



SLO & Growth Literacy Training Modules

Possible Foundational Training--
Assessment Literacy Workshops: Writing assessments that measure and monitor student learning
(see assessment literacy training modules)

SLO Presentations

Level 1 SLO:
SLO Literacy--*Understanding the cycle and articulating learning objectives & growth goals*

Level 2 SLO:
Data Literacy--*Setting goals by linking assessment scores to the SLO*

Level 3 SLO:
Using Assessment Results Effectively--*Bringing the process to life by linking the SLOs to instructional pivot points*

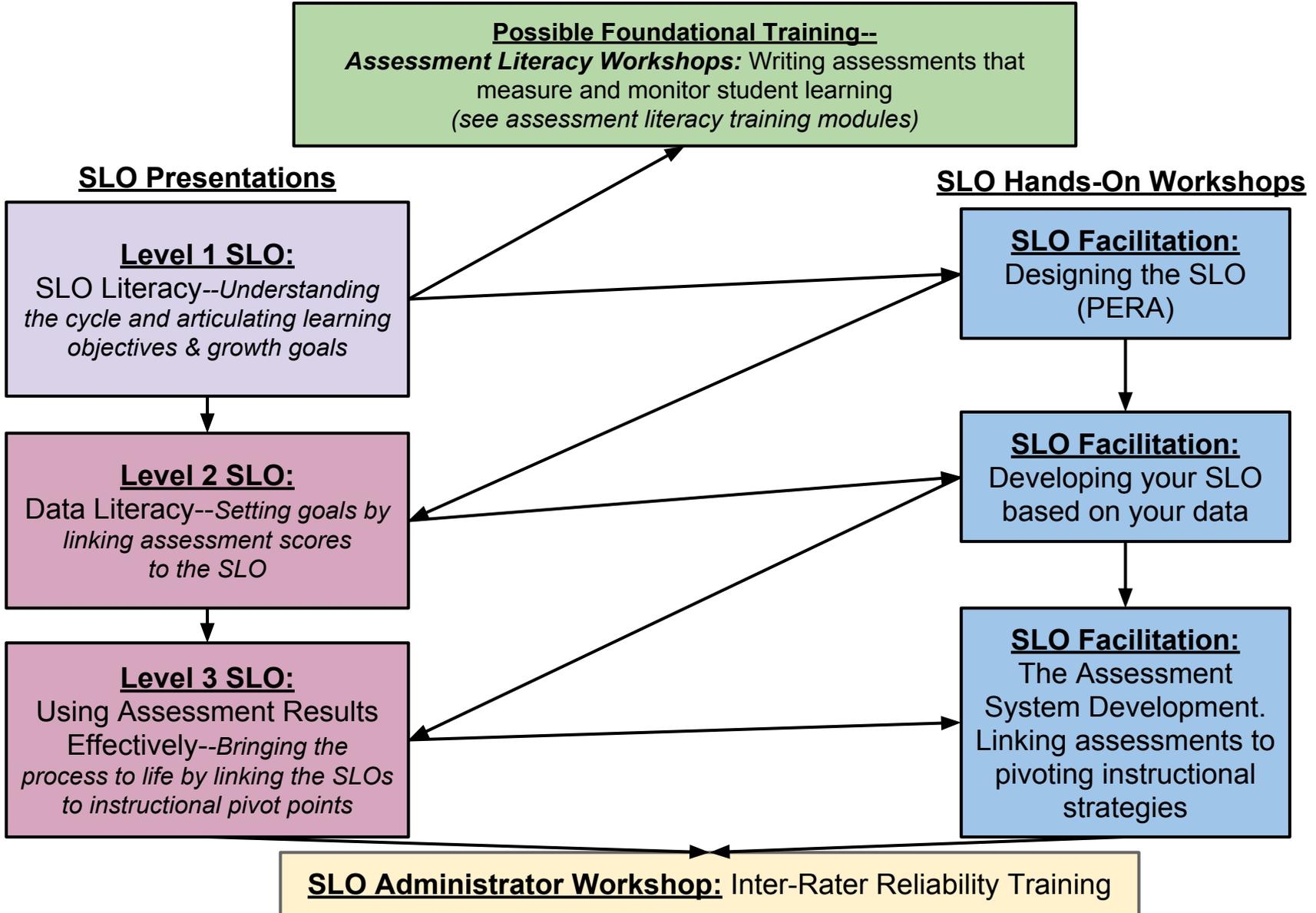
SLO Hands-On Workshops

SLO Facilitation:
Designing the SLO (PERA)

SLO Facilitation:
Developing your SLO based on your data

SLO Facilitation:
The Assessment System Development. Linking assessments to pivoting instructional strategies

SLO Administrator Workshop: Inter-Rater Reliability Training



Measuring and Monitoring Student Learning Kids at the Core



SLO & Growth Literacy Trainings

Module	Description
<p>Level 1 SLO: SLO and Growth Literacy--Understanding the cycle and articulating learning objectives and growth goals.</p> <p>FULL DAY WORKSHOP <i>(some districts may choose to have whole group in the AM and smaller groups in half day settings or rotate through break out group)</i></p> <p><i>Lecture and Workshop Setting: Much of presentation is large group with interwoven discussion sections. Teachers should be seated in department or grade level teams when possible. There are breakout activities.</i></p>	<p>This training is designed for novice and veteran teachers looking to improve their understanding of the SLO framework and writing realistic yet rigorous growth goals.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> ● SLO Process-- The Student Learning Objective is an important element to the evaluation cycle. We will discuss why we use the SLO cycle and the benefits to using the SLO framework. ● Assessments for your SLO-- Choosing the right assessment tool as the foundation for the SLO process is such an important step. This part of the workshop will take an overview look at quality assessments and remind participants how to be sure they are using a great growth tool to measure student learning. ● The SLO Cycle-- The cycle has multiple steps which are each important to the ultimate successful implementation of the SLO tool. This section will explain the different stages throughout the school year and the role of the educator and evaluator at each of those stages. ● SLO Components-- There are universal components of an SLO as well as LEA specific components. Using either your district's SLO model or sample tools, the suggested use of the SLO tool will be discussed (as applicable/available per district). Examples will be shared. ● Measurement Models-- Looking at the change in score from a pre-test to a post-test, we can start to draw conclusions about student learning. The workshop will look at different ways of calculating change from simple growth to value tables to adaptive conditional status models. Each model will be discussed in simple terms with examples and pros/cons. ● Creating the Target-- Participants will learn the vocabulary and important considerations associated with writing growth goals. We will look at historical data and integrate that information into the prediction process. Pulling from the SMART process and growth goal types, educators will learn how to create the growth target. This section will examine various, real, examples from different states and various content areas to critique.

Module	Description
<p>Level 2 SLO: Data Literacy--Linking assessment results to the SLO</p> <p>FULL DAY WORKSHOP <i>(some districts may choose to have smaller groups in half day settings, though less content can be covered there can be more specific examples to that group)</i></p> <p><i>Lecture and Workshop Setting: Much of the presentation involves discussions and activities. Teachers should be seated in department or grade level teams when possible.</i></p>	<p>This training is designed for novice and veteran teachers with a basic understanding of the SLO framework (completion of Level 1 SLO, or other related training or attendance at administrative academy #1611: Rigorous Growth Goals and Effective Data Use). This training will go deeper into issues within SLOs including data analysis, application of the conditional status model, use of historical data, and writing rigorous SLO growth goals.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> ● Roadblocks with the SLO Process-- The Student Learning Objective is an important element to the evaluation cycle. We will discuss the cycle and typical roadblocks and problems, with tools for teachers to improve and respond in the SLO writing processes. ● Understanding Your Data--Simply collecting data is only a first step in understanding. During the data literacy portion, participants will learn quick strategies from color coding to chunking to make sense of data and start to interpret what it means. Specific tools for interpretation from understanding outliers to trend lines will help teachers begin to talk about “what’s next” instructionally based on the data as well as write better goals. ● Measurement Models level 2--Looking at the change in score from a pre-test to a post-test, we can start to draw conclusions about student learning. The workshop will look at different ways of calculating change from simple growth to value tables to adaptive conditional status models. Example applications and pros/cons per situation will be discussed. ● Using Historical Data--Once we have access to student trend data, we can begin to use historical information as a predictor of future performance. These predictive factors begin to help teachers write realistic, yet rigorous goals for students. Applying some simple math techniques we can begin to implement the adaptive conditional status model and begin to gain confidence in our goal writing. ● The SMART Growth Goal--Data aside, writing the goal itself can be complex. Using the SMART goal writing process and typical goal types, there are strategies to writing quality goals. We will investigate types of goals and how to bring the power of SMART Goal writing to the Growth Goal process and the SLO. Examples will be shared.

Module	Description
<p>Level 3 SLO: Using Assessment Results Effectively <i>--Linking the SLO to instructional pivot points</i></p> <p>FULL DAY WORKSHOP <i>(Recommended: Smaller rotating groups of subject or grade specific groups. Larger districts may want to set aside 2 days with the trainer for all groups to get workshop time)</i></p> <p><i>Workshop Setting: Most of the workshop is facilitated working time. Teachers should be in teams or work groups. Participants = Grade/Department teams or Select key teacher team members</i></p>	<p>This training is designed for novice and veteran teachers with a good understanding of the SLO framework (completion of Level 1 & 2 SLO, or other related training or attendance at administrative academy #1611: Rigorous Growth Goals and Effective Data Use). This training will help teachers understand how to better reach their goals and bring the SLO document alive as it becomes an embedded part of the teaching and learning process.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> ● The SLO Cycle--The cycle is designed for teachers to set goals...but how do we ensure teachers achieve the goals? Understanding how to look at data and where to embed pivot points of instructional change will be paramount to reaching any teachers goals. ● Understanding Your Assessment Choices--Placing the “right” formative into the assessment system can make all the difference in gathering the “right” data to inform instruction. This section will help teachers break down what they are looking for, what assessments effectively pull that information from students, and what information is really going to drive instruction. ● Starting With a Good Goal--Once we have access to student data, we can begin to use historical information as a predictor of future performance. These predictive factors begin to help teachers write realistic, yet rigorous goals for students. Applying some simple math techniques we can implement the adaptive conditional status model and gain confidence in our goal writing. ● Understanding Pivot Points--As important as a curriculum map is an assessment system which embeds points at which teachers will pivot their instruction. Teachers will learn how to plan and implant these points within their lessons to be sure they are helping all students reach goals set within the SLO.