# AGENDA

- Tammy – Welcome and Distinction of T-TESS vs T-PESS
- Kristin – General Guidance on all Student Growth Measures (page 4 of TEA Guidance)
- Chris – Assessment-based options (page 7-9 of TEA Guidance)
- Kristin – Process-based options (page 5-7 of TEA Guidance)
- Tammy, Chris and Kristin – Questions?

LINK TO TEA GUIDANCE AND WAIVER

- Curriculum Connections Newsletter with link to TEA Guidance and Waiver Template and Session links: http://conta.cc/2sOihDh   (capital O not zero)

T-TESS

- Classroom Observation (Rubrics) – 70%

- Goal Setting and PD Plan – 10%

- Student Growth - 20%

- Originally Scheduled to be fully implemented in 2017-2018
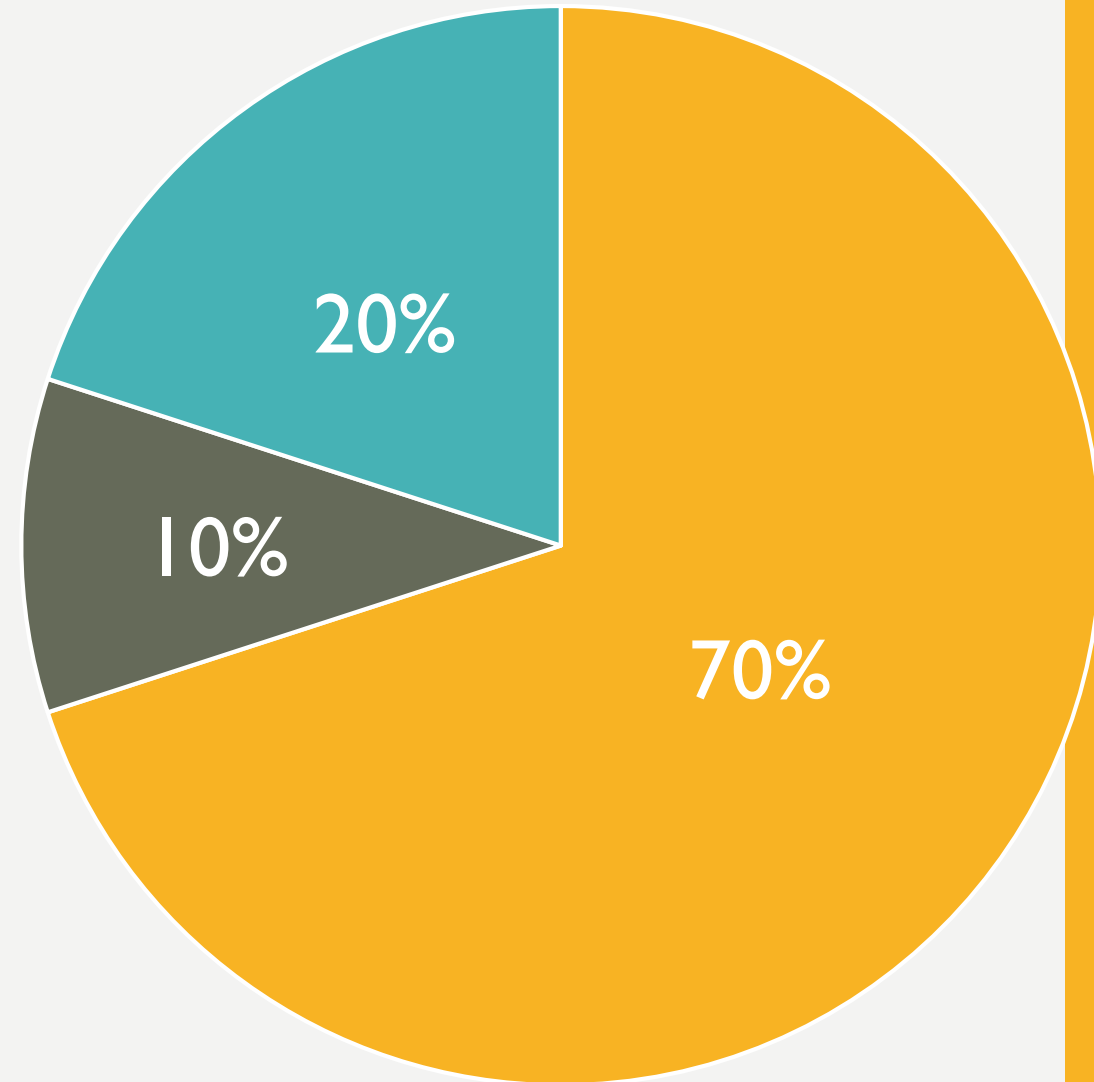
STUDENT GROWTH MEASURES UPDATE

- However, districts can request a WAIVER for 2017-2018
- Full implementation expected in 2018-2019

FOUR OPTIONS FOR MEASURING STUDENT GROWTH

- Student Learning Objectives (SLOs)
- Portfolios

Process-based

- District-level pre- and post-tests
- Value-add measures (VAM) for teachers in state-tested subjects

Assessment-based

GENERAL GUIDANCE FROM TEA
CHARACTERISTICS OF STUDENT GROWTH MEASURES

Student growth has the following characteristics:

• Measures academic progress over time

• Establishes a baseline for each student covered in the measure that captures what learning the student brought into class

• Tailors the expectation for growth to the student (reflects rigorous instruction and high expectations, but is not a uniform expectation for all students)

GENERAL GUIDANCE FROM TEA-
CONCENTRATE ON K&S THAT PERSIST THROUGHOUT THE COURSE

Considering…

- the purpose of a student growth measure is to capture the impact of pedagogical decisions throughout the year, and

- that effective teachers spend much of the year focused on recursively teaching the foundational skills that students must develop in a given course,

then student growth measures tend to be strongest when they concentrate on the knowledge and skills that persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application.

GENERAL GUIDANCE FROM TEA
RATING RUBRICS

Measuring teacher performance related to student growth **requires the development of a rating rubric.**

If a district chooses to pursue any measure outside of the state's SLO process, then it will need to take the time to either build or select a rubric to determine the teachers' proficiency level in bringing about student growth.

This is a crucial step in the student growth process that will likely require input from multiple stakeholder groups and time to build, gather feedback, and pilot.

SLO Rating Rubric

Distinguished (5)	All or most of the following have been accomplished: • Teacher has crafted a high quality SLO (above level three on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has consistently monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed • All or almost all students demonstrated targeted growth • Most students exceeded targeted growth
Accomplished (4)	All or most of the following have been accomplished: • Teacher has crafted a quality SLO (above level two on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made adjustments to strategies, as needed • Most students demonstrated targeted growth • Some students exceeded targeted growth
Proficient (3)	All or most of the following have been accomplished: • Teacher has crafted a quality SLO (above level two on the Quality Tool) • Teacher has set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made some adjustments to strategies • Most students demonstrated targeted growth
Developing (2)	All or most of the following have been accomplished: • Teacher has crafted an adequate SLO (level two on the Quality Tool) • Teacher has set student growth goals that reflect adequate expectations for students • Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success • Some students demonstrated targeted growth
Improvement Needed (1)	Few or none of the following have been accomplished: • Teacher has crafted an adequate SLO (level two on the Quality Tool) • Teacher has set student growth goals that reflect adequate expectations for students • Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success • Some students demonstrated targeted growth

BASED ON GUIDANCE FROM TEA WE WILL HOLD AWARENESS SESSIONS:

Campus and District Administrators,

- Come learn about the four options for Measuring Student Growth: Student Learning Objectives, Portfolios, Value-Added Measures, District Pre- and Post-tests.

- Tuesday, June 6 | 1:00 pm - 3:30 pm | Session #123973
- Thursday, June 8 | 9:00 am - 11:30 am | Session #123972
- Thursday, June 22 | 1:00 pm - 3:30 pm | Session #123974

PROCESS-BASED STUDENT GROWTH MEASURES:

SLOs AND PORTFOLIOS

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PROCESS-BASED STUDENT GROWTH

The student learning objectives (SLOs) and Portfolio processes follow very similar paths. They are designed to engage teachers in deliberate thinking as they answer fundamental questions about their instructional planning and delivery:

1. What are the most important skills that I develop in students through this course?

2. Where do I think my students will be with these skills upon entering my class?

3. Where are my students actually with these skills upon entering my class?

4. Based on where my students actually are with these skills, where should they be at the end of the course if I provide effective instruction?
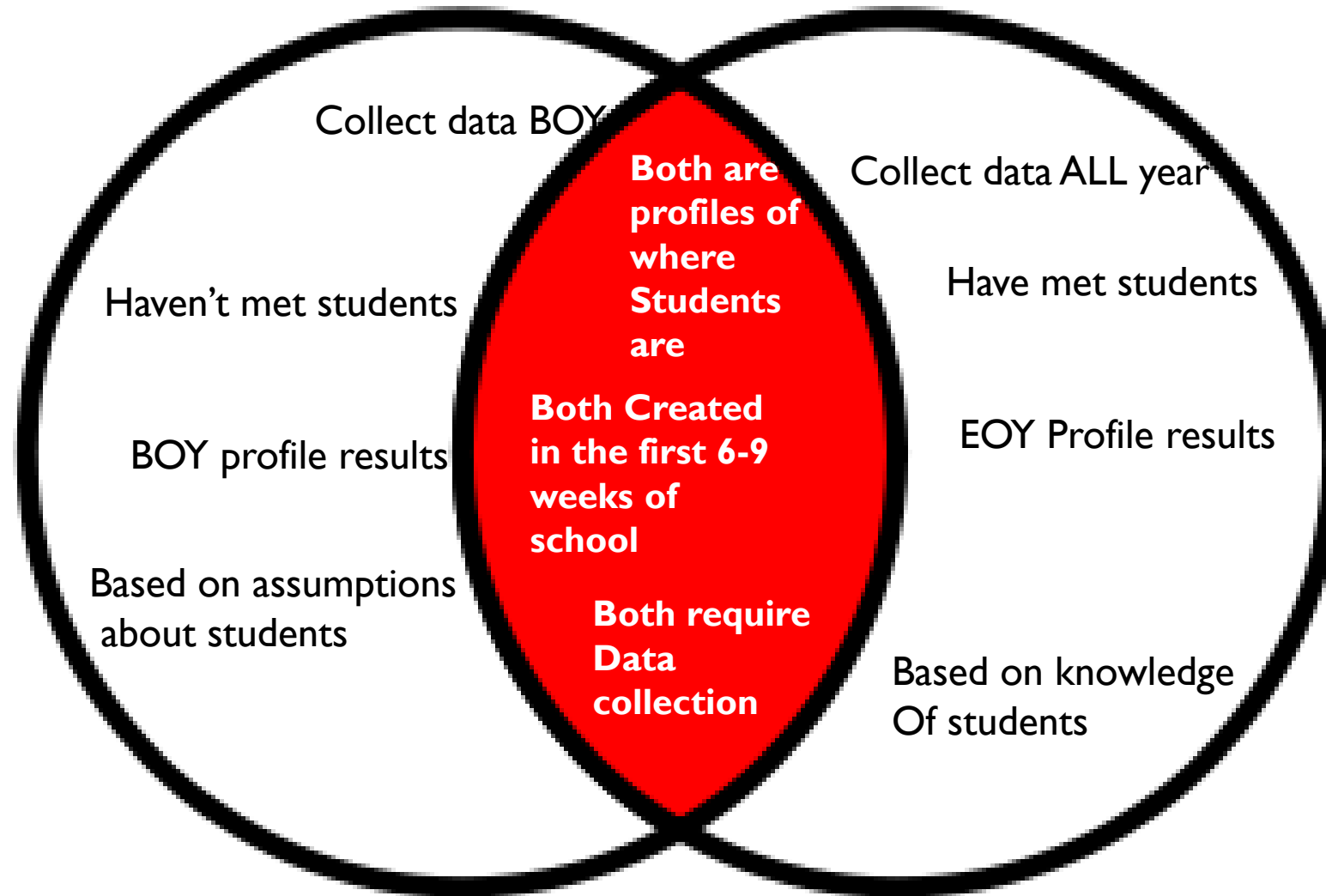
ACCURACY vs. PRECISION
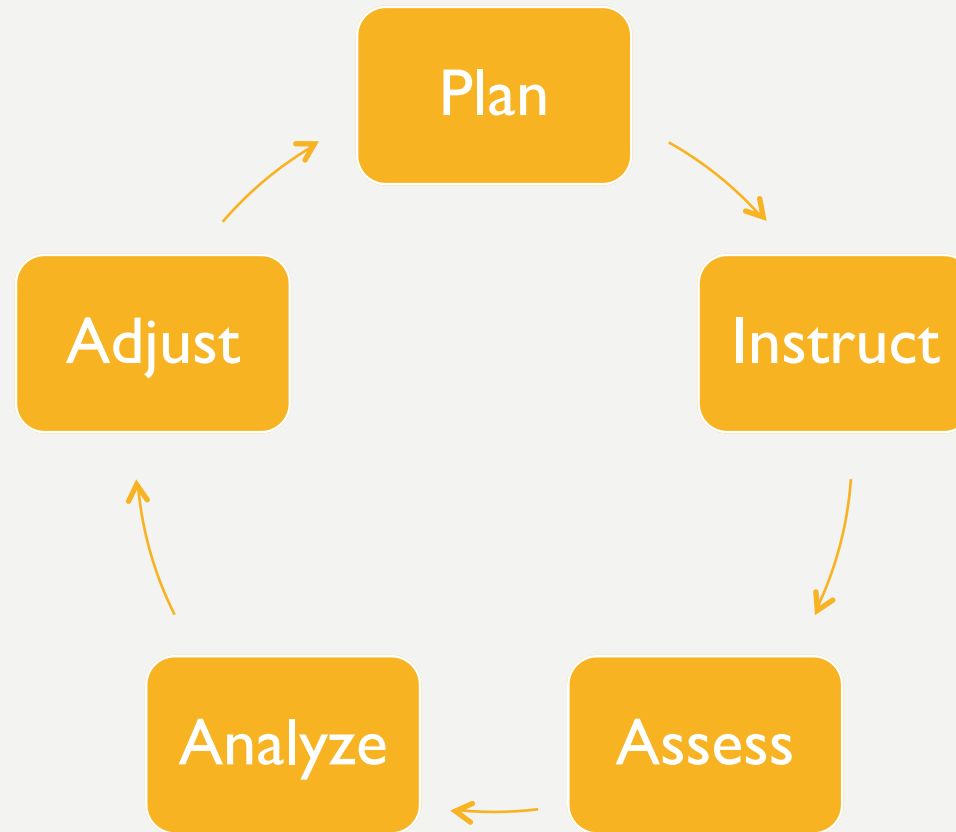
Process-based student growth measures embrace the idea that determining where a student is with a given skill at a given time is estimation.

LESS ABOUT CUT-SCORES AND SINGLE ASSESSMENTS AND MORE ABOUT THE "TEACHING LOOP"

Plan → Instruct → Assess → Analyze → Adjust → Plan

STUDENT LEARNING OBJECTIVES (SLO$_s$)

SLOs ARE...

- A means to teacher growth (reflect, assess, adjust, and develop over time)

- A concentrated look at instructional impact through the lens of the most important skill(s)

- A part of a teacher's own cycle of development (results could feed in to Goal Setting and Professional Development plans)

- Evidence-based

SLOs ARE NOT...

- A second gradebook
- Mathematical or mathematically precise
- Focused on traditional testing
- Standardized across a campus or district (as in, all students must reach a predetermined level or all teachers will focus on reading)
- The place to supersede teacher development needs with campus or district improvement plan needs

WHAT ARE SLOs ?

- SLOs are long-term goals for student learning crafted by teachers and administrators.

- Often in teams with peer, school and district support…

- teachers analyze data to determine student needs and devise instructional strategies to meet those needs and improve learning.

SAMPLE SLOs

- **Principles of Architecture** - Problem-solving and Communication: Students will use both written and verbal communication to design and clearly articulate a project plan.

- **8th Grade Social Studies** - Critical Thinking: Students will use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.

- **4th Grade Science** - Investigation and Reasoning: Students will use critical thinking and scientific problem solving to make informed decisions.

TRAININGS FOR SLOs
FOR ADMINISTRATORS AND TEACHER LEADERS

- This session is designed for **campus leaders** who will implement student learning objectives as the growth measure in T-TESS.

- Participants will learn how to design, implement, monitor and measure student learning objectives.

- The overall T-TESS process is designed to support teachers in their professional development and help them grow and improve as educators.

- **Participants will learn the framework for SLO implementation, designed by TEA, including recommended policies and procedures.**

SUPPORT FOR SLOs FROM ESC 12

- **Specialists on call every Thursday in August and September to support teacher questions**

- **Specialists available to introduce your teachers to the SLO process if requested**

- **Contact Kristin Arterbury, karterbury@esc12.net**

TRAININGS FOR SLOs
FOR ADMINISTRATORS AND TEACHER LEADERS

- May 16, 2017 – Session #114322

- June 13, 2017 – Session #114325

- July 13, 2017 – Session #114326

- August 4, 2017 – Session #114327

Registration is open

INFOGRAPHIC

PORTFOLIOS

PORTFOLIOS ARE VERY SIMILAR TO SLOs IN THAT THEY...

- Work best with a focus narrowed to foundational skills
- Determine the baseline for each student covered in the measure upon entering the course
- Determine the expectation for each student covered in the measure at the end of the course
- Determine what the demonstration of performance will be throughout or at the end of the course

PORTFOLIOS COULD DIFFER FROM SLOs IN THAT THEY...

- can either accumulate student work over the course of time to capture incremental steps in student progress with given content or skills or

- they can capture a range of end-of-course demonstrations of performance, showing student skill in a multitude of forms (although SLOs can also do this)

FROM TEA

- It is recommended that districts considering portfolios with T-TESS attend the one-day SLO training. From there, districts can determine ways to tweak the SLO process to fit the needs of teachers who would benefit more from a portfolio process.

PORTFOLIO RESOURCES

- Resources
  - R12portfolios.wikispaces.com

- Curriculum Connections Newsletter with link to TEA Guidance and Waiver Template and Session links: http://conta.cc/2sOihDh   (capital O not zero)

QUESTIONS?

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