

School Year 2015-2016

Hawaii Educator Effectiveness System

Non-Classroom Teacher (NCT)

Student Learning Objective (SLO)/

School or System Improvement Objective (SSIO)

Technical Guidance

and

Planning Document

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Overview

Student Learning Objective (SLO) applies to all classroom teachers within the EES. SLOs strengthen the way teachers set goals and support student achievement. SLOs were incorporated into the EES due to their flexibility and ability to unite students, teachers, and evaluators in ongoing efforts to improve student achievement. The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for Non-Classroom Teachers (NCTs).

Teachers engage in the design and implementation of SLOs as they prioritize curricular goals, gather and analyze data to determine student readiness levels, support individual learner needs, and set End-of-Term expected attainment levels. The SLO process promotes meaningful conversations between teachers and evaluators about data, assessment methods, and instructional strategies to improve student learning. It also presents opportunities for teachers to document the impact they make on students.

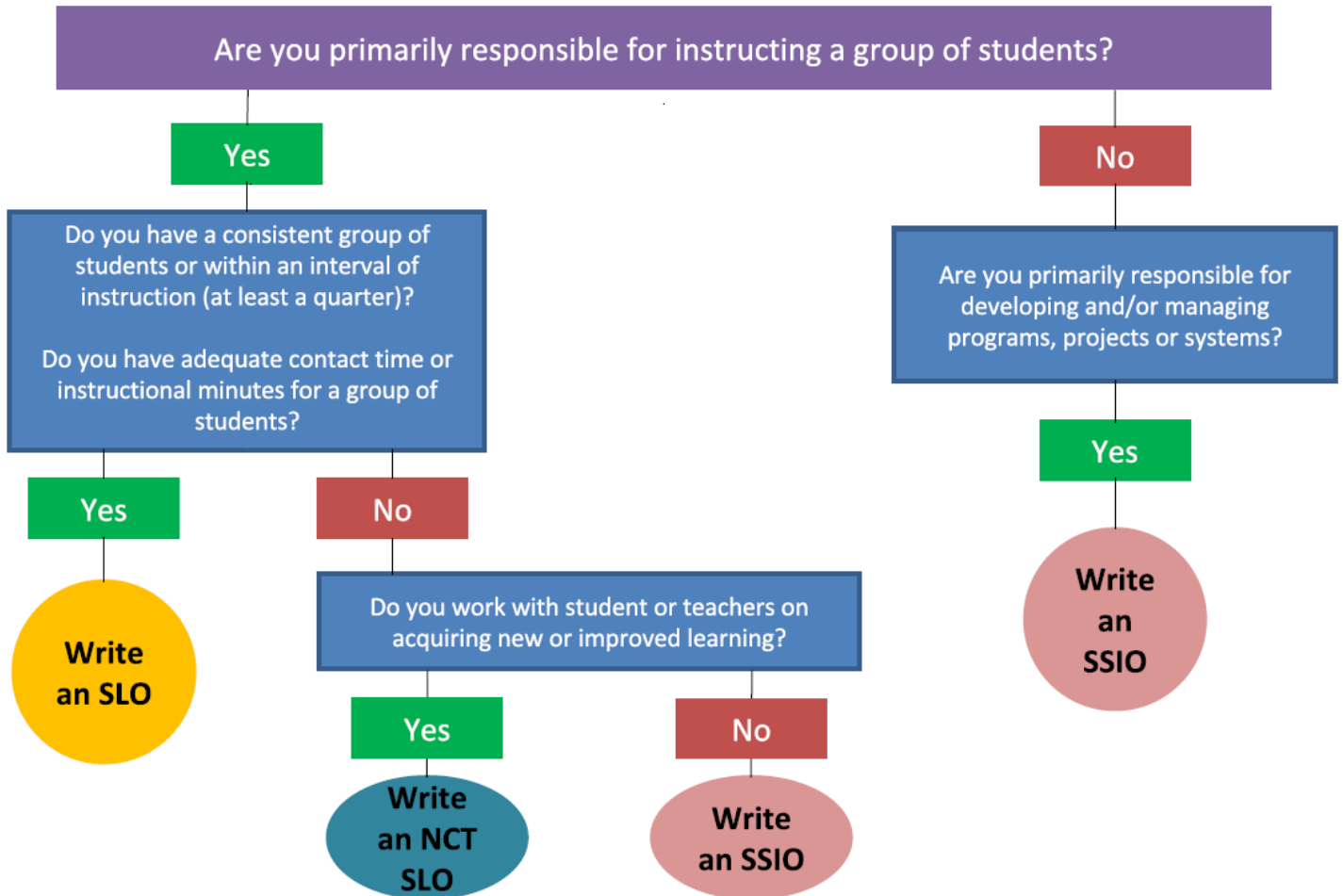
For classroom teachers, SLOs contain long-term academic goals that teachers set for students at the start of a course or semester. These targets shall be specific, measurable, informed by initial readiness evidence, aligned to state or national standards, and specific to the grade level, department or discipline taught. Thus, SLOs should reflect the most important learning specific to the course or subject and grade for the semester or year.

NCTs who might not work directly with students but instead work toward school or system improvements may choose to complete the SSIO instead of the SLO. The evaluator and teacher collaborate to determine if a SLO or SSIO is most appropriate. However, if an agreement cannot be reached, the evaluator may select the most appropriate process. Development of the SSIO is an opportunity to set clear goals targeted for school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring of school/school systems, and having rich dialogue with teachers and evaluators. An SSIO is comprised of four elements: a goal, expected target(s), evidence and success criteria, and implementation strategies.

NCT have the option of working with the NCT SLO or the SSIO depending on their work priorities, and instructional contact time with students.

The following decision-making chart offers suggested options to consider when determining whether to complete an SLO, NCT SLO or SSIO.

SLO, NCT SLO and SSIO Decision-Making



What is an NCT SLO?

An NCT SLO is comprised of four key elements outlined in the template and in the NCT Rubric for Rating the Quality of SLO.

1. **Goal:** A description of what will be achieved at the end of the year or semester.
2. **Expected Target(s):** Identifies the expected outcome by the end of the term. Non-classroom teachers will document the starting point and end results.
3. **Evidence and Success Criteria:** Evidence should be standards-based, as applicable, and designed to measure the goal of this NCT SLO. The evidence should be accompanied by clear criteria or rubrics to describe what was achieved.
4. **Implementation Strategies:** Describes the key strategies planned to reach the goal and expected target(s) utilizing established standards or best practices where applicable.

What is an SSIO?

An SSIO is comprised of four elements outlined in the template and in the Rubric for Rating the Quality of SLO/SSIO.

1. **Goal:** Based on the appropriate professional standards and will describe what is to be achieved by the end of the year or semester.
2. **Expected Target(s):** Should be SMART (Specific, Measurable, Attainable, Relevant and Time Bound) and described with data sources for identifying baseline, progress, and end point.
3. **Evidence and Success Criteria:** Standards-based, high quality measures using clear criteria or rubrics to define progress or quality of the evidence, designed to best measure the outcome of the goal and expected target(s).
4. **Implementation Strategies:** Appropriate and evidence-based addressing all aspects associated with the goal and expected target(s).

Why Implement an NCT Student Learning Objective?

Research has shown a strong correlation between setting and working toward rigorous, targeted goals and student achievement. An NCT Student Learning Objective provides a framework for identifying prioritized needs, instructional planning, progress monitoring and rigorous goal setting that impact teacher and student growth.

An NCT SLO provides the opportunity for NCTs to be able to:

- Set a goal focused on the needs and priorities of the school and its students, specified to the role of the NCT
- Effect change that is important and meaningful
- Impact teacher knowledge, skills, and behavior
- Determine SMART goal targets
- Align goals to Common Core, state, or national standards, as well as any other school or complex priorities
- Compile, organize, rate, and reflect on outcomes

This is a process that NCTs engage in as they gather and analyze complex, school, and/or student data, set long-term standards-based goals to plan instruction and engage in meaningful cycles of teaching. It also empowers teachers and administrators to examine data, assessment methods and approaches to instruction in order to have impactful conversations about education and make data-driven decisions about how to affect student learning. Successful implementation of this process can ultimately assist in improving student achievement.

Why Implement a School or System Improvement Objective?

Development and implementation of a School or System Improvement Objective is an opportunity to set clear goals targeted at school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring, and rich dialogue.

An SSIO provides the opportunity for NCTs to be able to:

- Connect to student outcomes, whenever possible
- Reflect on school, complex, or state systems and processes

Process and Requirements

The SLO/SSIO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. Teachers must complete one SLO/SSIO for approval and implementation. ONLY an approved SLO/SSIO shall be implemented. All NCTs will have the option of using either an SLO template or a parallel SSIO template. The following chart details both processes.

SLO/SSIO Process		
Write the SLO/SSIO	The purpose of writing the SLO/SSIO is to strengthen the way teachers set goals and support student achievement.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> · Determine priority curricular area for setting Learning Goal, choosing Assessments, determining Expected Targets and Instructional Strategies. · Collect evidence on baseline data to determine readiness level. · Reference the SLO/SSIO Technical Guidance and Planning Document. · Develop teacher-generated success indicators for SSIOs. · Submit the SLO with the Expected Target Record Sheet, or SSIO for approval. 	<ul style="list-style-type: none"> · Assist teachers in collecting data, analyzing it, and identifying priority area(s). · Ensure SLO/SSIO processes and expectations are implemented. · Ensure that teachers are writing SLO/SSIO in preparation for the approval deadline. · Set schedule for Beginning-of-Term Conference. · Review submitted SLO with the Expected Target Record Sheet, or SSIO.
Beginning-of-Term Conference	The purpose of the Beginning-of-Term Conference is to discuss the SLO/SSIO submitted.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> · Share rationale for the Expected Targets using the prepared SLO/SSIO documents and the Rubric for Rating the Quality of SLO or SSIO. · Will revise and resubmit if necessary. 	<ul style="list-style-type: none"> · Facilitate discussion about the submitted SLO/SSIO using the Rubric for Rating the Quality of SLO or SSIO. · Ensure that teachers receive constructive feedback in a timely manner, as needed. · Establish next steps and due dates for any required changes. · Use PDE3 to document Beginning-of-Term status, conference date, and comments.

SLO/SSIO Approval

All components of the SLO/SSIO must be acceptable for approval.

Only approved SLOs/SSIOs may be implemented.

Incomplete SLOs/SSIOs will result in zero points.

Implement and progress monitor SLO/SSIO	Teacher	Evaluator
	<ul style="list-style-type: none"> · Implement appropriate strategies of the approved SLO/SSIO. · Work with department or grade level teams to monitor student learning and progress towards goal. · Collect and organize important data related to the SLO/SSIO. · Adjust SLO/SSIO and Expected Target Record Sheet as needed (i.e. include <u>new</u> students and <u>exited</u> students). · If necessary, schedule a Middle-of-Term Conference with the evaluator. <ul style="list-style-type: none"> o Resubmit the SLO with the Expected Target Record Sheet, or SSIO for approval. 	<ul style="list-style-type: none"> · Monitor and support teachers during implementation. · If necessary, collaborate with teacher to schedule a Middle-of-Term Conference. · Review any requested revisions on the submitted SLO with the Expected Target Record Sheet, or SSIO.
Middle-of-Term Conference (Optional)	The purpose of the optional Middle-of-Term Conference is to discuss extenuating circumstances, new/exited students, and the data collected to gauge the current level of progress for the SLO/SSIO.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> · Collaborate with evaluator to improve the SLO/SSIO. · Make necessary adjustments until status is approved. 	<ul style="list-style-type: none"> · Collaborate with teacher to review and improve the SLO/SSIO. · Approve the revisions requested and/or provide constructive feedback with next steps and due dates for any required changes. · Use PDE³ to document Middle-of-Term status, conference date, and comments.

SLO/SSIO Middle-of-Term Approval

All components of the SLO/SSIO must be acceptable for approval.

Only approved SLOs/SSIOs may be implemented

Compile and Reflect on Outcomes	Teacher	Evaluator
	<ul style="list-style-type: none"> · Continue to implement appropriate strategies, refine practice, and reflect on performance. · Collect, compile, and analyze assessment data and additional information related to targets. · Calculate percentage of students who met Expected Targets or percentage of teacher-generated success indicators that were met. · Complete End-of-Term reflection questions. · Submit final evidence including record sheet and reflection along with other supporting documents. 	<ul style="list-style-type: none"> · Monitor and support teachers with implementation. · Schedule End-of-Term Conference with teacher. · Review SLO/SSIO, Expected Targets Record Sheet, End-of-Term reflection questions, and any additional supporting documents.
End-of-Term Conference	The purpose of the End-of-Term Conference is to discuss the data collected, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> · Discuss the data collected using the SLO/SSIO Rubric for Rating the Quality of SLO/SSIO. · Reflect on practice to determine next steps. 	<ul style="list-style-type: none"> · Facilitate discussion about the data, supporting documents, attainment percentage, and the rating based on the SLO/SSIO Rubric. · If the SLO/SSIO was not met, discuss future support, and relevant professional development opportunities. · Use PDE³ to document End-of-Term Conference date, attainment percentage, SLO/SSIO rating, and comments.

NCT SLO - Planning: Writing the Goal

The Non-Classroom Teacher Student Learning Objective (NCT SLO) is to be developed by school level non-classroom teachers who work directly with students.

A NCT SLO is comprised of four elements: **Goal**, Expected Target(s), Evidence and Success Criteria, and Implementation Strategies.

Goal

- Provide a description of what will be achieved at the end of the year or semester,
- In best practice, they reflect professional standards. Possible resources are:
 - Framework for Teaching (Charlotte Danielson)
 - Professional Associations and Organizations
 - Hawaii Teacher Standards Board (specific licensing standards for Teachers, Librarians, Counselors)
 - WASC Accreditation
 - Hawaii DOE Strategic Plan Goals
- Are connected to student outcomes, whenever possible
- Have an impact on teacher knowledge, skills, and behavior

Explaining the goal with appropriate specificity allows for a solid SLO, which is the foundation that the other three elements of the SLO are built upon. Think of the goal as the foundation of the SLO.

Directions for Establishing a Goal: After completing the entire table, use the **Goal Review Checklist** to finalize the description of the goal.

Goal: A description of what will be achieved at the end of the year or semester.	
Planning Information for Developing the Goal:	
What is the goal statement? <i>Goal statement: What will be accomplished at the end of the term?</i>	
What standards, as applicable, support the goal? <i>List all that apply, including the text of the standards (not just the code).</i>	
What is the rationale for this goal? - <i>Why was this goal selected?</i> - <i>How does it support students, teachers/others?</i>	

What interval is appropriate to achieve this goal?	<input type="checkbox"/> semester <input type="checkbox"/> year-long
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Goal Review Checklist	
<p>Confirm that the goal has the right “grain-size” (broad or narrow focus), detail, and depth necessary.</p> <p>Check the boxes that apply.</p>	<p>The Goal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is focused on the needs and priorities of the school and its students. <input type="checkbox"/> May be appropriately and adequately measured. <input type="checkbox"/> Is within the NCT's control to effect change and is important and meaningful. <input type="checkbox"/> Is achievable and appropriately ambitious for the time span identified. <input type="checkbox"/> May be evaluated within the identified year or semester.

NCT SLO - Planning: Writing the Expected Target(s)

A NCT SLO is comprised of four elements: Goal, **Expected Target(s)**, Evidence and Success Criteria, and Implementation Strategies.

Expected Target(s):

- Should identify the expected outcome by the end of the term
- Consist of a starting and ending point

SMART Goal Targets are:

Specific, Measurable, Attainable, Relevant, and Time-bound

Directions for Establishing Expected Target(s): Use the planning information to guide your description of the rationale, the starting point data, and the target.

Expected Target(s): Identify the expected outcomes by the end of the term.	
Planning Information for Establishing the Expected Target(s):	
Describe the data sources that will be used to establish the starting point for measuring progress towards the goal.	
Identify a baseline (e.g., level of knowledge, skills, behaviors, implementations, etc.) to establish a starting point.	
Write a SMART goal target including the expected ending point.	

NCT SLO - Planning: Writing the Evidence and Success Criteria

A NCT SLO is comprised of four elements: Goal, Expected Target(s), **Evidence and Success Criteria**, and Implementation Strategies.

Evidence and Success Criteria should be:

- Standards-based, as applicable
- Designed to best measure the outcome of the Goal and Expected Target(s)
- Accompanied by clear criteria or rubrics to define progress or qualities of the evidence
- High-quality measures used to evaluate the degree to which the Goal and Expected Target(s) were achieved.

Evidence should be used to demonstrate attainment of the goal. The planning section below provides critical questions to guide the process for collecting evidence towards the goal. The collection of evidence, monitored thoughtfully and at appropriate time intervals, will ensure the goal is progressing as planned.

Directions for Documenting Evidence: After completing the entire table, use the planning information to write the description and use of the rubrics.

Evidence: Evidence should be standards-based, as applicable, and designed to measure the goal of this NCT SLO. The evidence should be accompanied by clear criteria or rubrics to describe what was achieved.

Planning Information for Explaining the Use of Evidence and Success Criteria:

1. Describe all **evidence** that will be used to measure the targets of the NCT SLO Goal.

2. Describe how the quality of evidence will be measured.

Note: See table below for "Quality Criteria"

3. How often will you collect information to monitor progress toward this goal?

Quality Criteria

Purpose: To assess the quality of evidence used in the Student Learning Objective (SLO) process for non-classroom teachers (NCTs).

E=Evident; P=Partial; N=Not Evident

	E	P	N
A. Focused on Professional Responsibility			
1. The goal and expected target(s) are clearly defined and understandable to the NCT and the evaluator.			
2. The goal and expected target(s) are specific and strategic to the specified role of the NCT.			
B. Focused on Improvement			
3. The evidence is gathered from data that may include perceptual data, system/process data, demographics, student behavior or learning.			
4. Data are collected at multiple intervals of time and adjustments are made as needed.			
C. Enough Evidence - Sampling			
5. There is enough evidence collected to make a judgment about attainment of the NCT SLO goal.			
D. Criteria			
6. Clear criteria are set to determine levels of quality and not just quantity.			
COMMENTS/ FEEDBACK:			

NCT SLO - Planning: Writing the Instructional Strategies

An NCT SLO is comprised of four elements: Goal, Expected Target(s), Evidence and Success Criteria and **Instructional Strategies**.

Instructional Strategies are:

- Appropriate and evidence-based
- Address all aspects associated with the goal and expected target(s)
- Adaptable in meeting the goal and expected target(s)

Instructional Strategies: Describe the key strategies planned.	
Planning Information for Writing Instructional Strategies:	
Describe the key strategies that you will use to reach the goal and expected target utilizing best practices where applicable. <i>Be specific to the different aspects of the goal and expected target(s).</i>	
Describe any adjustments to the strategies that will likely be necessary during the process in order to reach the goal.	

NCT SLO Best Practices:

1. Embrace the PROCESS

NCT SLOs provide an opportunity for professional learning and growth as well as the improvement of student and school programs and systems. The purpose is not to craft the perfect document, but instead to engage in creative problem solving, monitoring and rich dialogue that lead to progress toward and attainment of the selected goal. The completion of the documents should simply be the documentation of the process.

2. Carefully consider evidence and success criteria

The evidence and success criteria must truly measure the focus of the expected target(s). It may be necessary to include multiple sources of evidence to capture students' progress.

3. Ask a colleague

Oftentimes, non-classroom teachers are the only one of their role group at a school. Collaborating with colleagues of the same role group helps to provide the necessary professional discussion to develop a meaningful NCT SLO.

SSIO - Planning: Writing the Goal

A SSIO is comprised of four elements: **Goal**, Expected Target(s), Evidence and Success Criteria and Implementation Strategies.

Goal:

- Provide a description of what will be achieved at the end of the year or semester
- In best practice, they reflect professional standards. Possible resources are:
 - Framework for Teaching (Charlotte Danielson)
 - Professional Associations and Organizations
 - Hawaii Teacher Standards Board (specific licensing standards for Teachers, Librarians, Counselors)
 - WASC Accreditation
 - Hawaii DOE Strategic Plan Goals
- Are connected to student outcomes, whenever possible
- Have an impact on non-classroom teacher knowledge, skills, and behavior
- Reflect school, complex, or state systems and processes

Explaining the goal with appropriate specificity allows for a solid SSIO, which is the foundation that the other three elements of the SSIO are built upon. Think of the goal as the foundation of the SSIO.

This working document is designed to help you clarify your thinking and distill your plan into a simplified format to complete the SSIO template.

Clarifying questions to ask throughout the process include:

What's my goal? How will I reach it? How do I know this is a need?

Directions for Establishing a Goal: After completing the entire table, use the **Goal Review Checklist** to finalize the description of the goal.

Goal: A description of what will be achieved at the end of the year or semester.	
Planning Information for Developing the Goal:	
Based on your data, what need(s) are you addressing?	

<p><i>How will you address the need? (What actions will you take?)</i></p>	
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<p>Goal: The desired result of your effort.</p>	
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<p>What is the rationale for this goal?</p> <ul style="list-style-type: none"> - How does it support systems, students, teachers/others? - How does it improve what is already in place? 	
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<p>Look to the following sources to support your goal:</p> <ul style="list-style-type: none"> ❖ Professional standards ❖ Academic standards ❖ State Strategic Plan ❖ Academic Plan/WASC recommendation ❖ Relevant research ❖ Relevant data <p><i>List all that apply, including the text of the applicable standards (not just the code).</i></p>	
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<p>What interval is appropriate to achieve this goal?</p>	<p><input type="checkbox"/> semester <input type="checkbox"/> year-long</p>
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Goal Review Checklist

Confirm that the goal has the right “grain-size” (broad or narrow focus), detail, and depth necessary.

Check the boxes that apply.

The Goal:

- Is focused on the needs and priorities of the school complex area, and/or state.
- Is within the NCT's control to effect change and is important and meaningful.
- May be evaluated within the identified year or semester.

Next step: Make the goal above SMART and break it down into measureable, attainable actions.

SSIO - Planning: Writing the Expected Target(s)

An SSIO is comprised of four elements: Goal, **Expected Target(s)**, Evidence and Success Criteria and Implementation Strategies.

SMART Goal Targets are:

Specific, Measurable, Attainable, Relevant, and Time-bound

Directions for Establishing Expected Target(s): Use the planning information to guide your description of your rationale, using starting point (baseline) data, and target.

If more than one target is developed, the final rating will be based on the average of the rating of the targets.

Expected Target(s): Identify the expected outcomes by the end of the year or semester.	
Planning Information for Establishing the Expected Target(s):	
Describe the data sources that will be used to establish the starting point for measuring progress towards the goal.	
Identify a baseline (e.g., level of knowledge, skills, behaviors, implementations, etc.) to establish a starting point. Development of an initial project that does not have baseline data may require the development of quality rubrics or other indicators of success.	
Write a SMART goal target including the expected ending point.	

A SSIO is comprised of four elements: Goal, Expected Target(s), **Evidence and Success criteria** and Implementation Strategies. **Evidence and success criteria** should be:

- Designed to best measure the outcome of the expected target
- Accompanied by clear criteria or rubrics to define progress or qualities of the evidence
- Based on high-quality measures that evaluate the degree to which the expected target was achieved

Evidence should be used to demonstrate attainment of the expected target. The planning section below provides critical questions to guide the process for collecting evidence towards the expected target. The collection of evidence, monitored thoughtfully and at appropriate time intervals, will ensure the goal is progressing as planned.

Directions for Documenting Evidence: After completing the entire table, use the planning information to write the description and use of the rubrics.

Evidence: Evidence should be designed to measure the goal of this SSIO. The evidence should be accompanied by clear criteria or rubrics to describe what was achieved.

Planning Information for Explaining the Use of Evidence and Success Criteria:

1. Describe all evidence that will be used to measure the targets of the SSIO Goal.	
2. Describe how the quality of evidence will be measured.	
Note: See table below for "Quality Evidence Criteria"	
3. How often will you collect information to monitor progress toward this goal?	

Criteria for Assessing Quality Evidence

Purpose: To assess the quality of evidence used in the School or System Improvement Objective (SSIO) process for non-classroom teachers (NCTs).

E=Evident; P=Partial; N=Not Evident

	E	P	N
A. Focused on Professional Responsibility			
1. The goal and expected target(s) are clearly defined and understandable to the NCT and the evaluator.			
2. The goal and expected target(s) are specific and strategic to the role of the NCT.			
B. Focused on Improvement			
3. The evidence is gathered from measures of data that may include perceptual data, system/process data, demographics, student or teacher behavior or learning. It may include the development of research-based quality rubrics that specifically address the expected target(s) and goal.			
4. Data are collected at multiple intervals of time and adjustments are made as needed.			
C. Enough Evidence- Sampling			
5. There is enough evidence collected to make a judgment about attainment of the SSIO goal and expected target(s).			
D. Criteria			
6. Clear criteria are set to determine levels of quality and not just quantity.			
COMMENTS/FEEDBACK:			

SSIO - Planning: Writing the Implementation Strategies

A SSIO is comprised of four elements: Goal, Expected Target(s), Evidence and Success Criteria and **Implementation Strategies**.

Implementation Strategies are:

- Appropriate and evidence-based
- Address all aspects associated with the goal and expected target(s)
- Adaptable in meeting the goal and expected target(s)

Implementation Strategies: Describe the key strategies planned.	
Planning Information for Developing Implementation Strategies:	
Describe the key strategies that you will use to reach the goal and expected target utilizing best practices where applicable. <i>Be specific to the different aspects of the goal</i>	
Describe any adjustments to the strategy that may be necessary during the process in order to reach the goal.	

SSIO Best Practices:

1. Embrace the PROCESS

SSIOs provide an opportunity for professional learning and growth as well as the improvement of school, complex area and state processes, programs and systems. The purpose is not to craft the perfect document, but instead to engage in creative problem solving, monitoring and rich dialogue that lead to progress toward and attainment of the selected goal. The completion of the documents should just be the documentation of the process.

2. Carefully consider evidence and success criteria

The evidence and success criteria must truly measure the focus of the expected target(s). Measuring progress toward school, complex or state system improvement will require thoughtful consideration of outcomes. Will the evidence be qualitative or quantitative or both? Will rubrics need to be created?

3. Ask a colleague

Oftentimes, non-classroom teachers are the only one of their role group at a school. Collaborating with colleagues of the same role group helps to provide the necessary professional discussion to develop a meaningful SSIO.

Approving an NCT SLO or SSIO

In order to assure that quality planning and instruction is taking place, only approved NCT SLOs or SSIOs shall be implemented. It is essential that teachers and evaluators work together to ensure that all NCT SLO or SSIO components are completed at an acceptable level. They must meet the indicators of acceptable quality using the NCT SLO or SSIO Rubric for Rating the Quality of Student Learning Objectives.

Reviewing NCT SLOs or SSIOs at the Middle-of-Term Conference

The Middle-of-Term Conference offers an opportunity for teachers to review and discuss their progress with their evaluators. It is at this point that teachers shall revise or adjust their targets or any expectation changes. If at the Middle-of-Term Conference it becomes clear that the targets are no longer appropriate, the targets may be revised with the approval of the evaluator. All adjustments shall be made based on accompanying data. Some examples of when a revision may occur are:

- The teaching schedule or assignment has changed
- Class composition has changed
- New, higher-quality evidences are available
- Expectations fail to address the most important learning challenges

There may be other circumstances that are not listed above. In such cases, the evaluator shall use professional judgment that is based on the data provided.

Rating and Discussing the NCT SLO or SSIO

For the NCT SLO or SSIO, the teacher shall compile and organize the summative measures to determine outcomes. The data collected will enable the teacher and evaluator to calculate a rating percentage. When preparing for the End-of-Term Conference, the teacher and/or evaluator will gather all relevant documents and evidence to ensure that a meaningful conversation about the results shall occur (e.g. copy of SLO, Workbook data, student assessment data and samples).

SLO Scoring Process

1. Compare assessment results to student expectations set by the teacher. Determine whether each individual student met or did not meet the target.
2. Determine which, if any, students shall be excluded from the calculations (i.e. exited before assessments were administered, new students entering after midterm revision).
3. Determine how many students met their targets.
4. Divide the number of students who met their targets by the total number of students in the class (exclude students identified in step 2)
5. Multiply the quotient found in step 4 by 100 to determine the percentage of students who met their targets.

SLO Rating Rubric

Rating rubric for teachers with a class of 5 or more students.			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
At least 90-100% of students met or exceeded expected target.	At least 75-89% of students met or exceeded expected target.	At least 60-74% of students met or exceeded expected target.	Fewer than 60% of students met or exceeded expected target.
Rating rubric for teachers with a class of 4 or fewer students and those that have individual goals for all students			
<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Based on individual growth outcomes, all students met expected targets and some exceeded the targets.	Based on individual growth outcomes, all students met expected targets.	Based on individual growth outcomes, some students met or exceeded expected targets.	Based on individual growth outcomes, no students met expected targets.

Glossary

Learning Goal- one of the four main components of the SLO process. The component includes four sub-components: the learning goal statement, aligned standards, rationale, and Depth of Knowledge level.

Learning Goal statement- describes what students will know, understand and be able to do by the end of the interval of instruction. It reflects the major learning of the content area.

Major learning- standards that reflect readiness (impact future grade-levels), leverage (cross-disciplines), and endurance (real-world application).

Endurance- standards that provide students with knowledge and skills beyond a single test date and encompass the learning that can be applied in real world or authentic situations.

Leverage- standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas.

Readiness- standards that provide knowledge and skills that are critical for success in the next grade or level of instruction.

Rationale- explains why the learning goal is an appropriate focus area that addresses prioritized learning needs for students

Depth of Knowledge- a frame of reference created by Norman Webb for thinking about students and how they engage with the content. Webb developed four DoK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.

Interval of instruction- the length of time it will take to teach all aspects of the learning goal.

Assessment plan- an outline of the measures that will be used to demonstrate student learning and outcomes in relation to the learning goal. The plan includes both summative and formative measures and a general timeframe and frequency.

Expected Target(s)- one of the four main components of the SLO process. The component includes five sub-components: students, readiness evidences, initial readiness levels, end-of-interval expectations, and end-of-interval attainment.

Readiness evidence- data sources that will be used to determine student readiness levels. It may include pre-requisite checks, diagnostic measures, historical data, pre-tests, observations, etc.

Initial readiness levels- student starting points before instruction. The four levels include: more than ready for interval, ready for interval, almost ready for interval, and not ready for interval.

End-of-Interval expectation- an expectation of proficiency for the learning goal that is identified by the teacher using readiness evidence and based on student starting points.

End-of-Interval attainment- final proficiency results or outcomes for the learning goal at the end of instruction. The four levels include: Exceeds proficiency, proficient, developing proficiency, and well-below proficiency.

Evidence-based strategies- strategies that have been shown to be effective

Resources

The HiDOE Intranet website, <https://intranet.hawaiipublicschools.org/sixstrategies/EESLO>, features additional resources to assist the educators with the NCT SLO and SSIO, such as:

- NCT SLO Template
- SSIO Template
- NCT Rubric for Rating the Quality of SLOs
- NCT Rubric for Rating the Quality of SSIOs
- Acceptable Quality Sample Bank
- SLO/SSIO Frequently Asked Questions (FAQs)