

Student Growth Objectives For School Counselors

Design and teach effective learning goals and objectives by following strategies based on the strongest research available. This book includes a summary of key research behind these classroom practices and shows how to implement them using step-by-step hands-on strategies. Short quizzes help readers assess their understanding of the instructional best practices explained in each section.

The New York State Board of Regents has committed to the transformation of the preparation, support and evaluation of all teachers and school leaders in New York State, and the New York State Legislature has enacted historic legislation (Education Law §3012-c) that fundamentally changes the way teachers and principals are evaluated. Under the new law, New York State will differentiate teacher and principal effectiveness using four rating categories—Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c (2) (a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or principal effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development). The law specifies that student performance will comprise 40% of teacher and principal evaluations. For teachers where there is no State-provided measure of student growth, “comparable measures” are the State-determined District-wide growth goal-setting process. Student Learning Objectives (SLOs) are the State-determined process. A Student Learning Objective is an academic goal for a teacher’s students that is set at the start of a course. It represents the most important learning for the year (or, semester, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities. Teachers’ scores are based upon the degree to which their goals were attained. This report provides background information about SLOs, describes SLO rules and considerations for comparable growth measures, discusses scoring SLOs and determining final ratings for comparable growth measures, outlines major district steps to plan and implement SLOs as comparable growth measures, discusses SLOs as an option for locally-selected measures of student achievement, and includes sample SLO scoring models for comparable growth measures. Definitions of key terms are appended.

Economics can be a lens for understanding the behavior of schools, districts, states, and nations in meeting education needs of their populace, as well as for understanding the individual decisions made by administrators, teachers, and students. Insights from economics help decision makers at the state level understand how to raise and distribute funds for public schools in an equitable manner for both schools and taxpayers. Economics also can assist researchers in analyzing effects of school spending and teacher compensation on student outcomes. And economics can provide important insights into public debates on issues such as whether to offer vouchers for subsidizing student attendance at private schools. This two-volume encyclopedia contains over 300 entries by experts in the field that cover these issues and more. Features: This work of 2 volumes (in both print and electronic formats) contains 300-350 signed entries by significant figures in the field. Entries conclude with cross-references and suggestions for further readings to guide students to in-depth resources. Although organized in A-to-Z fashion, a thematic “Reader’s Guide” in the front matter groups related entries by topic. Also in the front matter, a chronology provides students with historical perspective on the development of education economics and finance as a field of study The entire work concludes with a Resources appendix and a comprehensive Index. In the electronic version, the index, Reader’s Guide, and cross references combine to provide effective search-and-browse capabilities.

Testing, Teaching, and Learning

Senior High Science

The Basics

Student Growth Measures in Policy and Practice

Assessment of Student Learning in Business Schools

Classroom Assessment for Student Learning

Teacher evaluation is changing in the United States, primarily due to federal policies requiring that measures of student growth be embedded within teacher evaluation systems. Student Learning Objectives (SLOs) emerged as one way to measure teacher effectiveness. SLOs are teacher-developed goals for student achievement that reflect student learning and growth over a specified time period. Each state or district utilizing SLOs in teacher evaluation implements SLOs in a different way, and the details of SLO implementation affect the extent to which teaching is improved. This grounded theory research study investigated the influence of SLOs on teachers and teaching. The researcher interviewed 20 teachers from six regions of the United States. This research identified three dimensions of SLO implementation that influence SLOs’ effect: School Leadership, School Climate and Teacher Agency. These dimensions are explored in this research, resulting in recommendations that would serve to enhance the benefits of SLOs on teachers and teaching. Additionally, future research suggestions are noted to add to the growing body of research on SLOs.

DVD includes "video segments illustrating ideas and practices presented in the book, and a CD-ROM containing activities that facilitate individual or group learning" - back cover.

Higher education professionals have moved from teaching- to learning-centered models for designing and assessing courses and curricula. Faculty work collaboratively to identify learning objectives and assessment strategies, set standards, design effective curricula and courses, assess the impact of their efforts on student learning, reflect on results, and implement appropriate changes to increase student learning. Assessment is an integral component of this learner-centered approach, and it involves the use of empirical data to refine programs and improve student learning. Based on the author’s extensive experience conducting assessment training workshops, this book is an expansion of a workshop/consultation guide that has been used to provide assessment training to thousands of busy professionals. Assessing Academic Programs in Higher Education provides a comprehensive introduction to planning and implementing the assessment of college and university academic programs. Written for college and university administrators, assessment officers, department chairs, and faculty who are involved in developing and implementing assessment programs, this book is a realistic, pragmatic guide for developing and implementing meaningful, manageable, and sustainable assessment programs that focus faculty attention on student learning. This book will:
* Guide readers through all steps in the assessment process
* Provide a balanced review of the full array of assessment strategies
* Explain how assessment is a crucial component of the teaching and learning process
* Provide examples of successful studies that can be easily adapted
* Summarize key assessment terms in an end-of-book glossary

What Great Leaders Do!

State Goals for Learning and Sample Learning Objectives

Art K-12

Results Now

Issues, Challenges, and Next Steps": A Forum of State Special Education and Teacher Effectiveness Experts and Researchers. Forum Summary

Driven by Data

Help staff focus on results, and implement SMART (Strategic and specific, Measurable, Attainable, Results based, and Time bound) goals to transform your school into a place where every student meets or exceeds standards. The authors present four success stories from real SMART schools and several frameworks for adult and student goal setting that lead to real results.

Meaningful teacher evaluation starts with visible student growth Annual standardized test scores cannot provide evidence of student growth needed to evaluate teacher performance. But consider student growth in the form of evidence derived from classroom assessment and you're on to something.

This revolutionary book helps you bring classroom assessment to bear for real school improvement, with: A plan for teacher evaluation based on dependable evidence of student growth Strategies for improving the assessment literacy of teachers and school leaders Five steps for developing and implementing productive local district assessment systems Practical tools that teachers and their evaluators can put to use immediately

Supercharge your formative assessment skills and watch student learning soar with this book's proven method. Includes case studies, examples, and a companion website with tools and templates.

Focus, 2nd Edition

The Power of SMART Goals

Change in Practice in Maryland

Student Learning Objectives. Revised

Using Student Learning Objectives to Promote Student Growth

A Practical Guide to Improve Instruction

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Innovative, well-designed school library programs can be critical resources for helping students meet high standards of college and career readiness. In School Libraries and Student Learning, Rebecca J. Morris shows how school leaders can make the most of their school libraries to support ambitious student learning. She offers practical strategies for collaboration between school leaders, teachers, and librarians to meet schoolwide objectives in literacy, assessment, student engagement, and inquiry-based learning. Topics include: establishing "makerspaces" and "learning commons" to support student-centered learning; developing a schoolwide focus on literacy across multiple formats and devices; redesigning lesson plans that foster inquiry and critical thinking across classrooms and grade levels; supporting collaboration between teachers and librarians in instruction and assessment; and using the library to strengthen ties between school, family, and community. This accessible guide will help librarians and school leaders work together to bring student learning to a new level.

The Maryland State Department of Education (MSDE) is making significant strides in guiding and supporting the implementation of Student Learning Objectives (SLOs) as well as a teacher and principal evaluation (TPE) system statewide. MSDE support focuses on helping districts prepare for full SLO implementation by providing technical assistance with a focus on quality control, leadership development, and communications. This report, produced by the Mid-Atlantic Comprehensive Center at WestEd, examines educators' overall perceptions of TPE and key issues in implementation, including quality, consistency, and school, district, and state support. In particular, the study looks at the key TPE component of Student Learning Objectives (SLOs), an instructional process for improving educator effectiveness and student achievement. The report also includes recommendations that focus on ways to strengthen SLO implementation within and across districts in Maryland, while reinforcing the instructional emphasis of TPE. Supplemental tables and figures are provided in an addendum at the end of the document.

A Guide for School Leaders

Omak School District Program Goals and Student Learning Objectives

Best Practices Each Step of the Way (Vol. 1, No. 2)

A Grounded Theory Study

Real Progress in Maryland

Student Learning Objectives Assessment in High School Music

With the current emphasis in educational policy on improving teacher effectiveness, states and school districts are quickly developing and implementing new models of teacher evaluation. However, few models address the unique challenges in accurately measuring achievement growth of students with disabilities (including those participating in general assessments or alternate assessments) and connecting that growth to teacher effects. To improve teacher practices and academic outcomes for students with disabilities, it is critical that we design evaluation systems that account for diverse teacher roles, student learning goals and trajectories, and assessment means (e.g., standardized, alternative, and formative). Unfortunately, little is known--in terms of research and practice--about whether student growth can be adequately measured for students with disabilities and appropriately attributed to teachers for the purpose of teacher evaluation. Therefore, it is crucial that the field come together to develop a strategic agenda that can be used to guide the development and/or the use of measures to assess student growth while also collecting research to validate state and school district efforts. In an effort to inform state and district practices, the National Comprehensive Center for Teacher Quality (TQ Center), the Council of Chief State School Officers (CCSSO) Assessing Special Education Students State Collaborative on Assessment and Student Standards (ASES SCASS), and ETS collaboratively convened a two-day forum (September 26-27, 2011) for select stakeholders to discuss the challenges and help inform policy, practice, and research regarding the use of the growth of students with disabilities for measuring teacher effectiveness. The specific topics discussed included individual and school-level value-added models, student learning objectives (SLOs), classroom-based measures, and alternate assessments (descriptions are included later in the report). For each topic, this brief outlines the benefits, the challenges, state and district considerations, implementation implications, and needed research. Also included are the results of a survey conducted prior to the forum on state efforts and the available research. Appended are: (1) Participants; (2) Agenda; and (3) Available Research.

As Student Learning Objectives (SLOs) are being used more to evaluate teachers, the need for research on their implementation and impact on student learning is also growing. The researcher used a case study to ask the following questions based on implementation during the 2012-2013 school year, the first full year of implementation of SLOs in Rhode Island: 1) How did the setting and ongoing monitoring of SLOs impact teachers' practice, as perceived by teachers, principals and district evaluators? 2) What is the most challenging aspect of the SLO process, as perceived by teachers, principals and district evaluators? 3) What is the most worthwhile aspect of the SLO process, as perceived by teachers, principals and district evaluators? Ten participants shared their views on the process and provided their perspective on teacher practice and if SLOs were viewed as successful or challenging as a new initiative. The conclusions of this study help to fill a gap in the literature regarding the teacher experience with SLOs, suggesting that while educators support the end goals of SLOs communicated by the state, they identify key issues with implementation such as flawed communication between district and teachers. District and school leaders may benefit from using the research to inform their own implementation procedures, potentially to mitigate challenges and align the purpose of SLOs with intended results.

Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels. Includes assessment forms, an index, and a DVD.

The Knowledge Gap

Assessing Academic Programs in Higher Education

Using Formative Assessment to Support Student Learning Objectives

Student Learning Objectives Assessment in Middle School Music

Understanding by Design

Intended and Unintended Consequences of High-Stakes Teacher Evaluations

AIR is working with states and districts across the country to improve teacher evaluation and feedback. Our work is focused on designing systems of educator evaluation and compensation that incorporate multiple measures of performance and, in particular, measures of student growth. In this work, student learning objectives (SLOs) have emerged as a novel approach to measuring student growth, particularly for the majority of educators not covered by a state standardized education system (Prince et al., 2009). In this paper, we offer some ideas for states and districts that are considering the use of SLOs to measure student growth, including a basic description of SLOs, highlights of the SLO development process, and a discussion of their function within the evaluation cycle. The following are appended: (1) SLO Examples; (2) Austin Independent School District SLO Timeline; (3) Georgia Department of Education Data Source Guidance for Determining Growth Targets; (4) Sample Template for the Analysis of Student Data; (5) Student Learning Objective (SLO) Template Checklist; (6) End-of-Year Reflection for Educators; and (7) Additional Resources for SLO Examples, Checklists, and Timelines.

The Maryland State Department of Education (MSDE) is guiding and supporting the implementation of a new Teacher and Principal Evaluation (TPE) system in all school districts throughout the state. The system includes measures of both professional practice and student growth. Because the historical and current practice in Maryland is one of local control, the key TPE implementation decisions and the organizational supports that reinforce those decisions are made at the district level. This study examines the perceptions of frontline educators in Maryland of the support they receive in understanding and implementing the TPE system. It particularly focuses on the key component of Student Learning Objectives (SLOs), an evidence-based instructional process for improving educator effectiveness and student achievement. Findings of this study are intended to help further inform and strengthen the overall TPE system and the SLO component, in particular, in Maryland. Data for this study include interviews of leaders from 12 districts and the state level education association; a case study of four districts; and statewide survey responses provided by teachers, principals and other educators from 24 districts. Findings show that TPE implementation is generating changes in practice and perception. An appendix is attached that contains two figures and nine tables.

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our county's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's The Prize and Dana Goldstein's The Teacher Wars, Wexler brings together history, research, and compelling character stories to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But The Knowledge Gap isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our

Seventh-grade Health Education Student Learning Objectives

K Through Six Physical Education Student Learning Objectives

Student Learning Objectives as Measures of Educator Effectiveness

Ninth-grade Health Education Student Learning Objectives

Using Goals to Improve Student Learning

Using Student Learning Objectives to Promote Student Growth

Improving Students' Learning Outcomes is a book for educators and administrators in higher education who have a genuine interest in developing an inspired curriculum centered on student learning. Integrating theoretical perspectives with empirical practice, researchers and practitioners from four continents discuss why and how students' learning outcomes can be improved. The book offers new theoretical approaches to the understanding of students' learning outcomes, as well as normative implications and inspiring examples from people professionally engaged in teaching, learning, and assessment-practices. Editors Claus Nygaard and Clive Holtman are the founders of the international academic association LIHE (Learning in Higher Education). The book came out of an international symposium held on Aegina Island, Greece, arranged by LIHE.

In this 2nd edition of Focus: Elevating the Essentials to Radically Improve Student Learning, Mike Schmoker extends and updates the case that our schools could be on the cusp of swift, unparalleled improvements. But we are stymied by a systemwide failure to simplify and prioritize: we have yet to focus our limited time and energy on the most essential, widely acknowledged, evidence-based practices that could have more impact than all other initiatives combined. They are: simple, coherent curricula; straightforward, traditional literacy practices; and lessons built around just a few hugely effective elements of good teaching. As Schmoker demonstrates, the case for these practices--and the need for them--has grown prodigiously. In every chapter, you'll find late-breaking discoveries and practical advice on how to simplify the implementation of new state standards in the subject areas; on the hidden pitfalls of our most popular, but unproven instructional fads and programs; and on simple, versatile strategies for building curriculum, planning lessons, and integrating literacy into every discipline. All of these strategies and findings are supported with exciting new evidence from actual schools. Their success confirms, as Michael Fullan writes, that a focus on the best "high-leverage practices" won't only improve student performance; they will produce "stunningly powerful consequences" in our schools.

Student growth is one of two essential components of South Dakota's Teacher and Principal Effectiveness Systems. In the state systems, student growth is defined as a positive change in student achievement between two or more points in time. "The South Dakota SLO Handbook" provides support and guidance to public schools and school districts working to incorporate quantitative measures of student growth into local Educator Effectiveness Systems. This document details key concepts, provides implementation resources, and offers guidance to support the development of high quality SLOs. One key resource being used by schools implementing high quality Educator Effectiveness Systems is the SLO Process Guide, found in Appendix A. This guide, based on the most pertinent research surrounding the use of SLOs, was created to assist educators in the process of using data to inform instructional decisions. Readers of the South Dakota SLO Handbook will find that it follows the structure of the guide but delves into more detail to help readers navigate the SLO process for the first time. The following are appended: (1) SLO Process Guide; (2) 2014-15 & 2015-16 State-Sponsored Training Opportunities; (3) SLO Quality Checklist; (4) Assessment Quality Checklist; (5) Assessment Planning Guide; and (6) SLO Special Education Examples. Also included are a list of resources and a glossary. [The South Dakota Commission on Teaching and Learning (CTL) is an ongoing partnership between the South Dakota Department of Education (SD DOE), the South Dakota Education Association, and East Dakota Educational Cooperative].

Putting FACES on the Data

How We Can Achieve Unprecedented Improvements in Teaching and Learning

Educational Assessment

Elevating the Essentials to Radically Improve Student Learning

Guidance on the New York State Districtwide Growth Goal-Setting Process for Teachers

Strategic Design for Student Achievement

As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools, teachers' competence in formative assessment is essential. Using Formative Assessment to Support Student Learning Objectives introduces current and future educators to SLOs as tools for shaping career- and college-ready students. Written in straightforward language, and replete with step-by-step exercises, real-life examples, and illustrative charts, this useful guide provides pre- and in-service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms.

Build the bridge from data collection to improved instruction Students are people—not data. How can you use assessment data to focus on reaching every student? This book shows how to develop a common language for sharing all students' progress with all teachers and leaders, and how to use ongoing assessment to inform instruction. Based on worldwide research, the book presents solutions organized by: Assessment Instruction Leadership Ownership The many benefits of personalizing data include increased student engagement and a positive impact on school culture. This reader-friendly guide helps you set goals, adjust lessons, identify students' strengths and weaknesses, and implement interventions.

This book examines the intersection of policy and practice in the use of student growth measures (SGMs) for high-stakes purposes as per such educator evaluation systems. The book also focuses on examinations of educators' perceptions of and reactions to the use of SGMs: ethical implications pertaining to the use of SGMs; contextual challenges when implementing implications of SGM use. The use of student test score data has been the cornerstone of the recent transfiguration of educator evaluation systems in forty-two states and the District of Columbia. Three leading voices on SGMs—Sean Corcoran, Henry Braun, and David Berliner—also serve as section and concluding commentators.

Doing It Right, Using It Well

Defensible Teacher Evaluation

South Dakota Student Learning Objectives Handbook

Kindergarten Through Sixth Grade Health Education Learning Objectives

The hidden cause of America's broken education system--and how to fix it

Encyclopedia of Education Economics and Finance

State education departments and school districts face an important challenge in implementing a new law that requires disadvantaged students to be held to the same standards as other students. The new requirements come from provisions of the 1994 reauthorization of Title I, the largest federal effort in precollegiate education, which provides aid to "level the field" for disadvantaged students. Testing, Teaching, and Learning is written to help states and school districts comply with the new law, offering guidance for designing and implementing assessment and accountability systems. This book examines standards-based education reform and reviews the research on student assessment, focusing on the needs of disadvantaged students covered by Title I. With examples of states and districts that have track records in new systems, the committee develops a practical "decision framework" for education officials. The book explores how best to design assessment and accountability systems that support high levels of student learning and to work toward continuous improvement. Testing, Teaching, and Learning will be an important tool for all involved in educating disadvantaged studentsâ€ˆstate and local administrators and classroom teachers.

This practical guide describes ways of working with learners diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) by using Multiple Intelligences Theory. Written for all educators as well as parents, it examines curricular, instructional, school partnering, and leadership issues that may arise for these students in grades K8. Supported by real-life examples, it presents constructive strategies to help teachers work with ADHD students in ways that honor their strengths and allow for meaningful inclusion in the general education classroom. As viewed through the lens of an MI curriculum, ADHD is not a disadvantage; it is an integral component of the way a student processes information and makes sense of the world. According to author Mike Schmoker, there is a yawning gap between the most well-known essential practices and the reality of most classrooms. This gap persists despite the hard, often heroic work done by many teachers and administrators. Schmoker believes that teachers and administrators may know what the best practices are, but they aren't using them or reinforcing them consistently. He asserts that our schools are protected by a buffer—a protective barrier that prevents scrutiny of instruction by outsiders. The buffer exists within the school as well. Teachers often know only what is going on in their classrooms—and they may be completely in the dark about what other teachers in the school are doing. Even principals, says Schmoker, don't have a clear view of the daily practices of teaching and learning in their schools. Schmoker suggests that we need to get beyond this buffer to confront the truth about what is happening in classrooms, and to allow teachers to learn from each other and to be supervised properly. He outlines a plan that focuses on the importance of consistent curriculum, authentic literacy education, and professional learning communities for teachers. What will students get out of this new approach? Learning for life. Schmoker argues passionately that students become learners for life when they have more opportunities to engage in strategic reading, writing with explicit guidance, and argument and discussion. Through strong teamwork, true leadership, and authentic learning, schools and their students can reach new heights. Results Now is a rallying cry for educators to focus on what counts. If they do, Schmoker promises, the entire school community can count on unprecedented achievements.

The Effect of Student Learning Objectives on Teachers and Teaching as Part of the Teacher Evaluation Process

Summary of "Using Student Growth to Evaluate Educators of Students with Disabilities

Student Learning Objectives

Improving Formative Assessment Practice to Empower Student Learning

A Rhode Island Case Study

Student Growth Through Classroom Assessment