USE OF STUDENT LEARNING OBJECTIVES

WEBINAR #2

May 2, 2013
Agenda and Speakers

- Introduction: U.S. Department of Education
  - Victoria Hammer, Christine Pilgrim
- Overview of Approach (with Q&A):
  - Lisa Lachlan, Center on Great Teachers and Leaders at AIR
- Implementation of Approach (with Q&A):
  - Jessica Delforge and Laura Kacewicz, Rhode Island
  - Lori Lofton, Ohio
  - Michelle Shafter, ESC of Lake Erie West, Ohio
  - General Q&A
- Wrap-Up
Webinar Series: Three Approaches to Measuring Growth for Non-Tested Grades and Subjects

- Schoolwide growth or value-added scores
- Student learning objectives (SLOs)
- Developing additional assessments to measure student growth

Each webinar will include a short presentation on the topic by a representative of the Center on Great Teachers and Leaders and by State and/or district leaders using the approach.
Timeline for the Webinars

- **Schoolwide growth or value-added scores**
  - Friday, April 26, 2013, from 2:00 to 3:15 p.m. ET

- **Student learning objectives**
  - Thursday, May 2, 2013, from 3:45 to 5:00 p.m. ET

- **Developing additional assessments to measure student growth**
  - Friday, May 10, 2013, from 2:00 to 3:15 p.m. ET

Recorded webinars posted to:
Use of Student Learning Objectives as a Measure of Student Growth

Lisa Lachlan-Haché, Ed.D.
Principal Research Scientist
May 2013
Issue: States and districts searching for new ways to build educator evaluation systems that include multiple measures. Recent reforms have pushed States and districts to consider student growth as one of these measures.

Challenge: About 69 percent of all teachers cannot be accurately assessed with current models based on test scores, such as value-added models (Prince et al., 2009).
The mission of the Center on Great Teachers and Leaders is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.
Student Learning Objectives
Approach: SLOs

- Who can be evaluated with SLOs?
  - Individual teachers in all grades and subjects
  - Individual teachers in nontested grades and subjects
  - Teams of teachers
  - Principals or other administrators
  - Other school personnel

- What do we mean by “student learning objectives”?
  - An SLO is a measurable, long-term academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students.
How are SLOs Developed?

## SLO TEMPLATE

### Baseline Data
- Identifies sources of information about students
- Draws upon trend data, if available

### Student Population
- Covers all students in the class (or in the case of a targeted SLO covers all students in the subgroup).
- Describes the student population and considers any contextual factors that may impact student growth

### Interval of Instruction
- Matches the length of the course (e.g., quarter, semester, trimester, year)

### Standards and Content
- Specifies how the SLO will address applicable standards from the highest ranking of the following:
  1. Common Core State Standards,
  2. Academic Content Standards, or
  3. National standards put forth by education organization

### Assessments
- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended

### Growth Target(s)
- Ensures all students in the course have a growth target
- Uses baseline or pretest data to determine appropriate growth

### Rational for Growth Target(s)
- Demonstrates teacher knowledge of students and content
- Explains why target is appropriate for the population
- Addresses observed student needs
- Uses data to identify student needs and determine appropriate growth targets

## SLO CHECKLIST or RUBRIC

<table>
<thead>
<tr>
<th>Baseline and Trend Data</th>
<th>Student Population</th>
<th>Interval of Instruction</th>
<th>Standards and Content</th>
<th>Assessments</th>
<th>Growth Target(s)</th>
<th>Rationale for Growth Target(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Identifies sources of information about students □ Draws upon trend data, if available</td>
<td>□ Covers all students in the class (or in the case of a targeted SLO covers all students in the subgroup). □ Describes the student population and considers any contextual factors that may impact student growth</td>
<td>□ Matches the length of the course (e.g., quarter, semester, trimester, year)</td>
<td>□ Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Academic Content Standards, or (3) national standards put forth by education organization</td>
<td>□ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</td>
<td>□ Ensures all students in the course have a growth target □ Uses baseline or pretest data to determine appropriate growth</td>
<td>□ Demonstrates teacher knowledge of students and content □ Explains why target is appropriate for the population □ Addresses observed student needs □ Uses data to identify student needs and determine appropriate growth targets</td>
</tr>
</tbody>
</table>
The SLO Evaluation Cycle

I. SLO development process

II. SLO approval

III. Midcourse check-in

IV. Final review of SLO attainment and scoring

V. Discussion of summative rating and impact on practice
Current Uses

- Teacher Incentive Fund grantees initiated the use of SLOs in compensation systems.
- The majority of Race to the Top states require or recommend SLOs for at least some teachers.
- Based on Elementary and Secondary Education Act (ESEA) waivers, many additional states are considering the use of SLOs.
- An important note: SLO use varies considerably throughout the nation.
SLO Approaches

LEVEL 1
Set by teacher or teacher team using available assessments

LEVEL 2
Set by teacher or teacher team using assessment list or ranking

LEVEL 3
Set by teacher or teacher team using common assessments

LEVEL 4
Set by local education agency using common assessments and common growth targets

Increasing Teacher Agency

Increasing Comparability
What Is Known About SLOs?

- Teachers report increased focus on student achievement and data use as a result of the SLO goal-setting process, practices that align with evidence-based practice (Donaldson, 2012; What Works Clearinghouse, 2009).

- Teachers using SLOs value the opportunity to analyze data and plan instruction as part of the SLO process and report feeling “empowered” and took a more active role in their evaluation after SLOs were implemented (TNTP, 2012; CTAC, 2013).

- Some positive correlations have been found between the quality of SLOs and student achievement and between the number of objectives met by teachers and student achievement, but mixed results point to a need for more research (CTAC, 2013; AISD, 2010).
What Is Known About SLOs?

- SLO trailblazers suggest these lessons learned for states and districts considering SLO implementation:
  - Partner and network to build capacity.
  - Set clear and consistent expectations early.
  - Build knowledge regarding the process.
  - Nurture champions and diversify responsibilities.
  - Provide training and build principal support for SLOs.
  - Solicit feedback and monitor for continuous improvement.

Lachlan-Haché, Matlach, Reese, Cushing, and Mean. (Forthcoming, 2013). *Student learning objectives: Early lessons from the Teacher Incentive Fund.*
What’s Known About SLOs?

- SLOs can require significant amounts of training, may require a culture shift, and can be time consuming.
- SLOs are only as good as the assessment, baseline, and trend data upon which they are built. If these forms of data are invalid or unreliable, the growth target and the SLO will be compromised.
- A body of research on SLOs will support or limit their use in evaluation; regardless, SLOs promote evidence-based teaching practice.
- Ultimately, all steps in the SLO cycle can lead to reflection, collaboration, and the improvement of educator practice.
What Are Some Critical Considerations Regarding the Use of SLOs?

- Selecting and developing high-quality assessments
- Setting rigorous and realistic growth targets
- Integrating the work into existing structures
- Creating business rules for special cases
- Finding time: training, developing, approving, scoring
- Rural implementation
- SLO use for teachers of special populations
- SLOs are like every other measure used in educator evaluation: They have strengths and limitations.
Resources: Measuring Growth in Untested Grades and Subjects


Resources: Using SLOs to Measure Teacher Effectiveness


Resources: Using SLOs to Measure Teacher Effectiveness


Resources: Using SLOs to Measure Teacher Effectiveness

Marion, S., DePascale, C., Domaleski, C., Gong, B., & Diaz-Bilello, E. (2012). Considerations for analyzing educators’ contributions to student learning in non-tested subjects and grades with a focus on student learning objectives. Center for Assessment.


Resources: Measuring Growth for Special Populations


Student Learning Objectives

The Rhode Island Model
A Statewide Process

• Evaluation is based on Professional Practice, Professional Foundations, and Student Learning

• Student Learning = SLOs + median SGP

• All educators set 2-4 SLOs each year
Local Implementation

The EDUCATOR:
- Reviews standards, curricula, baseline information, and available assessments (local or commercial)
- Writes SLOs
- Monitors SLOs

The EVALUATOR:
- Approves SLOs
- Reviews assessments (if teacher-created)
- Scores SLOs

**Calendar**

- **B.O.Y Conf.**
  - Sept.
  - Oct.
- **Mid-Year Conf.**
  - Nov.
  - Dec.
  - Jan.
  - Feb.
- **E.O.Y. Conf.**
  - Mar.
  - Apr.
  - May
  - Jun.
Key Questions

EDUCATOR:

• What do you want your students to know or be able to do?
• Where are they now with respect to that objective?
• Where do you expect your students to be by the end of the interval of instruction?
• How will you know if they got there?

EVALUATOR:

• Does this SLO focus on priority content?
• Is the target rigorous?
• Is the evidence of a high quality?
Lessons Learned

- We are learning at each phase of implementation.
- Our model is evolving in response to our observations & feedback from users.
- Many seem like common sense but somehow we missed them!
Importance of Buy-In

- Leadership buy in $\rightarrow$ sound local policies

- Teacher buy in $\rightarrow$ aligned, not “add on”

Emphasize the WHY, not just the WHAT and HOW
Importance of Guidance

- Needed at all levels (clear and common)
- Invest in branding and user-friendly materials
- Blended approach
  (in-person + e-learning)
Online Systems…

...are a double-edged sword
Use your educators!

- Content-alike groups
- Mini-grants
- Varied, direct communication
Assessment Literacy

• Local assessments AND assessment literacy are needed

• Time and energy spent here will always be worth it
Ohio Department of Education: A “SLO” Journey

Lori Lofton, Executive Director
Carolyn Everidge-Frey, Asst. Director
Center for the Teaching Profession
3 Measures of Student Growth

Value-Added

**A1: Teacher Instructs Value-Added Subjects Exclusively**

Teacher Level Value-Added 50%

*A2: Teacher Instructs Value-Added Courses, But Not Exclusively*

Teacher Level Value-Added Proportionate to teacher's Schedule 10-50%

Approved Vendors

B: Approved Vendor Assessment teacher-level data available

Vendor Assessment 10-50%

LEA Measures 0-40%

Local Measures

C: No Teacher-level Value-Added or Approved Vendor Assessment data available

LEA Measures 50%
## 3 Measures of Student Growth

<table>
<thead>
<tr>
<th>Value-Added</th>
<th>Approved Vendor Assessments</th>
<th>LEA Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 10-50%</td>
<td>• 10-50%</td>
<td>• 50%</td>
</tr>
<tr>
<td>• EVAAS Reports</td>
<td>• Approved List</td>
<td>• SLOs</td>
</tr>
<tr>
<td>• 4-8 Rd/Math</td>
<td>• Vendor shows a metric for student growth</td>
<td>• Shared Attribution</td>
</tr>
<tr>
<td>• Other HS subjects in the</td>
<td>• List is fluid</td>
<td>• (Other) Vendor Assessments</td>
</tr>
<tr>
<td>future</td>
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</table>

*Ohio Department of Education*
Student Growth Measures in Ohio

March 2012
Three categories of teacher SGMs released
First list of approved assessments

May 2012
SLO Template and
Criteria for Approving SLO

Aug. 2012
Preliminary guidebook on writing SLOs
Principal SGMs released

Dec. 2012
Guidebook on scoring SLOs
Competitive Grants

SLO Writing
• Summer of 2012
• Received over 100 SLOs

LEA-Developed Student Growth Measures
• October 2012-current
• Included 13 LEAs
• Used state created materials
• Piloted use of the electronic system (eTPES)
Student Growth Measures Training: Train-the-Trainer Model

- Module 1: Intro to SGMs and SLOs
- Module 2: Selecting Assessments
- Module 3: Growth Targets
- Module 4: SLO Scoring
Future Trainings

- Module 5 (online): Writing SLOs
- Module 6 (online): SLO Calibration
- Assessment Literacy Training
- AL Specialists in the field
Stakeholder Input and Evaluation

- **SGM Advisory Board**
  - Board reviews new information before released to the field

- **Educator Standards Board**

- **Ohio Education Research Center**
  - Researching early implementers
Lessons Learned

Finding the right balance of materials/modifications

Leveraging regional resources

Must have state-trained ODE staff

Providing ongoing technical assistance and professional learning
Contacts

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Center for the Teaching Profession

Carolyn.Everidge-Frey@education.ohio.gov
Assistant Director
Office of Educator Equity and Talent

Education.ohio.gov, search key words
“student growth measures”
Advancing state efforts to grow, respect, and retain great teachers and leaders for all students
Student Learning Objectives Writing Project

Partners

ESC of Lake Erie West
Wood County ESC
North Point ESC
Western Buckeye ESC
Student Learning Objectives Writing Project
Collaboration around a Common Need

Fall 2012
School Improvement Consortium meetings at ESC of Lake Erie West

“If we all need to do this work, then let’s explore how we could do it together”

....but we don’t want our teachers to be out of their classrooms any more than they already are!
# Creating a Common Vision

<table>
<thead>
<tr>
<th>OTER Big Picture Meetings</th>
<th>October, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End Products</strong></td>
<td></td>
</tr>
<tr>
<td>What do you see as end products?</td>
<td></td>
</tr>
<tr>
<td>What do you expect in 2013: by January, by June, by September, by November?</td>
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<tr>
<td><strong>Decisions</strong></td>
<td></td>
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<tr>
<td>What decisions does the consortium make together?</td>
<td></td>
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<tr>
<td>What must be done at the district level?</td>
<td></td>
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<tr>
<td><strong>Roles</strong></td>
<td></td>
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<tr>
<td>What role do you see for the ESC?</td>
<td></td>
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<tr>
<td>What do you see as your role within the consortium?</td>
<td></td>
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<tr>
<td>What do you see as the teachers’ roles within the consortium?</td>
<td></td>
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<tr>
<td><strong>Time</strong></td>
<td></td>
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<tr>
<td>What kind of time do you anticipate this collaborative work to require from you?</td>
<td></td>
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<tr>
<td>From the ESC?</td>
<td></td>
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<tr>
<td>From your teachers?</td>
<td></td>
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<tr>
<td><strong>Team</strong></td>
<td></td>
</tr>
<tr>
<td>Who needs to be around the table for SLO creation?</td>
<td></td>
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</tbody>
</table>
SLO Writing Project Goals and End Products

1. Online bank of high quality assessments & associated SLOs
2. Collaboration among regional teachers
3. Increased aptitude within online learning environments
## SLO Writing Project Timeline

<table>
<thead>
<tr>
<th>Month Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>August-October</td>
<td>SGM Implementation Consortium forms</td>
</tr>
<tr>
<td>November-December</td>
<td>SLO Writing Project Research and Development</td>
</tr>
<tr>
<td>January</td>
<td>Share LMS with districts</td>
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<td></td>
<td>Share proposal and ascertain district involvement</td>
</tr>
<tr>
<td>March-April</td>
<td>Cohort 1 Standards Forums and SLO Writing Cycle</td>
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<tr>
<td></td>
<td>SLO Writing Project Advisory group and districts provide feedback</td>
</tr>
<tr>
<td>May-June</td>
<td>Cohort 2 Standards Forums and SLO Writing Cycle</td>
</tr>
<tr>
<td>August-October</td>
<td>SLO Growth Target and Scoring Trainings</td>
</tr>
<tr>
<td>November-August 2014</td>
<td>Monitoring of SLO Bank usage and quality</td>
</tr>
<tr>
<td></td>
<td>Revision work to improve SLO Bank</td>
</tr>
</tbody>
</table>
Project Overview-PD Delivery Model

*Blended Approach*

1. Face-to-Face Meeting

2. SLO Writing Cycle (online)
   - Cycle for Cohort 1 (March - April 28)
   - Cycle for Cohort 2 (May - June 28)
Project Overview - Blended PD Delivery Model

Step 1: Teams review and rate online pool of assessments

Online

Step 2: Select, Modify, Create HQ Assessments

SLO Writing Cycle

Step 3: Complete sections of SLO Template

Step 5: Feedback is given and revisions are made

Step 4: Review other Group’s Work

Step 6: Final SLO and assessment submitted and entered into bank
All SLOs should be broad enough to represent the most important learning or overarching skills, but narrow enough to be measured

A Guide to Using Student Learning Objectives as a Locally-Determined Measure of Student Growth, Ohio Department of Education, 2012
What are SLO Worthy Concepts and Skills?

Two critical questions for every teacher team

- Which key concepts and important skills should we focus on for SLOs?
- What assessments will measure these concepts and skills?
What are SLO Worthy Concepts and Skills?

Resist the temptation to just get it done

Decide on what big ideas first

THEN

Go looking for the best ways to assess
## Assessment Rating Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>All items in the assessment align to key concepts.</td>
<td>All Items 5 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most items 4 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Many items 3 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some items 2 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Few items 1 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Marks 0 pts</td>
<td></td>
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<tr>
<td>/ 5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The task and/or items match the full range of cognitive thinking required from the key concepts.</td>
<td>Excellent match to cog demands of key concepts 5 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very good match to cog demands of key concepts 4 pts</td>
<td></td>
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<tr>
<td></td>
<td>Good match to some of the cog demands of key concepts 3 pts</td>
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<tr>
<td></td>
<td>Lacking many levels of the cog demands of key concepts 2 pts</td>
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<tr>
<td></td>
<td>Poor range of cog demand 1 pts</td>
<td></td>
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<tr>
<td></td>
<td>No Marks 0 pts</td>
<td></td>
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<tr>
<td>/ 5 pts</td>
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<td></td>
</tr>
<tr>
<td>The assessment includes items that cover prerequisite knowledge &amp; skills from prior years &amp; appropriate, content-relevant items that will challenge the highest performing students.</td>
<td>Excellent process &amp; challenging items 5 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very good process &amp; challenging items 4 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Either process or challenging items are lacking quality or coverage 3 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Both process and challenging items are lacking quality or coverage 2 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Marks 0 pts</td>
<td></td>
</tr>
<tr>
<td>/ 5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment items focus on essential understandings (big ideas); knowledge and skills that will be of value beyond the school year.</td>
<td>Excellent focus on the big ideas 5 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very good focus on the big ideas 4 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good focus on big ideas, but of equal focus are discrete facts or skills 3 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some focus on big ideas, but the primary focus is on discrete facts or skills 2 pts</td>
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<tr>
<td></td>
<td>Only focus of assessment is on discrete facts or skills 1 pts</td>
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<td></td>
<td>No Marks 0 pts</td>
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<tr>
<td>/ 5 pts</td>
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<td></td>
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<tr>
<td>The assessment does not include vocabulary that is overly complex.</td>
<td>All vocabulary matches the standards 5 pts</td>
<td></td>
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<tr>
<td></td>
<td>Most vocabulary matches the standards 4 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some vocabulary matches the standards 3 pts</td>
<td></td>
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<td></td>
<td>Many of the voc words are either below or above grade level standards 2 pts</td>
<td></td>
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<tr>
<td></td>
<td>Most of the voc words are below or above grade level standards 1 pts</td>
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</tr>
<tr>
<td></td>
<td>No Marks 0 pts</td>
<td></td>
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<td>/ 5 pts</td>
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<tr>
<td>Clear scoring rubrics and guidance exists for open-ended questions or performance-based assessments.</td>
<td>Assessment has both clear scoring rubrics and guidance 5 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment has clear scoring rubrics but not much scoring guidance 4 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment either has unclear scoring rubric or missing guidance 3 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment has unclear scoring rubric and missing guidance 2 pts</td>
<td></td>
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<tr>
<td></td>
<td>Assessment does not have a clear rubric 1 pts</td>
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<tr>
<td></td>
<td>No Marks 0 pts</td>
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<tr>
<td>/ 5 pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment items and/or tasks are written clearly and concisely.</td>
<td>All of the items/tasks are written clearly &amp; concisely 5 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most of the items/tasks are written clearly &amp; concisely 4 pts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some of the items/tasks are written clearly &amp; concisely 3 pts</td>
<td></td>
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<tr>
<td></td>
<td>Many of the items are either unclear or too long 2 pts</td>
<td></td>
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<tr>
<td></td>
<td>Many of the items are both unclear and too long 1 pts</td>
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<tr>
<td></td>
<td>No Marks 0 pts</td>
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<td>/ 5 pts</td>
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</table>
WELCOME!

The task for each professional learning community (PLC) is to collaboratively create high quality assessments and aligned Student Learning Objectives (SLO).

Go to Step 1: Teams Review And Rate Online Pool Of Assessments
# Student Learning Objective (SLO) Template

**Teacher Name:**

**Content Area and Course(s):**

**Grade Level(s):**

**Academic Year:**

## Baseline and Trend Data

*What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?*

- What data will be used to summarize student information — test scores (describe) from previous years, results of preassessments (what kind, who developed, who took it, what were the results)?

## SLO Template Checklist

- Identifies sources of information about students (e.g., test scores from prior years, results of preassessment, etc.)
  - Comments:

- Draws upon trend data, if available
  - Comments:

- Summarize the teacher’s analysis of the baseline data by identifying student strengths and weaknesses
  - Comments:

## Describe trend data, if available. What are the students’ strengths and weaknesses?

- How many students are in each scoring range?
Online Facilitators

Dozens of ESC consultants and administrators across the region

Training 1-2 days with additional supports as needed

Step by Step guide for what to monitor and what to do each week
For more information

SLO Writing Project Website: http://www.esclakeeriewest.org/school-improvement

For electronic copies of rubric and SLO template: Rachel Meadows
Secretary, Center for Teaching and Learning, Educational Service Center of Lake Erie West
rmeadows@esclakeeriewest.org
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• Director of Center for Teaching and Learning, Educational Service Center of Lake Erie West
• mshafer@esclakeeriewest.org