Framework – Teacher’s Form.” **Refer directly to any standards, if applicable.**
- Prepare to share your rationale for the goal during your conference with the administrator.

Step 4: Instructional Strategies

All PLCs must write **Strategies** within their Student Learning Objective (SLO). This is found in Element 1 of the SLO Form.

**** Instructional strategies must be developed within your PLC. The following guidelines should be met when developing instructional strategies. ****

Strategies help connect the professional practice work of teacher evaluations with the student growth work. These strategies can be implemented in the classroom to help you achieve both your Professional Growth and student growth goals. Strategies also show the evaluator that you have a plan in place to help you achieve these goals.

Teachers must identify strategies to be implemented in the classroom.

Examples of Strategies include:

- Small- and whole-group work on a daily basis
- Learning centers
- Regular circulation
- Use of higher-order thinking questions
- Differentiated instruction
- Weekly newsletters home to families, with opportunities for family feedback

Prairie Central CUSD 8 has identified the following criteria for Strategies. Strategies must:

- Identify the **model of instruction** or **key strategies** to be used
- Be **appropriate for learning content and skill level** observed in assessment data provided throughout the year
- Follow **research-based best practices**

What do these criteria mean?

- **Teachers must identify strategies to be implemented in the classroom.**
- Strategies should be related to the curriculum.
- Strategies should be appropriate for that group of students, using data from formative and summative assessments to determine student needs.
- Strategies should be based upon research. Teachers can use previous PD to inform their strategies. Examples from the 2011 Danielson Framework also offer excellent research-based practices (e.g. regular circulation during small group activities, students write their own rubrics and use them to inform their individual progress).

Directions to identify Strategies:

- 1) Complete a review of what you already know. Identify any previous Professional Development and any resources, such as the curriculum or textbook. Reference any school-wide initiatives. Search the Internet or available research for effective and proven strategies.
- 2) In the SLO Form – List and be prepared to discuss with your evaluator the strategies to be used to help students achieve their growth goals.
- 3) Once baseline data is available, review the identified strategy or strategies, and add to or revise the initial strategies identified.
- 4) Check the strategies against the established criteria.

Step 5: Assessment

To begin, PLCs identify the assessment they will be using to measure student growth. This is found in Element 2 of the SLO Form.

**** Assessments must be developed within your PLC. The following guidelines should be met when developing an assessment. ****

High quality common assessments generate high quality data that can be used to inform instruction and ensure accurate measures of student growth. Teachers can create standards-aligned items using the “Standards-Aligned Assessment Tool.”

Remember, **assessments must be given at least twice per school year** to measure growth (not attainment), according to the state law. Thus, teachers should administer a test at the beginning of the unit (prior to beginning instruction of the content being assessed) and then give the same (or very similar) assessment at the end of the unit.

For any teacher-created assessment, the assessment must meet the following criteria:

- Administered in a **consistent manner** and **data is secure**
- Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop

- ❑ Produces **timely and useful data**
- ❑ **Standardized**; has the same content, administration, and results reporting for all students
- ❑ **Aligned** with state or district standards, using national standards when state are not available

What is meant by these criteria?

- An assessment must be administered in a similar manner on both the pre- and post-test. So, if you allow calculators or other materials on the post-test, students must be allowed the same access to those resources on the pre-test.
- Data must be secure, so that a student is not able to view the test or answers ahead of time.
- A test must be applicable to the class and items must reflect the skills students have the opportunity to learn throughout the school year or semester, based upon your growth targets and instructional time with those students. Thus, a student in a 5th grade reading class should be given an assessment measuring those 5th grade skills, not 4th or 6th grade skills. If a test does not adequately assess those skills a student should learn, the evaluator may ask the teacher to create another assessment.
- All assessments should produce timely and relevant data. Therefore, ensure that each item is standards-aligned, so you can use that data to determine which skills are most important to teach or which skills students have already mastered. Make sure that the assessment does not take an unusually long period of time – that might not produce the timely and manageable data you need to inform instruction.
- Make sure that each administration of the assessment (e.g. pre- and post-test) tests for the same content or skills. The pre-test should look almost identical to the post-test. (However, a math teacher might change around some numbers, a reading teacher might use the same reading passage but use different questions, as long as the post-assessment tests the same skills as the pre-test.)
- Teachers do not need to write the standards in the assessment, but teachers should refer to district or other standards when writing assessment items. The “Creating Standards-Aligned Assessment” tools are helpful for this purpose. Make sure you can justify each assessment item by being able to refer to a standard to which it is aligned. Use Common Core Standards, where available.

When identifying the assessment, state the name of the assessment in the SLO Form, in the appropriate space. If you are using a teacher-created assessment, briefly describe the assessment (e.g. 40 question multiple-choice Science test with one open-response). If you are using a teacher-created assessment, attach the assessment and note “see attached” in the appropriate space in the SLO Form. If you are using a Type I assessment, such as AIMSWeb or DIBELS, note the test and subject you are using (e.g. AIMSWeb 4th Grade Math - Comp), just to clarify your process to the evaluator.

Example responses:

- **5th grade AIMSWeb Reading**
- **20 multiple-choice Business test. See attached.** (Teacher attaches the test)
- **5 open-response questions using a four-point writing rubric, aligned with CCSS Writing Standards for 10th grade. See attached.** (Teacher attached the test)
- **One-mile run and strength test (sit-ups or push-ups). Students are timed in the mile run. Then, students must complete as many sit-ups or push-ups in one minute.**

Step 6: Targeted Growth

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course. Teachers can refer to Element 3 of the SLO Form.

As already discussed, teachers can use the following data to inform the setting of growth targets:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers should already have a good understanding of students' strengths and students' needs. Growth targets are the most crucial pieces of a high quality SLO, so knowing the criteria the district has provided, along with some additional best practices, can help teachers create ambitious yet feasible growth targets for their students. Teachers should have high expectations of their students, yet these growth targets should also be reasonable and can be achieved.

Simple Growth is recommended for use in the 2017-18 school year. Possible changes may be made by the PERA Committee in future years as assessment tools and instructional methods have been further developed. Simple Growth is defined as more points scored on post-test than on the pre-test.

Congrats! You have now successfully personalized your SLO! It's time to get back to the classroom to begin implementing your plan!

SLO Revisions (when student growth is more than simple growth - 2018-2019 school year)

SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. The teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data or changes in the classroom. SLO revisions follow a given timeline, as shown below:

- Teachers can submit revised growth targets and student population.
- Evaluators must approve any revisions using the SLO Approval Toolkit Criteria
- At the end of the mid-cycle review, SLOs are locked.

Key Points on SLO Revisions

1. A meeting is optional, at either the teacher's or evaluator's request
 - Teacher submits the revised SLO, the original SLO, and evidence for revisions, and baseline data
2. The evaluator reviews and must approve any changes
 - The evaluator rejects the proposed SLO if it is not satisfactory against the SLO Framework and the data does not support a change.
3. If teacher and evaluator do not agree, even after meeting, teacher may appeal the decision to the PERA Committee for additional review.

SLO Scoring

This is the final step in SLO development. The scoring is assigning a singular performance rating to the SLO. The SLOs for each certified staff member must be scored and approved. Each SLO will receive a score in one of four categories, "Unsatisfactory," Needs Improvement," "Proficient," or "Excellent," based upon the following thresholds:

Performance Ratings	Thresholds
Unsatisfactory	<ul style="list-style-type: none"> • Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 70% met targeted growth
Needs Improvement	<ul style="list-style-type: none"> • Use approved SLO • 70-79% of students met targeted growth
Proficient	<ul style="list-style-type: none"> • Use approved SLO • 80-89% of students met targeted growth
Excellent	<ul style="list-style-type: none"> • Use approved SLO • At least 90% of students met targeted growth

The teacher can submit additional data, comments, or evidence to amend or exempt any student data from the summative rating (additional work samples, attendance data, misc. student information). For instance, if a student performs poorly on a Type I assessment, such as AIMSWeb, but the teacher feels the student has made sufficient growth, the teacher can submit additional evidence, such as formative or summative assessments, projects, and class-work, to show that the student mastered the appropriate material. The teacher will need to provide standards-aligned items, to show the student mastered the appropriate standards, as well as comparative data from the class, to ensure rigor and appropriate growth. For example, the student in question could correctly demonstrate mastery as other students did who meet the growth target on the Type I assessment, and the teacher can provide these test scores and the student's assessment to have that student's score counted towards the teacher's evaluation. On the other hand, the teacher can also submit student data, such as in-seat attendance data, to show that the student missed an inordinate amount of time of class, to have that student's data removed from the SLO roster. If the teacher and evaluator cannot agree, the PERA Committee makes a scoring determination.

Key Points of SLO Scoring

1. The teacher submits the final SLOs for scoring and determines the performance ratings using the established threshold criteria
 - The teacher must provide documentation of students' test scores, such as the Data Tool, when submitting
2. The evaluator approves the performance ratings
3. If the teacher and evaluator cannot agree, the SLO scoring is determined by the PERA Committee

The timeline for Scoring SLOs is as follows:



Note: If no RIFs are necessary, the calendar and all deadlines can be extended to Proficient or Excellent tenured teachers until the end of the school year

Summative Student Growth Rating

The summative student growth rating will be determined by multiple SLO scores.

The teacher scores each SLO and determines the summative student growth rating. The teacher submits these scores to the evaluator, along with all student growth data, to the evaluator prior to the Summative Conference.

The process for determining the summative student growth rating is as follows:

- The teacher assigns a numerical score to each of the SLOs, according to the SLO thresholds (see section "SLO Scoring" above). A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
- The teacher averages the scores for all SLOs. This average score becomes the summative student growth rating. **Note: this number will likely be a decimal and NOT a whole number, and this decimal number will be used to calculate your summative performance evaluation rating.**
- If the teacher only has two SLOs and one SLO is rated "Unsatisfactory" and the other is rated "Excellent," the evaluator must collect further evidence to assign a rating. If the teacher disagrees with the rating, he/she can appeal to the PERA Committee.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by two SLO scores.

Excellent: Teacher is summatively rated "Excellent" with a 20 or more "Excellent" on the evaluation and no "Needs Improvement" or "Unsatisfactory"

Proficient: Teacher is rated "Proficient" if there are fewer than 20 items marked "Excellent", no more than 5 items marked less than "Proficient", and no items marked "Unsatisfactory".

Needs Improvement: Teacher is rated "Needs Improvement" with 6 or more items marked "Needs Improvement" but no more than 4 items marked "Unsatisfactory".

Unsatisfactory: Teacher is rated "Unsatisfactory" if rated "Unsatisfactory" on 5 or more items.

Meetings between or among evaluators must occur before any summative performance evaluation ratings are determined.

Full Implementation

Student growth represents 30% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating: $30\% \times (\text{summative student growth rating}) + 70\% \times (\text{summative professional practice rating}) = \text{summative performance evaluation rating}$

Summative Performance Evaluation Rating	Thresholds
Excellent	3.70 or higher
Proficient	2.82 up to 3.69
Needs Improvement	1.86 up to 3.57
Unsatisfactory	1.0 up to 3.46

Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative reports will be discussed with the teacher during the summative End-of-Year Conference and delivered to the teacher in writing. For more information about scoring using *The Prairie Central Framework for Teaching*, please see the scoring section of this guidebook and the Implementation Toolkit.

- Non-tenured summative evaluation reports will be completed no later than February 1.
- Tenured summative evaluation reports will be completed no later than April 1.

Note: If summative evaluation will be “Unsatisfactory” or “Needs Improvement,” the district office must receive all paperwork prior to the March Board Meeting.

Special Education

Due to the different needs of special education students and the class structure for these students, Special Education teachers will have increased flexibility when writing SLOs. These modifications are intended to more accurately measure student growth, by increasing student population numbers, using authentic assessments, and accommodating the diverse needs of these students.

Specifically, the following modifications to the SLO criteria have been made for these teachers:

Student Population

- Allow multiple assessments to cover as many students as possible
- Allow students from multiple functioning levels/course/class/grade levels within one SLO Goal
- Multiple objectives allowed within one SLO, as long as aligned with the assessment(s)

Assessment

- Recommend use of two Type III assessments but allow Type I and II assessments, with teacher choice
- Allow assessments to be based upon functional level of students
- Allow multiple levels of students (using one or multiple assessments) within the same content area
- Allow formative assessments with a flexible administration window, with evaluator approval and portfolio/documentation
- Allow an administration window of one week

Growth Target - Allow individualized goals

Support

Training will be provided through Professional Development. Teachers will be trained in the new system throughout the school year, and webinars will be available for teachers online. Evaluators will receive supplemental training, in addition to the pre qualification training mandated by the state, in order to better understand and implement the new evaluation system and support teachers.

Model Refinement

The PERA Committee has agreed to meet at least once a year to refine this system. Feedback will be collected to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

Calculating Scores

How to determine scores from the Professional Practice Evaluation Tool

Domain 1 has 6 elements weighted once.

Domain 2 has 4 elements weighted twice. (8 possible Excellent Ratings)

Domain 3 has 4 elements weighted twice. (8 possible Excellent Ratings)

Domain 4 has 6 elements weighted once.

Therefore there are 28 possible elements.

To find the Professional Practice Evaluation Score, apply the following:

4 points to every Excellent, 3 points to every Proficient, 2 points to every Needs Improvement, and 1 point for every Unsatisfactory.

To find the Professional Practice Evaluation Score, average the score of all possible 28 elements:

$[\text{Excellent (4)} + \text{Proficient (3)} + \text{Needs Improvement (2)} + \text{Unsatisfactory (1)}] / 28 = \text{Score}$

Teacher 1: Receives 22 Excellents and 6 Proficients

$$[22 (4) + 6 (3)] / 28 = 3.79$$

Teacher 2: Receives 17 Excellents and 11 Proficients

$$[17 (4) + 11 (3)] / 28 = 3.61$$

Teacher 3: Receives 28 Excellents

$$28 (4) / 28 = 4$$

Teacher 4: Receives 10 Excellents, 15 Proficients, and 3 Needs Improvements

$$[10 (4) + 15 (3) + 3 (2)] / 28 = 3.07$$

How to Calculate Summative Student Growth Rating: Teachers are required to have two instances of student growth. These two need to be averaged to find the overall Student Growth Rating.

Examples: 2 Instances of Excellent Student Growth = $(4+4) / 2 = 4$

1 Instance of Excellent and 1 Instance of Proficient = $(4 + 3) / 2 = 3.5$

2 Instances of Proficient Student Growth = $(3 + 3) / 2 = 3$

To Determine the Overall Summative Evaluation Score, 70% will consist of the Professional Practice Elements, and 30% will consist of the Student Growth Element:

$.7$ (Professional Practice Average) + $.3$ (Student Growth Average) = Overall Summative Score

Teacher 1	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (3.79) + .3 (4) =$	3.85	Excellent
With 1 Exc. and 1 Prof.	$.7 (3.79) + .3 (3.5) =$	3.7	Proficient
With 2 Prof. Student Growth	$.7 (3.79) + .3 (3) =$	3.55	Proficient

Teacher 2	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (3.61) + .3 (4) =$	3.77	Excellent
With 1 Exc. and 1 Prof.	$.7 (3.61) + .3 (3.5) =$	3.58	Proficient
With 2 Prof. Student Growth	$.7 (3.61) + .3 (3) =$	3.43	Proficient

Teacher 3	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (4) + .3 (4) =$	4	Excellent
With 1 Exc. and 1 Prof.	$.7 (4) + .3 (3.5) =$	3.85	Excellent
With 2 Prof. Student Growth	$.7 (4) + .3 (3) =$	3.70	Proficient

Teacher 4	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (3.07) + .3 (4) =$	3.35	Proficient
With 1 Exc. and 1 Prof.	$.7 (3.07) + .3 (3.5) =$	3.2	Proficient
With 2 Prof. Student Growth	$.7 (3.07) + .3 (3) =$	3.05	Proficient

In Consideration of the following:

Highest and Lowest Numerical Ratings in Professional Practice and the effect of Student Growth Elements:

Highest Proficient = 3.68

Lowest Proficient = 2.82

Highest Needs Improvement = 3.57 * (The Needs Improvement may be a higher numerical

rating, but a lower Stated Rating based upon the rules listed on Page 28)

Lowest Needs Improvement = 1.86

Highest Proficient	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (3.68) + .3 (4) =$	3.78	Excellent
With 1 Exc. and 1 Prof.	$.7 (3.68) + .3 (3.5) =$	3.63	Proficient
With 2 Prof. Student Growth	$.7 (3.68) + .3 (3) =$	3.48	Proficient

Lowest Proficient	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (2.82) + .3 (4) =$	3.17	Proficient
With 1 Exc. and 1 Prof.	$.7 (2.82) + .3 (3.5) =$	3.02	Proficient
With 2 Prof. Student Growth	$.7 (2.82) + .3 (3) =$	2.87	Proficient

Highest Needs Improvement	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (3.57) + .3 (4) =$	3.70	Proficient
With 1 Exc. and 1 Prof.	$.7 (3.57) + .3 (3.5) =$	3.55	Proficient
With 2 Prof. Student Growth	$.7 (3.57) + .3 (3) =$	3.40	Proficient

Lowest Needs Improvement	Formula	Overall Numerical Rating	Overall Rating
With 2 Exc. Student Growth	$.7 (1.86) + .3 (4) =$	2.50	Needs Improvement
With 1 Exc. and 1 Prof.	$.7 (1.86) + .3 (3.5) =$	2.40	Needs Improvement
With 2 Prof. Student Growth	$.7 (1.86) + .3 (3) =$	2.20	Needs Improvement

Prairie Central SLO Template

Prairie Central SLO Template

General Information

Academic Year	
Educator Name	
Course/Subject	
Grade Level(s)	
Interval of Instruction	

Timeline

Initial Approval Date	
Midcourse Check-In Date	
Midcourse Check-In Notes:	

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	
<input type="checkbox"/> Describe the student population.	
<input type="checkbox"/> Summarize the instructional strategies used to teach the learning goal.	

Discussion Questions

- What “big idea” is supported by the learning goal?
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students’ understanding of the learning goal.	
---	--

<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	
--	--

Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this assessment information to monitor student progress and inform your instruction?

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.	
<input type="checkbox"/> Using students' baseline data identify appropriate growth targets for your student population.	

Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.	
--	--

Required for Evaluator

<input type="checkbox"/> Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	
--	--

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 70% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	70% - 79% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	80% - 89% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	90% - 100% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>
Date:	Evaluator Signature:		
Date:	Teacher Signature:		

Prairie Central SLO Type II Template

Prairie Central Type II Assessment Template

General Information

Academic Year	
Educator Name	
Course/Subject	
Grade Level(s)	
Interval of Instruction	

Timeline

Initial Approval Date	
Midcourse Check-In Date	
Midcourse Check-In Notes:	

Element 1: Learning Goal

<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	
<input type="checkbox"/> Describe the student population.	

Element 2: Assessment

<input type="checkbox"/> Describe the assessment and evaluation procedures that measure students' understanding of the learning goal.	
<input type="checkbox"/> Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.	

Element 3: Growth Targets

<input type="checkbox"/> Identify students' baseline data.	
--	--

<input type="checkbox"/> Using students' baseline data identify appropriate growth targets for your student population. *Not applicable at this time	
--	--

Element 4: Outcome

<input type="checkbox"/> Document the number or percentage of students who achieved their identified growth targets.	
--	--

Required for Evaluator

<input type="checkbox"/> Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.	
--	--

Element 5: Teacher Rating

Unsatisfactory	Needs Improvement	Proficient	Excellent
Less than 70% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	70% - 79% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	80% - 89% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>	90% - 100% of Students Met the Indicated Growth Target(s). <input type="checkbox"/>
Date:	Evaluator Signature:		
Date:	Teacher Signature:		

Prairie Central SLO Checklist

These are the guidelines that the SLO committee is looking for. This does not guarantee the SLO will be approved, but gives guidance on the basics that we are looking for, and what mistakes we usually see.

SLO Form

_____ Choose the proper form

Type I - Non District made assessment, Scored by outside agency Ex. - STAR/MAP

Type II - District adopted, used district wide Ex. - Benchmark Assessment/Collaborative developed assessments

Type III - Class Assessment - Teacher created

_____ Name

_____ Course/Subject

_____ Grade Level

Element 1

_____ Learning Goal says, "Students will..." _____ Standard is listed and written out

_____ Summarized instructional strategies (Bulleled List)

Element 2

_____ Assess and Evaluate describes the pre and post test _____ Differentiation section complete

PRE/POST Test

_____ Is it attached?

_____ Does it indicate which is the pre/posttest or state that it is both?

_____ Does it indicate the standard? If more than one standard does it state which questions fit each standard?

_____ Does the test match what the standard asks the student to do? (Verb/Standard need to match the assessment)

_____ Is there an explanation for how many points each question is worth?

_____ If a rubric is needed is it attached and clear how points are distributed?

_____ If you are **resubmitting HIGHLIGHT** change

Prairie Central PERA Approval Rubric

Element I	Acceptable	Not Acceptable
The Learning Objective	Describes a skill or applied content knowledge. *Students will be able to:	Content listed, but no skills or applied content knowledge described.
Standards	Standards are completely written out.	Only Standard Numbers.
Instructional Strategies	Teaching Strategies are listed (i.e. <i>Direct Instruction, Large Group Discussion, Small Group Discussion, Note-taking, Modeling, etc.</i>)	Specific Assignments or Activities are Listed, but the strategies are not.

Element II	Acceptable	Not Acceptable
Assessments Used	Assessments are listed. If assessment has more standards on it, the items aligned to the SLO are identified. Assessments, Rubrics, and Scoring Guides are attached.	Assessments are not listed. Items that are not aligned to the standards listed in Element I are counted towards the SLO. Assessments, Rubrics, and Scoring Guides are not attached.
Assessment Procedures Described	Procedures are described for each assessment listed. Consider: <ul style="list-style-type: none"> - Resources Available - Time allowed - Independency - Modifications 	Procedures are not described.
Assessment	Only Assessments used to score the mastery of the SLO are used in this section (Summative Assessment)	Formative and Interim Assessments are listed in addition to Summative Assessments (<i>Formative and Interim should be listed in Teaching Strategies</i>)