



**Dr. John D. Barge, State School Superintendent**  
*"Making Education Work for All Georgians"*

## STUDENT LEARNING OBJECTIVES

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As Measures of Educator Effectiveness

# A Guide for Principals

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**Student Learning Objectives: A Guide for Principals**

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## What is an SLO?

**A** Student Learning Objective (SLO) is a measurable, long-term academic goal informed by available data that districts set for teachers and students. District-determined SLOs are content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. SLOs are one component of Georgia’s Teacher Keys Effectiveness System (TKES) which is a multi-dimensional approach to teacher evaluation. SLOs are also a component of the Leader Keys Effectiveness System (LKES), a multi-dimensional approach to leader evaluation. In addition, SLOs are required, recommended, or identified as an example of student growth in nearly half of the United States (Lachlan-Hache, Cushing, Bivona, 2012, p.1).

SLOs are required, recommended, or identified as an example of student growth in nearly half of U.S. states.

## What is the purpose of SLOs?

**T**he primary purpose of SLOs is to improve student achievement in every classroom. An equally important purpose of SLOs is to provide evidence of each teacher’s instructional impact on student learning in non-tested areas. SLOs give educators, school systems, and state leaders an additional means by which to understand, value, and recognize each teacher’s effectiveness in classrooms.

All components of the SLO process promote reflection, collaboration, and improvement of teacher practice.

## SLOs improve teacher practice

The SLO process improves teaching practice by ensuring that educators:

- Have an in-depth understanding of course standards
- Know what subject content and skills each student has at the beginning of the course
- Set goals for students
- Monitor student progress
- Examine outcomes to determine next steps

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## SLOs improve schools

The SLO process focuses on increasing student achievement in each and every non-tested course in Georgia schools. Throughout the tenure of “No Child Left Behind” legislation, local school leaders have closely analyzed the data from tested courses and often have orchestrated teaching talent, resources, and schedules to the benefit of their students in these tested subjects. Now, via the SLO process, school leaders have a common measure to monitor the effectiveness of teachers of non-tested subjects and their abilities to impact student growth over a course’s instructional duration, providing a perspective that leaders have not had in many non-tested courses.

SLOs link accountability and support in order to improve student achievement. They work in tandem with classroom observations to more accurately understand learning and teachers’ contributions to that learning. They enable teachers, in collaboration with principals, to assess their strengths and weaknesses, such as analyzing data or linking instruction to standards. Those insights then allow for specifically tailored professional development to meet those needs, improve instruction, and ultimately, bolster learning (Slotnick & McRobbie, 2012).

The SLO process, with strong and explicit leadership, can support increased student achievement in numerous ways.

The SLO process:

- Is an integral part of local school improvement plans
- Helps teachers link teacher practice to student learning
- Reinforces good teaching practices
- Is a process for helping teachers to improve their practice
- Provides evidence for multiple Teacher Assessment on Performance Standards (TAPS).
  - For example, in SLO conferences as principals and teachers discuss baseline data, instructional strategies, and individual student needs, TAPS for professional planning, instructional strategies, and assessment purposes can be addressed.
- Provides rich collaboration/planning for grade level and department teams

To the extent that objectives, school plans, and standards and goals are mutually reinforcing, the implementation of all three will be strengthened and there will be greater clarity of purpose (CTAC, 2004).

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- Provides a venue for teachers to implement current professional learning
- Provides a venue for leaders to monitor the implementation of current professional learning
- Is supported by professional learning communities and/or data teams
- Is used to improve the ability of course teachers to design or provide feedback on increasingly valid and reliable measures of student learning
- Is another methodology to improve teacher effectiveness via teacher reflection and professional development

## The research indicates. . .

The January 2004 study of Denver Public Schools Pay for Performance pilot which used SLOs found higher mean student achievement resulting from high quality SLOs at all three academic levels, elementary, middle, and high school. Student achievement was measured by two independent measures: The Iowa Test of Basic Skills (ITBS) and the Colorado Student Assessment Program (CSAP). Another impact of the SLO process in Denver was that student achievement rose as the length of teacher participation with SLOs increased.

Perceptions of participants and other parties in the Denver study included:

- The pilot significantly increased the school and district focus on student achievement. This focus increased with each succeeding year of pilot implementation.
- Teachers indicated they have greater access to student achievement data and that they use the data more effectively, particularly baseline data, to establish growth expectations, and to focus earlier on students who need more assistance and to monitor progress (Community Training and Assistance Center, 2004).

*In Denver, students whose teachers crafted high quality SLOs showed more than a year's worth of gain on the Colorado Assessment Program and the Iowa Test of Basic Skills during each year of the study at all three school levels.*

A study conducted in Charlotte-Mecklenburg Schools, (to be published in January 2013) found a strong correlation between targeted objectives and student achievement in North Carolina End-of-Grade Tests during the first phase of implementation. In addition, the performance of pilot schools exceeded that of the match schools on these same tests.

Qualitative data analyses conducted in the Charlotte-Mecklenburg study revealed a number of factors supporting teacher effectiveness, notably including principal effectiveness.

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Participating teachers also became more systematic and strategic in making instructional decisions based on student performance and growth (Community Training Assistance Center, 2012).

## Leader Keys Effectiveness System and SLOs

Achievement of SLO learning targets, as an indicator of student growth in the non-tested courses, is a component of the Leader Keys Effectiveness System (LKES). The SLO process can provide evidence of effective implementation of several of the Leader Assessment on Performance Standards (LAPS) and the leader's performance goals.

LKES evaluators will review and discuss the aforementioned SLO process as well as SLO attainment data with their evaluators at the mid-year and end-of-year conference.

As leaders plan for their LKES documentation of practice, alignment with and incorporation of the SLO process should provide a cohesive approach to school improvement.

### How are SLOs developed?

1. Districts, in collaboration with teachers and school leaders, examine current data and historical data to determine the focus of the SLO for specified courses. Over arching standards are selected for the SLO. All teachers that teach the same course will have the same SLO. Each non-tested course either has or will have one SLO.
2. A method for measuring student academic growth on selected standards is either procured or developed by the district. Measures are selected to determine student knowledge of content/skills at the beginning and end of the course. The pre and post measures need not be the same but should measure the same standards.
3. Based on student pre measure scores and/or other results, district teams set growth targets for each student.
4. The SLO statement itself includes the duration of the instruction period, the focus of student learning, how growth will be measured, and specific growth targets which reflect each student's target for meeting or exceeding SLO standards. Essentially, SLOs should include the SMART criteria: **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-limited.
5. High impact strategies for attaining the SLO are either recommended or stated as requirements for course teachers.
6. The District SLO form, which includes all of the information stated in 1-5 above and other pertinent details, is completed and submitted to the GaDOE for review and approval. See Appendix for sample District SLO form.
7. Districts share SLOs with course teachers. Teachers dovetail SLO components with their curriculum, instruction, and collaboration with colleagues and school leaders.

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An SLO statement example

Duration of instruction

From September 1-15, 2012 to March 15- April 1, 2013, all students enrolled in World History will demonstrate measureable growth on the SLO standards from the pretest score to their posttest scores as measured by X District's pretest and posttest as follows:

Specific SLO measure

The minimum expectation for individual student growth is based on the formula which requires students to grow *by increasing their score by 70% of his or her potential growth.*

*Pre-assessment score + (100 – pre-assessment score) \*.7 = Post-assessment Target Score*

\*Students scoring more than 10 pts higher than their target would be considered exceeding their target.\*

Growth Target for “meets” and “exceeds”

*Example using 40 on a pre-assessment:  $40 + (100-40)*.7$*

*$40 + (60)*.7$*

*$40 + 42$*

*82 is the target for post-assessment*

*A score of 93 denotes exceeding*

The growth target in the example above is based on a formula of increasing the pre measure score by 70% of the student's potential growth. Each student has an individualized growth target and exceeds target. This is only one of several ways growth targets may be set by districts. Some SLOs have tiers of growth and have a range of growth scores. See the SLO Operations Manual, as well as other documents, for additional information and examples at

<http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx>

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## What do teachers do with SLOs?

- 1
  - Become familiar with course SLO(s)
- 2
  - Administer the pre measure based on guidance from district
- 3
  - Analyze the classroom data; determine what instruction is needed for each student or groups of students
- 4
  - Meet with evaluator to obtain approval of SLO classroom implementation plan; provide effective instruction
- 5
  - Monitor student progress; meet with evaluator mid-course to discuss student progress toward targets
- 6
  - Administer post measure based on guidance from district
- 7
  - Meet with evaluator to discuss student progress; evaluators note rating on SLO Evaluation Rubric

The Georgia Department of Education has provided a Teacher SLO form which districts may use or customize to meet school/district needs. See Appendix for Sample Teacher SLO form.

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## Effective planning for SLO implementation

Effective annual planning for SLO implementation is critical for a meaningful and productive school year.

- ☞ Communicate a positive vision for SLOs throughout the school and how SLOs build on and support current school improvement initiatives.
- ☞ A proactive, solid understanding of SLOs and the SLO process by teachers will prevent frustration and misunderstandings throughout the school year. Ensure that teachers have the appropriate professional development and understanding of SLOs in general and with the courses they teach in particular. See *SLO Basics for Teachers* document.
- ☞ Determine an SLO leader or team of leaders to lead, communicate, guide, and monitor the SLO process as an integral part of the TKES.
- ☞ Plan, schedule and communicate time windows for preparation of pre and post measures, for administration of SLO measures, for Pre-Evaluation Conferences, Mid-Course Conferences, and Summative Evaluation Conferences.
- ☞ Ensure that SLO measures are handled in a prudently secure manner. Check with your district for guidance with this process to ensure that measures are administered and handled in such a way as to protect the validity of the measure.
- ☞ Ensure that SLO leaders/team have adequate resources for the pre and post measures (i.e., space, paper, copying, storage, etc.)
- ☞ Be sure pre and post measures are administered during the designated district administration windows.
- ☞ Predetermine who and how teachers will score pre and post measures. Consider team scoring or sample inter-rater reliability as necessary. Clearly communicate what data should be reported (i.e. raw scores, percentages, etc).
- ☞ Provide any necessary guidance to teachers about any ancillary grading practices, communication with students and parents about the SLO process, and other areas that may be impacted by the SLO process.
- ☞ Determine if teachers need professional development in using rubrics, using student data, effective strategies, classroom management, etc.
- ☞ Share concerns and suggestions regarding SLOs and SLO measures with appropriate district staff.
- ☞ For locally or regionally developed pre and post measures, a review of the Table of Specifications (ToS) on which the post assessments were developed may be helpful. From the ToS, teachers/leaders can ascertain the number of items used to measure each standard, the type of items (multiple choice, supply response, or performance task) that measure each standard, and the depth of knowledge (DOK) of each standard and each item. All ToS are located on SharePoint in the Planning Administration file for each of the 52 Phase II course files.

## Preparing teachers for SLOs

Local school leaders are encouraged to think about the following questions:

- In what ways can I ensure this is meaningful for teachers and for students in my school?
- How can our leadership team help guide teachers in using their pre-assessment results / SLOs to help improve student achievement and growth?

Consider the following questions. How will you...

- Introduce teachers to the process?
- Incorporate this work into your school wide calendar?
- Help teachers plan for implementation and complete the Teacher SLO Form (or comparable district approved form)?
- Guide teachers in using pre-assessment results to inform instruction?
- Encourage collaboration among teachers as they work to attain SLO results?
- Monitor progress and maintain momentum throughout the year?
- Ensure completion and collection of data?
- Use the end of the year results for reflection and continuous improvement for the next term?

*Many teachers of non-tested subjects welcome the opportunity to provide viable data that support the contribution their subjects make to student achievement and support their effectiveness as a teacher.*

## TAPS/SLO conferences with teachers

Teachers will meet with their evaluators at least three times each school year. The Pre-Evaluation Conference and the Mid-Course or Mid-Year Conference can be held individually or in small groups such as grade level or content groups. The Summative Evaluation Conference needs to be held individually.

1. The first conference, called the Pre-Evaluation Conference (August/September) is an opportunity to not only review the teacher's TAPS self-assessment but to review the teacher's baseline data from the SLO pre measure. Districts and schools are encouraged to either use/customize the GaDOE Teacher SLO form (See Appendix) or to develop a form that specifies the teacher's plans for providing instruction so that all students reach their SLO targets. Local school evaluators can also use this opportunity to discuss which TAPS standards coincide with an effective SLO process.
2. The mid-course (typically December/January) conference focuses on the SLO data and performance standards feedback. District guidance for the Mid-Course or Mid-Year Review/Conference is noted on the District SLO form for each course.

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3. A Summative Evaluation Conference (May) will be held to provide written and oral feedback to the teacher regarding the Summative Assessment Report which includes SLO data, TAPS, and student perception survey results. Local school evaluators will use the SLO Evaluation Rubric to rate the teacher's SLO component of TKES. Currently the rubric is a numeric rubric based on the percentage of students who meet or exceeded their SLO targets.

## Teacher conference points

Consider the following guidance for SLO conferences with teachers:

*Student achievement goal setting begins with knowing where students are in relation to what is expected of them.*

-  Allow teachers to provide a description of their class(es) particularly around any unique or defining characteristics. An example for an art teacher is provided below:

I have five classes of art for third-grade students. There are 129 students total. Of the third graders I teach, three students are currently taking private art lessons. 67% of the students have been at our school since Kindergarten. Sixteen students are English Language Learners. All third grade students receive 45 minutes of art each week.

-  Use the district SLO form as a guidance document for discussion since it includes the specified standards, the pre and post measure windows, district baseline data, etc.
-  Ensure that teachers have an in-depth knowledge of the SLO standards as well as all course standards. Teachers should have a good understanding of what students should know (content) and what they can actually do (skills) if they have learned each course standard.
-  For locally or regionally developed pre and post measures, a review of the Table of Specifications (ToS) on which the post assessments were developed may be helpful. From the ToS, teachers/leaders can ascertain the number of items used to measure each standard, the type of items (multiple choice, supply response, or performance task) that measure each standard, and the depth of knowledge (DOK) of each standard and each item. All ToS are located on SharePoint in the Planning Administration file for each of the 52 Phase II course files.
-  Have teachers share their analysis of their class(es) SLO pre measure data. Simple statistical descriptions may be helpful such as the range of scores, the count or frequency of each score, how the scores were distributed across the range, the mean or median, and any outliers or unexpected results. As a result of this analysis, ask teachers:
  - What conclusions have you determined from the pre measure data?
  - How will you use these results to close the gap between where students are now and where they need to be?

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An American Government example is provided below:

I have two sections of American Government. A total of 51 students took the pre measure. The lowest score was a 5 and the highest score was a 54. Both classes had similar pre measure distributions.

19 students or 40% scored between 0-20.

25 students or 53% scored between 21-40.

7 students or 7% scored between 41-60.

The mean was 27.

-  Determine if the teacher knows each student's growth targets (meets and exceeds) as stated in the district SLO statement. Ensure that teachers know where and how to record student pre and post results. The form of those results, percents, raw scores, etc. should be explicit for teachers.
-  Consider discussing how teachers can use the SLO process as evidence of the ten Teacher Assessment of Performance Standards (TAPS) components of Teacher Keys Effectiveness System (TKES).
-  Ascertain what strategies teachers will consistently utilize so that students attain their growth targets. Recommended and/or required strategies on the District SLO form can be a springboard for this conversation.
-  Ask teachers how they will regularly monitor student progress.
-  Determine what evidence you need teachers to provide or prepare for the Mid-Course or Mid-Year Conference.
-  Determine which teachers may need an individualized professional development plan, based on prior student achievement indicators. Plan accordingly based on district procedures.

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## Are SLO measures valid and reliable?

At the core of each SLO are the pre and post measures used to determine student learning toward the student learning objective. “The attribute of validity is arguably the most important quality of an assessment” (Gareis & Grant, 2008, p. 35). Validity is concerned with the appropriateness/ability of the assessment to measure what it is meant to assess. In the SLO process, a quality measure connects teacher, student, and course expectations/standards.

SLO measures are designed/selected to provide confidence and reassurance to teachers and administrators that the measures will directly inform instruction and offer true indications of attainment of the SLO standards. This collective confidence is built on content expertise, teacher input, increasingly valid and reliable assessments, and immediate results which are meaningful for the teacher’s work in the classroom. SLO measures are not standardized measures but are designed to give timely feedback about students’ content and skill attainment.

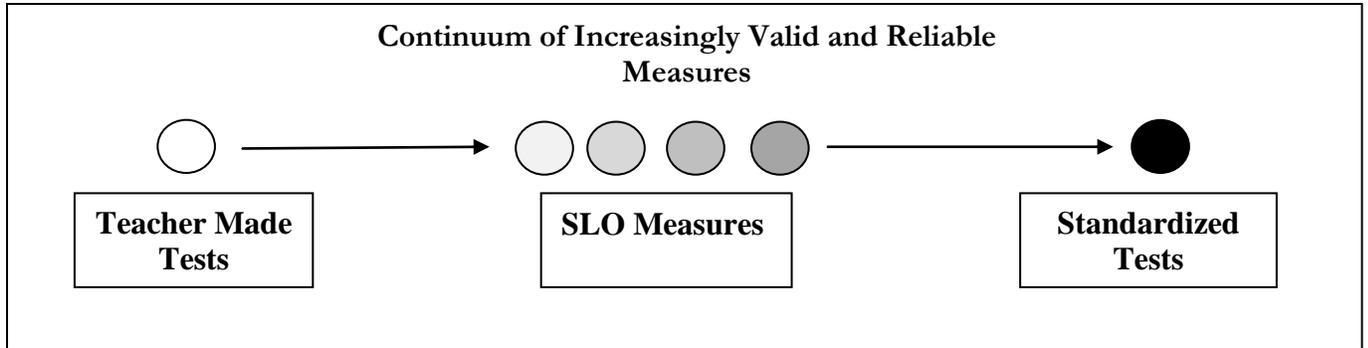
Districts may procure, adapt, or create measures. SLO measures should be selected and/or developed based on their appropriateness for the grade and content standards chosen for the SLO. SLO measures may include written assessments, performance assessments, and/or work products. As districts procure, develop, or improve SLO measures, it is important to be mindful of psychometric constructs of validity and reliability but as noted by Garieis and Grant, “validity is not an either /or proposition, instead it is a matter of degree” (2008, p. 35). Therefore, improving the reliability and validity of SLO measures will be an ongoing process for districts.

While districts will continue to improve their SLOs and the SLO measures, precise psychometric methodology is not required to reap the benefits of the SLO process. As stated in the *Quality Control Toolkit for Student Learning Objectives* provided by the Reform School Network, "There is also a strong precedent in other fields for using objective-based outcomes. Employers and employees in many business and industries sit down together to discuss annual objectives and the metrics they will use to determine whether the objectives have been met. Employers make decisions about additional training, advancement, or other future actions based on results of the objectives. And they do so without using psychometric methods to prove that the metrics are relevant or that expectation have been met. Still, employees should expect fair, rigorous and high-quality process of setting objectives and implementing them " (Reform School Network, 2012, p. 4).

“The SLO assessment requires a different level of teaching that pushes teachers out of their comfort zones towards a more rigorous and higher standard of critical thinking for the Kindergarten students.”

James Davis, Kindergarten

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### Locally/regionally developed SLO measures

Many districts have and will develop their own SLO measures. Districts may procure, adapt, or create measures. SLO measures should be selected and/or developed based on their appropriateness for the grade and content standards chosen for the SLO. SLO measures may include written assessments, performance assessments, and/or work products.

Typically educators feel most comfortable with assessments they develop and that are based on recent classroom work. However, the current literature on developing valid and reliable assessments is far from the process typically undertaken by classroom teachers. “In addition, research in the field suggests that assessment as a competency is an area of relative discomfort, if not weakness, among teachers.” (Gareis & Grant, 2008, p. 19). An analysis of locally developed measures in Phase I of the TKES pilot indicated the types and number of assessment items did not consistently align with SLO standards or course emphasis and were overwhelmingly at lower cognitive levels than the cognitive level demanded by the standard.

In an effort to address the concerns and weaknesses of classroom assessments and the high cost and untimely results of standardized assessments, the GaDOE offers professional development in the area of SLO measures. The GaDOE has developed a rigorous SLO measure development process, Ten Steps for Designing an Effective SLO Measure, which supports districts as they develop and procure increasingly valid and reliable SLO measures.

#### Ten Steps for Designing an Effective SLO Measure

1. Unpack the standards
2. Create a table of specifications
3. Clarify why, when, and where to assess student learning
4. Determine appropriate items to use
5. Determine number of items to use
6. Write valid and reliable items
7. Assemble the measure
8. Construct scoring key and/or rubric
9. Administer the measure
10. Score and analyze results

Districts selected content experts to serve on teams which developed local /regional measures using this rigorous development process. Teams consisted of recommended teachers, personnel with assessment design expertise, district content leaders, and on occasion representatives from local colleges or universities.

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Teams selected over arching standards for their assigned course. Standards were then analyzed to determine what content and skills students needed in order to master the standard. Based on the content and skills students need to demonstrate, appropriate types, such as performance tasks, supply response, or multiple choice, and number of items were determined. A table of specifications was created for each measure which detailed the content and level of cognitive demand for the items as well as the standards, and specified the types, number, and emphases of each item (Gareis & Grant, 2008).

["This was the best professional learning that I have ever had...I now understand how to write appropriate test questions...I also understand that assessment drives instruction."]

Teacher, Henry County

Teams spent several days designing measurement items for what came to be noted as “public domain measures.” These measures were securely saved on a SharePoint site and designated district personnel were given access. Districts could share, use, or customize public domain measure (pre and post) for their students. Initial implementation of these measures presented districts with challenges. However, most districts have processes or will be developing processes for addressing these challenges.

Improving SLO measures will be an ongoing process. The composition of these measures, the length of these measures, and their results should be regularly examined by groups of trained educators using a common set of criteria provided by the GaDOE.

## Addressing SLO Challenges

### 1. *Pre-measures take too long.*

The GaDOE is currently studying best practices with regards to pre-measures and plans to provide promising practices in the upcoming months. In the meantime, the most important factor is to ensure that the pre and post measures address the same standards. Teachers and leaders should give careful consideration about what student information can be obtained/reviewed that will allow district teams to successfully set realistically rigorous growth targets for the SLOs.

### 2. *Teachers will game the system.*

School leaders will add SLO data to Teacher Assessments on Standards (TAPS) and Student Surveys of Instructional Practice to more fully understand and evaluate a teacher’s effectiveness. Inconsistencies in this informal or perhaps formal triangulation of evidence may require leaders to take a more in-depth look at a teacher’s practice in any areas of concern.

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3. *Growth targets may be too high or too low.*

Growth targets will allow for comparability across the school and the district. This comparability will be informative with regards to growth targets. Districts will use data during this first hold harmless year to ascertain the appropriateness of growth targets.

4. *SLO measures take too much instructional time.*

Admittedly, in the fall of 2012, district pre measures were duplicates of the post measures and the required time may not have been necessary for the student information needed. There is much flexibility in the types of measures that may be used. Measures may involve student tasks and activities which give teachers information on what students know and don't know. There have been reports from teachers that while the measures were time consuming; the information gleaned and the interactions with students were very valuable. SLO measures should be considered assessments, not just *of* learning, but assessments *for* learning. Pre measures can help students and teachers see:

- What they need to learn
- Where the learner is in relation to the goals
- Where the learner needs to go next
- How to get there (Davies)

5. *Teachers are fearful of how this will impact their evaluations.*

This is certainly new work and there is much more to learn about setting highly effective SLOs. However, the focus on student academic growth in non-tested areas is important not only for teachers, schools, and legislators but more importantly for students and their parents. Consider shifting the focus from fear and “what if” to what teachers can do to improve student learning for each student.

## To learn more...

The Georgia Department of Education's website (<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Student-Learning-Objectives.aspx>) has additional documents which include:

- SLO Measures – Frequently Asked Questions
- SLOs for Teachers – Frequently Asked Questions
- SLO Roles and Responsibilities
- List of Phase II SLOs
- Sample SLO form

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# Appendix

## District SLO Form

<b>SLO GENERAL INFORMATION</b>	
<b>A. District Name</b>	
<b>B. State Funded Course Number</b>	Enter the state course number, not the local course number
<b>C. State Funded Course Title</b>	Enter state course title
<b>D. Grade(s)</b>	May be a single grade or grade range
<b>E. Pre-Assessment</b>	<input type="checkbox"/> Commercially Developed <input type="checkbox"/> Locally/Regionally Developed
<b>F. Pre-Assessment Window</b>	To be determined by the district during a pre-selected assessment window made available by GaDOE, preferably during the first 30 calendar days of the year.
<b>G. Post-Assessment</b>	<input type="checkbox"/> Commercially Developed <input type="checkbox"/> Locally/Regionally Developed
<b>H. Post-Test Window</b>	To be determined by the district during a pre-selected assessment window made available by GaDOE, preferably during the last 30 calendar days of the year.
<b>I. Collaboratively Developed</b>	List assessment/SLO team members and position:
<b>J. Developed by GADOE Trained Assessment Team</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

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SLO CONTEXT AND STATEMENT	
1. Selected Standards	Enter the standard number and short description. Elements aren't necessary.
2. Pre and Post Assessment  Indicate level of proficiency.	
3. Baseline Data or Historical Data/Trends	
4. SLO Statement	
5. Strategies for Attaining Objective	<input type="checkbox"/> Required
	<input type="checkbox"/> Recommended
6. Mid-year Review	The mid-year review is a district and/or school-based decision. It is recommended that teachers review <i>formative and benchmark classroom and grade-level or content-area data to monitor student progress</i> . Consider collaborative teacher data review within the content area and across grade-levels where appropriate.

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Teacher SLO Form (optional)

**Teacher Student Learning Objective (SLO) Form**

**Directions:** This suggested form is a tool to assist teachers in meeting the student learning objective set by their district. (See district SLO for this course.) A separate SLO form is needed for each course SLO.

Teacher _____ Course Title _____ Course Number _____ Grade ____ Date(s) of pre assessment _____ Date(s) of post assessment _____		
<b>T1. Setting</b> (Describe class population and any special circumstances)		
<b>T2. Content/Subject/Field Area</b> (The area/topic addressed based on learner achievement, data analysis, or observational data)		
<b>T3. Classroom Baseline Data</b> (Results of pre assessment)	<input type="checkbox"/> <i>Data attached</i>	
<b>T4. Means for Attaining Objective</b> (Strategies used to accomplish the objective)		
<b>Strategy</b>	<b>Evidence</b>	<b>Target Date</b>
<b>T5. Mid-year or Mid-course Review</b>		
<b>T6. End-of-year Results</b>		

**Appropriate Data Received**

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_