

San Antonio ISD Student Learning Objectives

2022-2023 Appraiser
Training



Commonly referred to as SLOs, Student Learning Objectives are...

- A way to measure student learning over the course of the year based on:
 - Student growth goals
 - Set by teachers
 - Focused on a foundational student skill that is developed throughout the curriculum
 - Tailored to the context of individual student
 - Designed to help teachers better understand the impact of their pedagogy
 - For the purposes of measuring student growth and refining a teacher's instruction
- Developed in collaboration with the teacher and principal based on district guidance

MTI 3.0 Eligibility



Requirements

- Teacher in position for minimum of 90 days for 100% or 180 days at 50-99%
- One year of TTESS with 3.5 minimum average
- Students present during Fall and Winter Roster
- Minimum of 10 students with 70% attendance
- Teacher role of 087

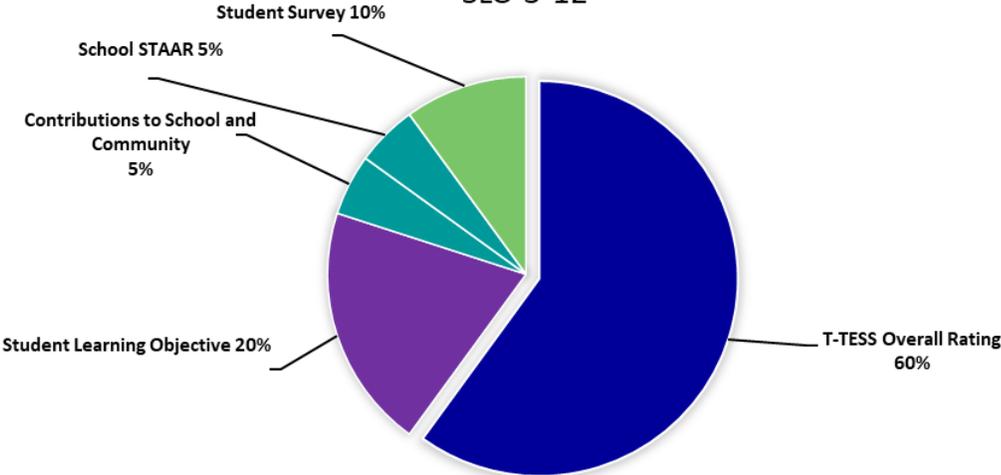
Testing Security

- Treating the assessment administration with similar protocols to STAAR/EOC
- Data must be valid and reliable
 - Data Validation
 - 11 Validation checks
 - Comparison groups across campuses and districts

SLO Category Weightings

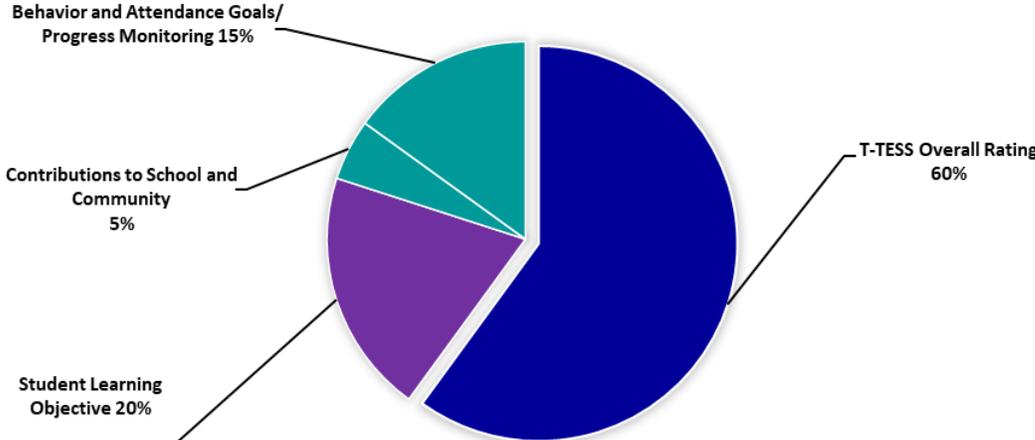
TEACHER CATEGORY E

SLO 3-12

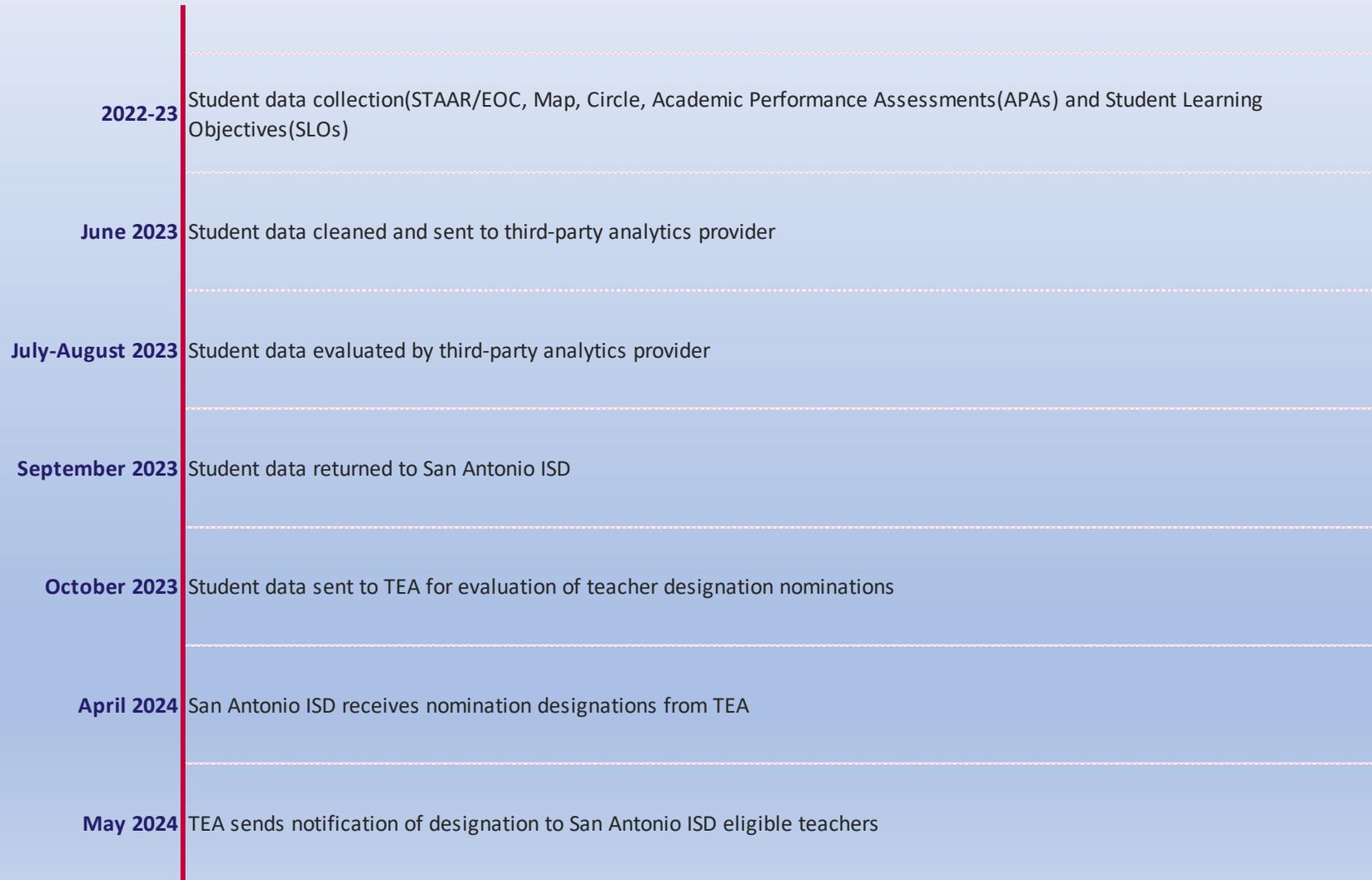


TEACHER CATEGORY G

GENERAL SPECIAL EDUCATION AND DAEP



MTI 3.0 Designation Timeline



Creating the SLO

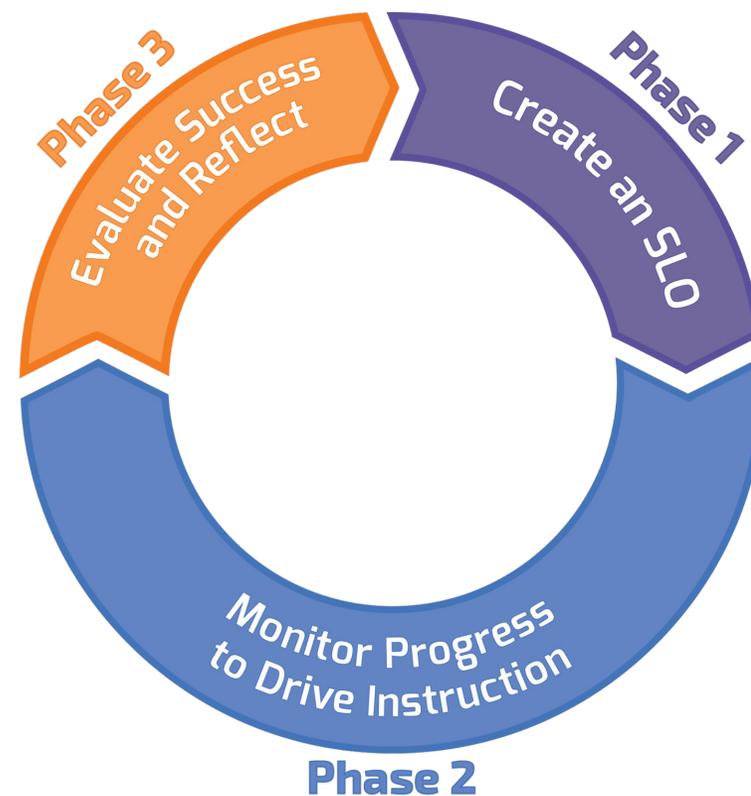
1. Identify the focus area of the SLO.

2. Develop the SLO Skill Statement for the content area/subject.

3. Determine what led to the decision to focus on this content area/subject and the SLO Skill Statement.

4. List the content area or subject TEKS that correspond to the most important skills.

5. Identify expected student outcomes by the end of the instructional period. (i.e., quarter, semester, year)



District Created and District Guided SLOs

If a teacher is in **Category E or Category G** (see previous slides), student growth is measured by an SLO

- Each teacher needs **only one SLO**
- If a teacher teaches a course with a District-Created SLO, this is the SLO they will use

District-Created SLOs

- SLOs developed by SAISD central office
- SLOs will contain district approved descriptors and types of growth evidence to be utilized by the teacher
 - Teachers will have the option of adding additional growth measures to include in the body of evidence

District-Guided SLOs

- SLOs written by the teacher, within SAISD and TEA SLO guidelines
- If they do not teach any courses with a District-Created SLO, they will write their own SLO under district guidance.
- Over time, SAISD will continue to develop more District-Created SLOs and phase out District-Guided SLOs
- District department leads will be contacting you with additional information for collaboration sessions and training

2022-23 DISTRICT CREATED SLOS

CTE

Leadership Officer Training Corps (LOTC) and Junior Reserve Officer's Training Corps (JROTC)
Engineering and Manufacturing
Cosmetology
Agriculture
Education
Law Enforcement I
Intro to Culinary Arts
Culinary Arts I
Entrepreneurship I
Health Science Theory
Practicum in Health Science
Law Enforcement 2

WORLD LANGUAGES

World Languages Level 1
World Languages Level 2
World Languages Level 3
World Languages Level 4

PHYSICAL EDUCATION

Physical Education Grades 3-5
Physical Education Grades 6-8
Physical Education Grades 9-12

ELAR

AP Lit English IV
AP English III
MS Reading

SCIENCE

Integrated Physics and Chemistry
AP Biology
AP Environmental Science

MATH

Advanced Quantitative Reasoning
Algebraic Reasoning
AP Calculus
AP Statistics
Mathematical Models with Applications
Statistics

ESL

ESOL I, II
ESL R-LA for Newcomers
ESL

FINE ARTS

Technical Theatre
Theatre Arts
Elementary Art
Middle School Art
High School Art
Elementary Music
Choir
Band, Orchestra, Mariachi (Middle School)
Band, Orchestra, Mariachi (High School)
Dance

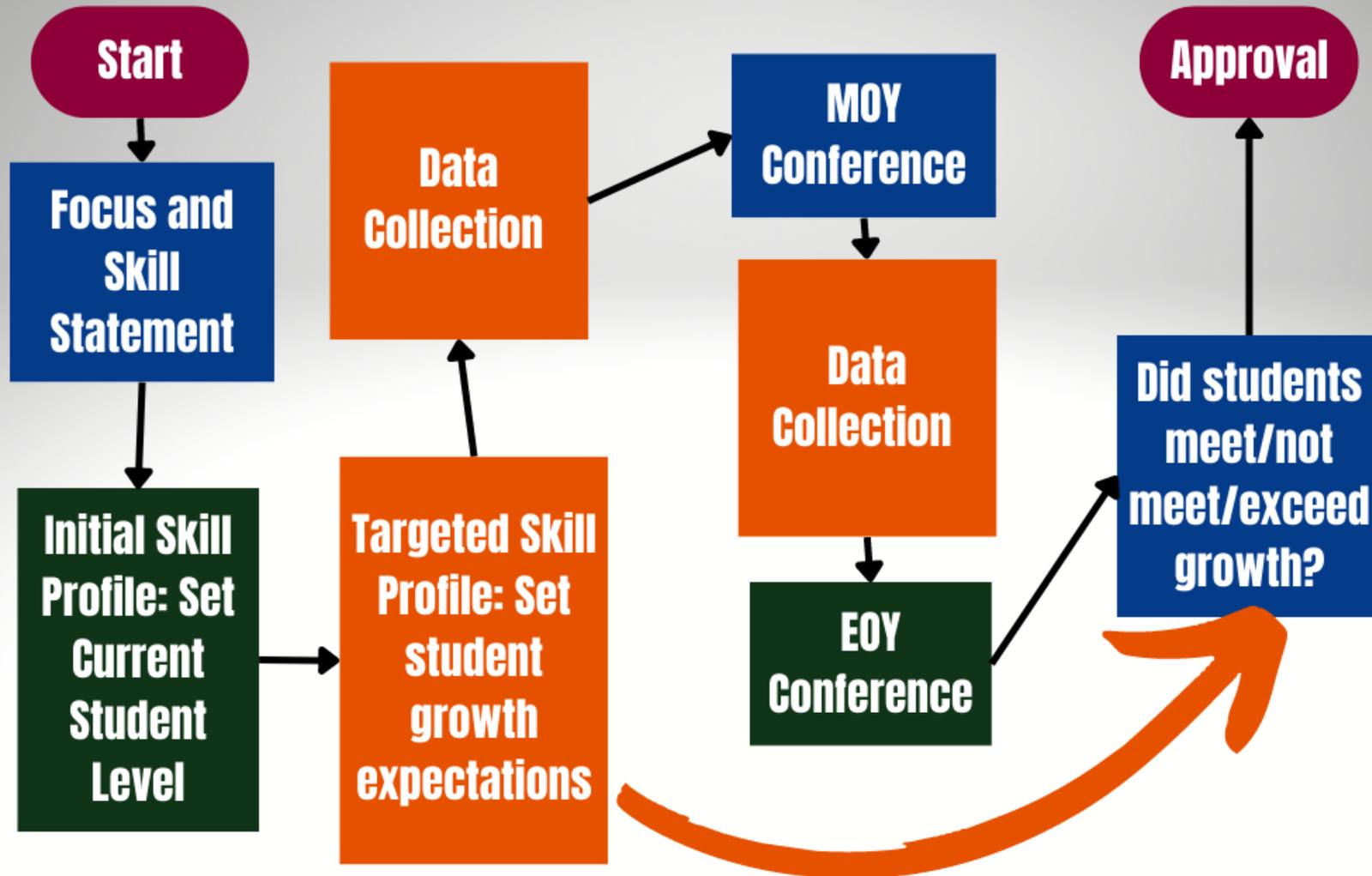
AVID

AVID II
AVID 1I
First Year AVID Excel
AVID Excel Level 2 or 3

DISABILITY SERVICES

ALE ELAR
ALE Math
Algebra I Co-teach
Biology Co-Teach
Co-teach English I and II
Co-teach ELAR
Co-teach Math
Co-teach US History
ECSE Kinder ELAR
ESCE ELAR
ESCE Math
Reading Resource Comprehension
Reading Resource Phonics/Fluency
Math Resource
Reading Intervention
Reading Intervention
VI- Math
DHH Elementary ELA
DHH Elementary Math
DHH English I-IV Resource and Co - Teach
Using the Vertical Alignment
DHH Secondary Mathematic

Student Learning Objective



BEGINNING OF THE YEAR ACTIVITIES

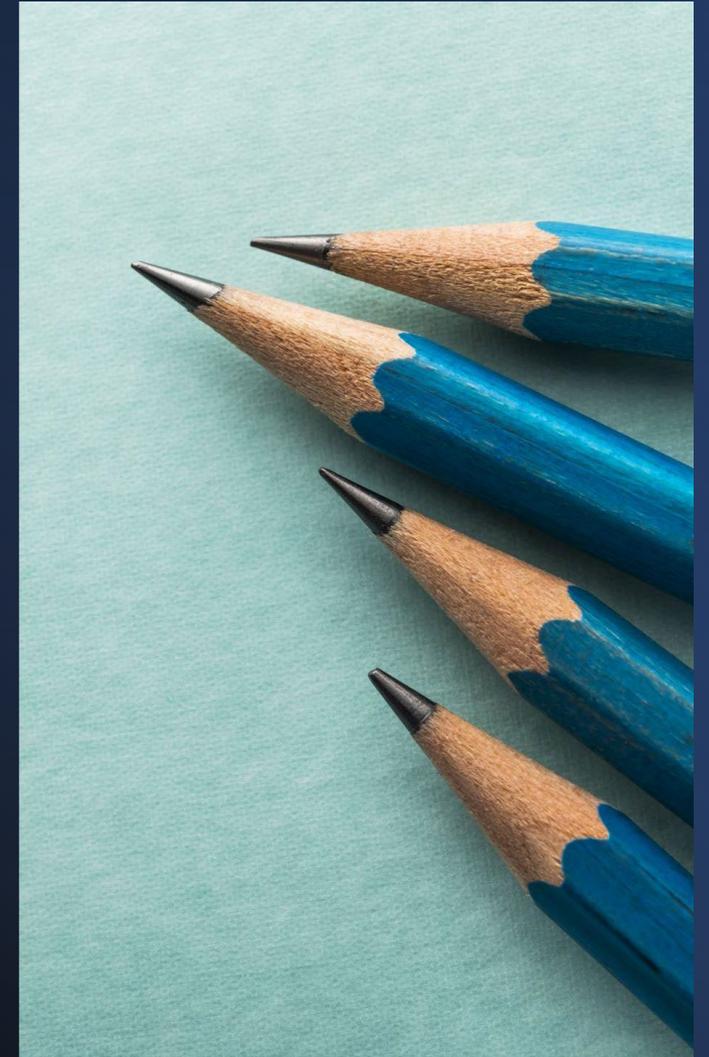


SLO Course and Class Selection

For elementary generalists, this will be the whole class.

For elementary departmentalized teachers or secondary teachers, this will be the most representative class.

- Teachers should ask themselves, *“Which class best represents the diversity in skill levels and challenges from among other classes I could have selected?”*
- It would be best to avoid selecting classes that are unique for a particular reason (i.e., particularly high- or low-performing students).



Starting the SLO

Complete fields not pre-filled by district staff

- **Focus**
 - Identify the content area the SLO will cover
- **Skill Statement**
 - Contains the most important skills students develop in the course
 - Can impact not only this course but other courses both in this current year and beyond
 - Persists throughout the course
 - Will be found in multiple TEKS
- **Rational**
 - What lead to the decision to focus on this content area/subject and SLO skill statement
- **TEKS**
 - Determine which key standards are aligned to the focus

Student Learning Objectives Form

Teacher Name	<input type="text"/>	Date	<input type="text"/>
School	<input type="text"/>	Appraiser Name	<input type="text"/>
Grade	<input type="text"/>	Subject Area	<input type="text"/>

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

b. What is the SLO Skill Statement for this content area/subject?

c. What led to the decision to focus on this content area/subject and the SLO Skill Statement?

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

Example Skill Statements

Focus Area	Skill Statement
Principles and Elements of Art	Students will use the elements and principals of design to create individual drawings that apply the five key principals of observational drawing: a) lines, b) spaces and shapes, c) relationships, d) lighting and shading, and e) composition.
Expository Writing	Students will apply the steps of the writing process (plan, draft, edit, publish) to craft well organized essays on informational texts.
Using primary and secondary sources from informational texts	Students will be able to use at least two primary or secondary sources to write an informative essay that conveys information clearly and accurately through effective selection of information, organization and analysis of content.

Initial Skill Profile (ISP) and Body of Evidence

ISP

Picture the typical skill level of your students. How would you describe their entering skill level associated with your SLO Skill Statement?

1. Write that description in the middle block of the chart called the Initial Skill Profile.
2. Envision your highest-performing students and describe their entering skills in the top box.
3. Next, think about the lowest-performing students and describe their entering skill level in the bottom box.
4. Then, fill in the gaps just above and just below typical skill levels.

Evidence (Pre-Assessments)

The goal is to describe students’ current skill level at the beginning of the course for the skill in question in the SLO.

- Quizzes, Unit Assessments, District Formative Assessments, Teacher-created Assessments/Pre-Tests, Student Work Products including writing samples, lab reports
- Historical and current student data

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Statement		
Level	Descriptors	Number of Students in this level
Well above typical skill		
Above typical skill		
Typical skill		
Below typical skill		
Well below typical skill		

- a. Who will be included in your SLO?
When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.
- Elementary classroom teachers: select your entire class.
 - Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

- b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

- c. Match your current students to the descriptions in the Initial Student Skill profile.
- i. List the total number of students at each level in the right hand column above, and
 - ii. Record the level for each individual student on the Student Growth Tracker.
- iii. Check here when both tasks are complete:

Initial Skill Profile Example

- Descriptors must be aligned with the foundational skills of the course
- Ensure there is clarity in the descriptor levels
- Pre-assessments used for ISP placement should be aligned with the foundational skill and match with the descriptors
- Map students to the descriptors based on the pre-assessments
- Record the data in the Student Data Tracker (Performance Matters)

Initial Student Skill Profile		
Skill Level	Descriptors	
Well above typical skill	<i>Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teachers, and using critical thinking skills to analyze, evaluate, and report findings.</i>	
Above typical skill	<i>Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teacher, and uses basic logic to analyze findings.</i>	
Typical skill	<i>Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teacher and uses basic logic to provide explanations for some observations.</i>	
Below typical skill	<i>Student selects and uses tools, materials, and questions to investigate the natural world, following methods prescribed by the teacher, but does not attempt to explain findings.</i>	
Well below typical skill	<i>Student is unable to select and use tools, materials, and questions to appropriately investigate the natural world.</i>	

Targeted Skill Profile

Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected five levels, that student will be expected to demonstrate at the end of the year. In other words, what that will describe what high, average, and low performers will be able to do at the end of the course? Targeted Student Skill Profile below

The profile should describe your expectations for what this particular group of students' performance end of the interval. For example, the description at the middle level describes what you expect to be at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Focus	
Level	Expectations
Well above typical skill	
Above typical skill	
Typical skill	
Below typical skill	
Well below typical skill	

Describes your expectation for student growth

TSP descriptors will should not match the ISP descriptors

The descriptors for each skill level should be more challenging, and reflective of what students should be able to know and do at the end of the year

Considerations

The students' level on the ISP will clearly determine expectations for growth
Review student data and clustering patterns from the ISP to determine growth expectations

Historical data; i.e. - Attendance and grades

Targeted Skill Profile Example

- Descriptors must be aligned with the foundational skills of the course
- Ensure there is clarity in the descriptor levels
- Map students to the descriptors based on the ISP and foundational skill
- Record the data in the Student Data Tracker(Performance Matters)
- “Does the targeted skill level I have identified for this student describe significant growth for him or her compared to their beginning of the year skill level?”
 - If that answer is yes, then the target is reasonable
 - Focusing on the descriptors you created will help with that determination

Targeted Student Skill Profile	
SLO Skill Statement	SLO Skill Statement- Students will be able to analyze information from multiple pieces of evidence, draw accurate conclusions about their findings and justify their conclusions both verbally and in writing.
Skill Level	Expectations
Well above typical skill	Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence and includes the scientific principle.
Above typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing. Student is able to use the evidence to make a connection between their conclusion and a real-world example.
Typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing.
Below typical skill	Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from one piece of evidence.
Well below typical skill	Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence. Conclusion may be inaccurate and supported with irrelevant evidence.

How the ISP and TSP Compare

TSP Compared to ISP

Initial Skill Profile

Below Typical Skill

Students can comprehend grade level informational texts but struggle to summarize the most significant information.



Well Below Typical Skill

Students struggle to comprehend grade level informational texts and are generally unable to summarize the most significant information.



Targeted Skill Profile

Below Typical Skill

Students can draw accurate conclusions most of the time from grade-level informational texts and attempt to support conclusions with textual evidence, but the evidence isn't always appropriate.

Well Below Typical Skill

Students can draw accurate conclusions some of the time from grade-level informational texts, but don't attempt to support conclusions or, when prompted, support conclusions with inappropriate evidence.

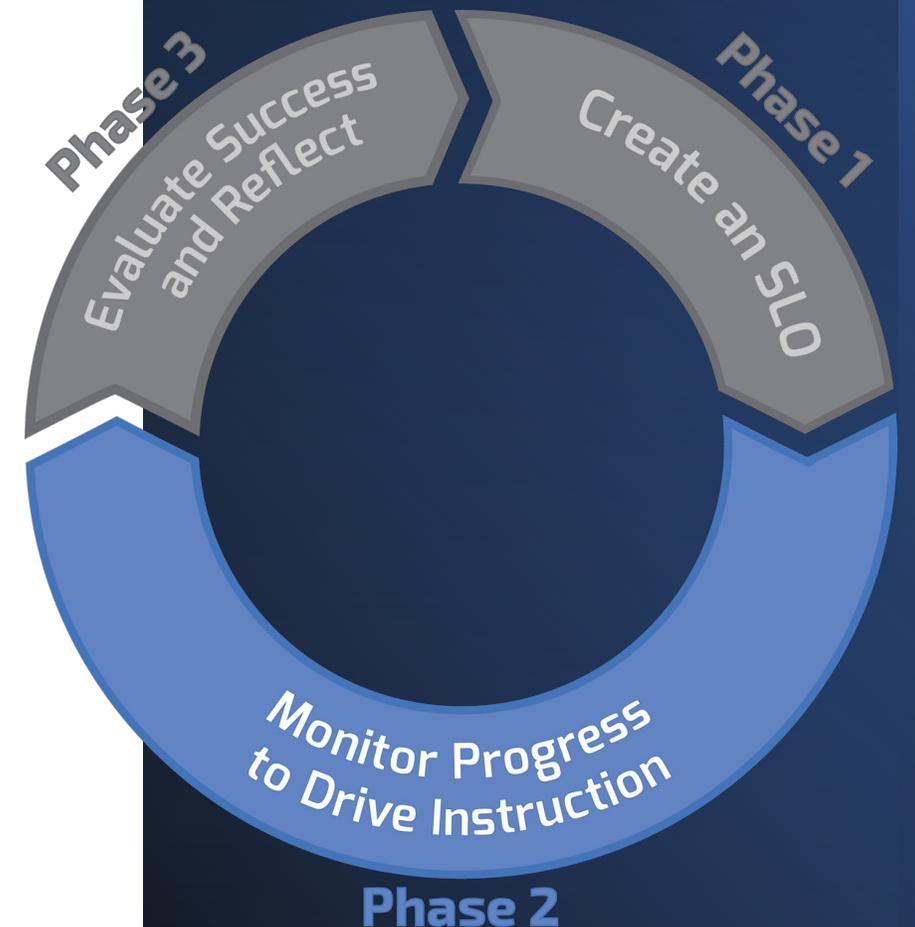
Target Skill Profile Cont.

What evidence did you use to established the targeted skill level?

- Current class work/projects/tests & quizzes
- Historical data
- Attendance
- Grades in other related classes
- Test histories (where relevant)
- ISP Placement

Sources of Data for the Body of Evidence

- Use a minimum of 5 items in the body of evidence
- Identified measures should align with the SLO Skill Statement
- Use enough sources of evidence to measure student's skill levels as they relate to SLO Skill Statement with confidence
- Ensure the assessment measure used represents an appropriate level of challenge for this class or grade
 - Are all items simply requiring recall, or do they ask students to analyze, evaluate, and synthesize too?
- Aligned to the Skill Statement
- Measure students' progress on the foundational skill
- Includes assignments/projects/work products that tie directly to the Skill Statement
- Does not include student work outside the scope of the foundational skill at the heart of the SLO
- Input evidence data in the Student Data Tracker



Beginning of the Year Conference

In preparation for the meeting teachers will have the following ready:

- Completed SLO
 - ISP and TSP
- Examples of what will be included in Body of Evidence
- Student Growth Tracker
- Instructional planning calendars





Mid-Year Check-in

- Required midpoint discussion provides teachers with the opportunity to review with their appraiser the progress students have made and receive feedback
- These meetings should be designed to coincide with other planned one-on-one conversations, post-observation conferences, or other informal discussions
- Gathering evidence of student progress, assessing progress on the Targeted Skill Profile, and recording progress on the Student Growth Tracker
- Review:
 - Student Growth Tracker
 - Student samples from the BOE
 - Student data

Success Criteria

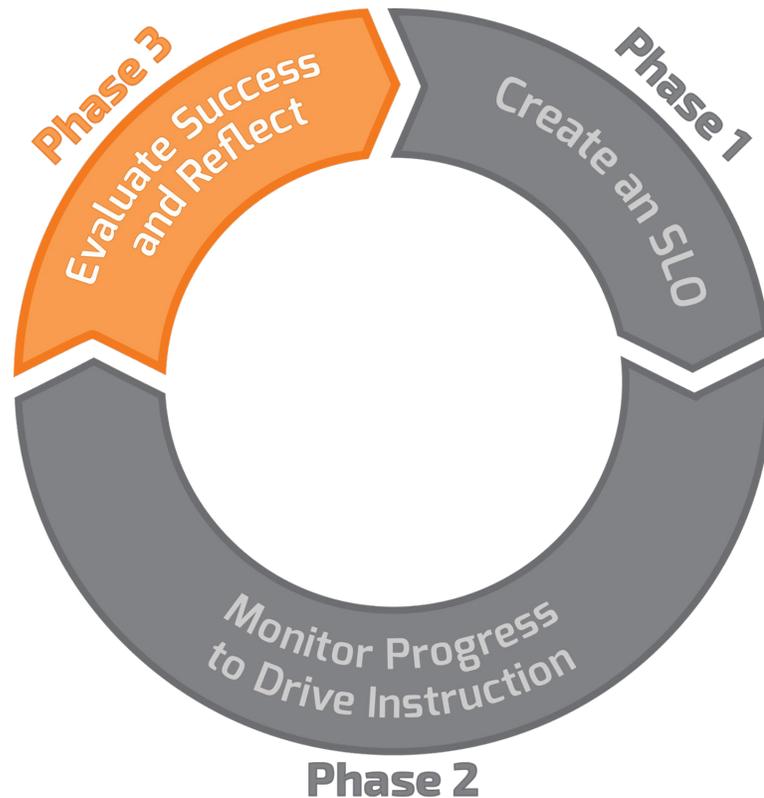
Plan/Differentiate

- Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals
- Challenges all students regularly
 - Uses evidence of student work/skill levels to drive planning

Monitor and Adjust

- Assesses student progress on SLO at least twice per semester
- Assessments are aligned to SLO Skill Statement in content and rigor
- Adjusts pedagogy and lesson plans based on assessment results
- Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement

End of Year Evaluation



Preparation for the end-of-year discussion includes collecting the following documentation

1. Completed samples from the BOE
2. Review Student Growth Tracker
3. Review student growth placements
4. Determine if the student BOE justifies student growth placement



EOY Conference

- Teachers record students' end-of-year skill level on the Student Growth Tracker and complete EOY Reflection in advance of EOY Conference
- The SLO EOY close-out should occur during the T-TESS EOY conference

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	<input type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date



Student Learning Objectives Review and Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Started by Test Principal1. Last update August 15, 2022 at 11:31:33 AM by TrueNorth Administrator.
0 of 4 required fields contain data.

End Of Year Evaluation Comments Decision *
No answer yet.

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Teacher Signature * i

District Administrator... i

Appraiser Signature i

Paragraphs: 0, Words: 0

Navigate to the "Student Learning Objectives Review and Approval" and select "District Admin or Appraiser Signature".

- Teachers must notify you that the SLO is complete and ready for review.
- Upon review, the district administrator will submit the SLO for the appraiser to review during the BOY conference.
- Teachers will schedule and conduct the BOY Conference with their appraiser.

Reminders

- Ensure all students have each of the five Evidence of Progress measures completed.
- Ensure evidence examples have been uploaded into the system.
- Schedule the EOY SLO Evaluation during your TTESS EOY Conference, if possible.

Calendar of Events



Dates	SLO Activity	Notes
Beginning of the Year		
August 9-October 7	SLO baseline growth measure window; Administer pre-assessment(s); Complete SLO for BOY Conference	Teachers completes all BOY activities and submits the SLO for district department review
August 9-October 7	District Department Review and Approval	District department administrators review the SLO for completeness and accuracy
August 9- October 14	Campus Appraiser Approval	Campus Appraiser will review and approve the BOY SLO activities
Middle of the Year Progress Check-in		
January 3- February 24th	Appraiser review and approval	Campus Appraiser will review student progress with the teacher
End of the Year		
April 3-May 19	Final growth placement by teacher and SLO completion	Teacher will complete all SLO activities to include final placement and submit the SLO for the district department administrator for review
April 3-May 19	District department administrator review	District department administrators review the SLO for completeness and accuracy



Key Points

Teachers must have a minimum of 10 students to track the entire year.

This is not a group evaluation. Teachers will track individual student growth.

Per TEA, a minimum of 5 different pieces of evidence are required per student.

Appraisers will not make determinations on which teachers receive a designations.

Resources and Information

saisd.net/MTIresources

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210-554-2630

