

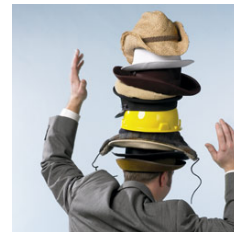
Student Learning Objectives (SLO): Five District Decisions

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Erie 2-Chautauqua-Cattaraugus BOCES
March 28, 2012

Multiple Hats for the Day

Throughout the day, we are engaging in the work at multiple levels:

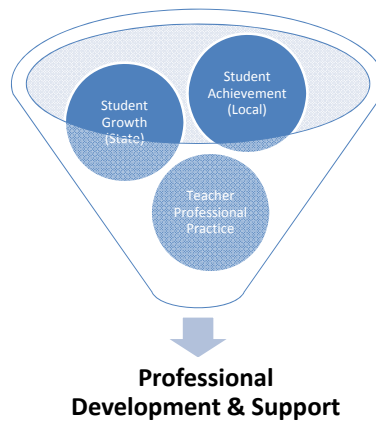
- **Learner**: What is the content and rationale for an SLO?
- **Teacher**: How does this work support and impact teachers?
- **District**: What decisions need to be made and by whom?
- **Trainer**: How will I convey the importance and content of this districts, schools, and other stakeholder groups?



Working Agreement

- Be present: minds and hands on
- Respect time boundaries
- Recognize the need for quiet while working
- Use electronics respectfully and appropriately when prompted
- Return to large group attention when signaled
- Use the Parking Lot

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Effective Teachers



Effective Leaders

OBJECTIVE

~~“to foster a culture of continuous professional growth”~~

- **Statewide student growth measures**
 - Identify educators whose students' progress exceeds that of their peers
 - Identify educators whose students are falling behind similar students
- **Locally selected measures of student achievement**
 - Reflect local priorities, needs and targets
- **Teacher observations, survey tools and other measures**
 - Provide detailed, structured feedback on professional practice

What Are Student Learning Objectives (SLOs)?

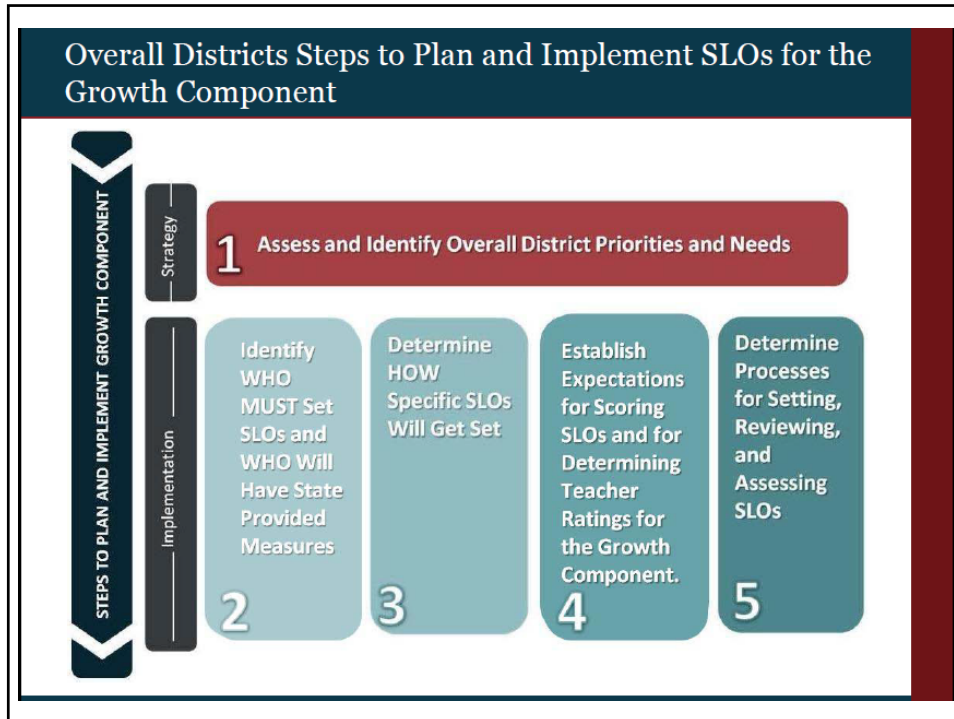
Represents the most important learning for the year (or, semester, where applicable).

Based on available prior student learning data.

A Student Learning Objective (SLO) is an academic goal for a teacher's students set at the start of a course.

Specific and measurable.

Aligned to Common Core, State, or national standards, as well as any other district and school priorities.

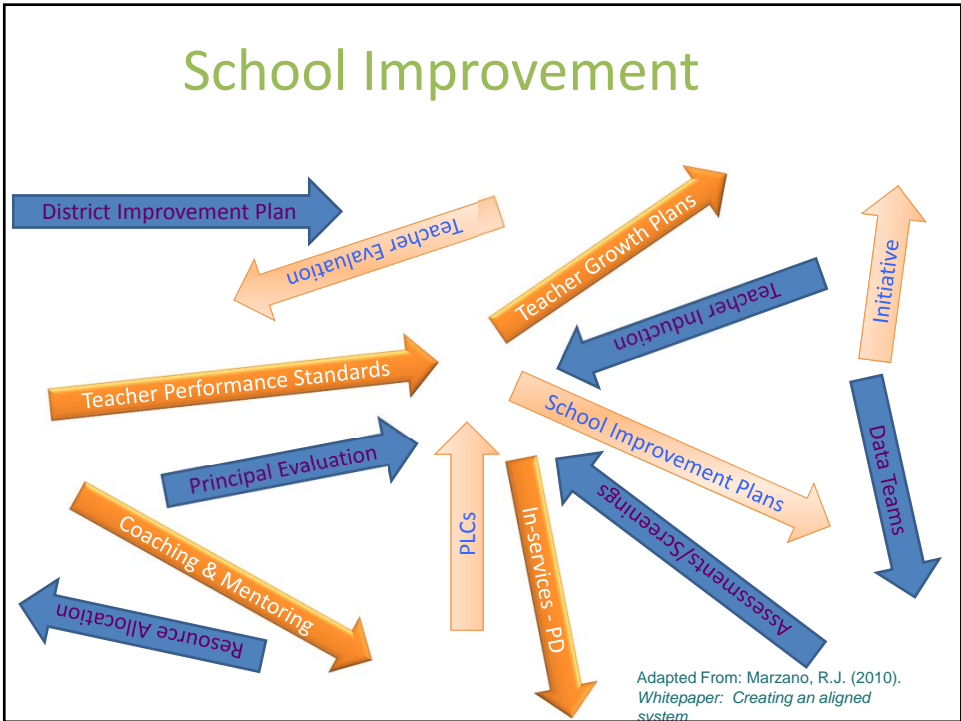


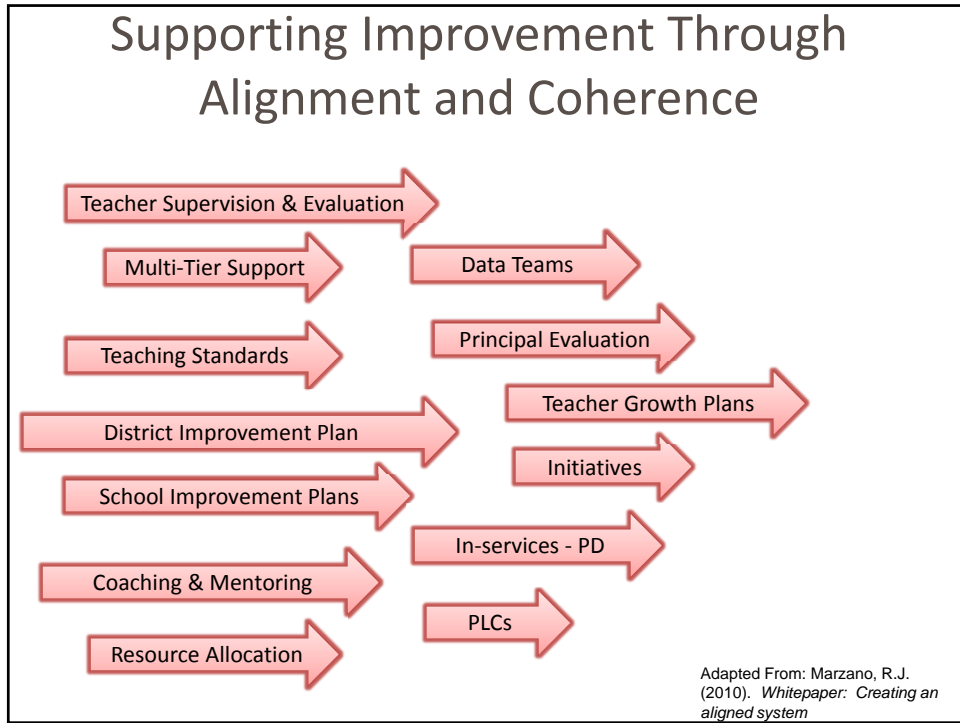
5 District Decisions by 5/30/2012

1. Assess and identify priorities and academic needs.
 2. Identify who will have State-provided growth measures and who must have SLOs as “comparable growth measures.”
 3. Determine District rules for how specific SLOs will get set.
 4. Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.
 5. Determine District-wide processes for setting, reviewing, and assessing SLOs in schools.
- } 3/01
 } 4/16
 } 5/30

From NY DOE engageny.org *Introduction to SLO Deck*

District Decision # 1





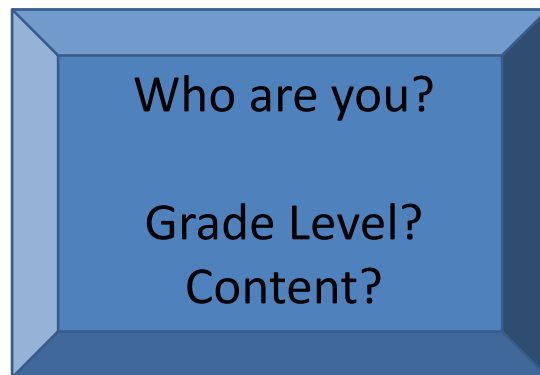
District Decision # 2

100-Point Evaluation System: Statewide Student Growth 20%

Three types of teachers:

If there is a State-provided growth measure for at least 50% of students	Will have State-provided growth measure (no SLOs)
If there is no State-provided growth measure for the course	Use only SLOs (no State-provided growth measure)
If there is a State-provided growth measure for less than 50% of students	Will have State-provided growth measure <u>and</u> will use SLOs

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District Decision # 3

NYSED SLO Framework

All SLOs **MUST** include the following basic components:

Student Population	Which students are being addressed?
Learning Content	What is being taught? CCSS/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
Evidence	What assessment(s) or student work product(s) will be used to measure this goal?
Baseline	What is the starting level of learning for students covered by this SLO?
Target(s)	What is the expected outcome (target) by the end of the instructional period?
HEDI Criteria	How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective) , “below” (developing), and “well-above” (highly effective)?
Rationale	Why choose this learning content, evidence and target?

Learning Content

This is the content to be taught in the SLO.

Task:

Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.

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Learning Content – Training SLO

Course: 7th Grade Visual Arts
Standards Source: New York State Learning
Standards:

- *Standard 1 – Creating, Performing, and Participating in the Arts*
- *Standard 3 – Responding to and Analyzing Works of Art.*
- *Standard 4 – Understanding the Cultural Dimensions and Contributions of the Arts*

Performance Indicators: 1c, 1d, 3a, 3c, 4c

**CCLS for ELA/Literacy in History/SS, Science and
 Technical Areas:** WHST.6-8.4, WHST.6-8.8

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Learning Content – Training SLO

- (1c) [Students] use the elements and principles of art to communicate specific meanings to others in their art work.
- (1d) During the creative process [students] reflect on the effectiveness of selected mediums or techniques to convey intended meanings.
- (3a) [Students] discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language.
- (3c) [Students] compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms.

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Learning Content – Training SLO

- (4c) [Students] create art works that reflect a particular historical period of a culture.
- (WHST.6-8.4) [Students] produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- (WHST.6-8.8) [Students] gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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Learning Content

Link to NYS Standards:

<http://www.p12.nysed.gov/ciai/cores.html>

As a team, discuss and select

- *a particular course name*
- *the course's source of standards (Common Core, etc.)*
- *the exact items (indicators, standards, etc.) to be taught, learned, and assessed.*

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Considerations: Teacher

- To what extent is the content central to this and future coursework, as well as college and career readiness?
- How deeply and thoroughly will the standards be reflected in the teaching, learning and assessment?
- What instructional approaches are prioritized?
- Why are these instructional approaches most likely to support the students in mastering these standards?

Considerations: District

- Approximately what percentage of the course's standards are selected?
- How is the current knowledge and skill of the targeted students informing the selection?
- What are the most critical aspects for the development of these students in this content this year?
- To what extent is the learning content specific and measureable?

Evidence

These are the assessments used for determining students' levels of learning.

Task:

List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO.

(Districts and BOCES must verify comparability and rigor for any assessments they develop.)

Evidence – Training SLO

District-developed assessment for 7th grade visual arts.

Creative Task:

Imagine how you might have viewed the Civil War if you were a Confederate or Union soldier. Decide on a viewpoint of the Civil War you would like to convey through a work of art. Select the most effective medium or technique, along with at least 3 elements and 3 principles of art to convey that viewpoint. You will be analyzing and interpreting your work and comparing it to the work of a published artist.

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Evidence – Training SLO

Other Tasks:

1. (1c, 4c) What viewpoint are you conveying in your work of art?
2. (WHST.6-8.8) Find three credible and accurate sources supporting your viewpoint and do the following:
 - paraphrase the data and conclusions drawn from each of those sources
 - describe why the sources are credible and accurate
 - cite the sources using the standard conventions
3. (1d) Identify the medium or technique selected, and describe how well your medium/technique conveys your viewpoint.
4. (3c) For your viewpoint, compare how the same meaning may be expressed in these art forms: dance, theatre, and music. Be sure to include a strength and corresponding impact of each art form.

Dance:

Theatre:

Music:

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Evidence – Training SLO

Other Tasks:

5. (3a, WHST.6-8.4) Review your viewpoint for your work of art. Citing evidence from your work, write a critique that includes the following:
 - analyzing how up to three elements and three principles contribute to your viewpoint
 - up to two interpretations you draw regarding your viewpoint
6. (3a, WHST.6-8.8) Select a published artist's work and find a published critique of the work and complete the following:
 - paraphrase the data and conclusions of the critique
 - draw your own conclusions of whether you agree or not with the critique and why
 - cite the source using standard conventions
7. (WHST.6-8.4) Compare the published artist's use of the elements and principles of art to your own:
 - describe where you are similar in your approaches
 - describe where you are different in your approaches

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Evidence – Training SLO (Summative Rubric)

Note on Rubric: Each student's work will be scored by two other district middle school visual arts teachers using the following rubric, with both teachers' scores being averaged to yield the final student scores.

	4 points	3 points	2 points	1 point (0 points for no attempt)
Creative Task (1c) Use of elements (row score x 3)	3 or more elements used that strongly reflect stated viewpoint	2 elements used that strongly reflect stated viewpoint	1 element was used that strongly reflects stated viewpoint	Attempt(s) made, but no elements were used that strongly reflect stated viewpoint
Creative Task (1c) Use of principles (row score x 3)	3 or more principles used that strongly reflect stated viewpoint	2 principles used that strongly reflect stated viewpoint	1 principle used that strongly reflects stated viewpoint	Attempt(s) made, but no principles were used that strongly reflect stated viewpoint
Task 2 (WHST.6-8.8) Gather relevant source information (row score x 1)	Student does both of the following for three sources: <ul style="list-style-type: none"> • describes convincingly why sources are credible and accurate • cites sources clearly following appropriate conventions 	Student does both of the following for three sources: <ul style="list-style-type: none"> • describes convincingly why sources are credible and accurate • cites sources generally following appropriate conventions 	Student does both of the following for three sources: <ul style="list-style-type: none"> • describes generally why sources are credible and accurate • cites sources generally and/or clearly following appropriate conventions 	Attempt(s) made, but one or neither of the following takes place: <ul style="list-style-type: none"> • describes generally why sources are credible and accurate • cites sources generally and/or clearly following appropriate conventions

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Evidence – Training SLO (Summative Rubric)

	4 points	3 points	2 points	1 point (0 points for no attempt)
<p><i>Task 4 (3c)</i> Communicating in other art forms (row points x 2)</p>	Student compares at least one unique strength and corresponding impact of each of the three other art forms	Student compares at least one unique strength and corresponding impact of each of two other art forms	Student compares at least one unique strength and corresponding impact of one other art form	Attempt(s) made, but student does not compare at least one unique strength and corresponding impact of one other art form
<p><i>Task 5 (3a, WHST.6-8.4)</i> Written analysis and interpretation of own work (row points x 3)</p>	Student does both of the following: <ul style="list-style-type: none"> • identifies how three elements and/or principles contribute toward (or away from) viewpoint, citing relevant evidence from work • discusses two interpretations of viewpoint citing relevant evidence from work 	Student does both of the following: <ul style="list-style-type: none"> • identifies how two elements and/or principles contribute toward (or away from) viewpoint, citing relevant evidence from work • discusses one or two interpretations of viewpoint citing relevant evidence from work 	Student does both of the following: <ul style="list-style-type: none"> • identifies how one element and/or principle contribute toward (or away from) viewpoint, citing relevant evidence from work • discusses one or two interpretations of viewpoint citing relevant evidence from work 	Attempt(s) made, but does only one or neither of the following: <ul style="list-style-type: none"> • identifies how one element and/or principle contribute toward (or away from) viewpoint, citing relevant evidence from work • discusses one or two interpretations of viewpoint citing relevant evidence from work

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Evidence – Training SLO (Summative Rubric)

	4 points	3 points	2 points	1 point (0 points for no attempt)
<p><i>Task 6 (WHST.6-8.8)</i> Gather and use relevant source information (row score x 1)</p>	Student does all of the following for the critique: <ul style="list-style-type: none"> • selects a published critique • paraphrases critique's data and conclusions precisely • states own conclusion and reason clearly and with relevant evidence • cites source clearly following appropriate conventions 	Student does all of the following for the critique: <ul style="list-style-type: none"> • selects a published critique • paraphrases critique's data and conclusions generally or clearly • states own conclusion and reason clearly and with relative evidence • cites source generally or clearly following appropriate conventions 	Student does all of the following for the critique: <ul style="list-style-type: none"> • selects a published critique • paraphrases critique's data and conclusions generally or clearly • states own conclusion and reason clearly (no relative evidence) • cites source generally or clearly following appropriate conventions 	Attempt(s) made, but one or neither of the following takes place: <ul style="list-style-type: none"> • selects a published critique • paraphrases critique's data and conclusions generally or clearly • states own conclusion and reason clearly (no relative evidence) • cites source generally or clearly following appropriate conventions
<p><i>Task 7 (3a, WHST.6-8.4)</i> Comparison of own work to published artist's work (row score x 2)</p>	Student does both of the following: <ul style="list-style-type: none"> • states clearly how multiple different approaches are taken • states clearly how multiple similar approaches are taken 	Student does both of the following: <ul style="list-style-type: none"> • states clearly how multiple different approaches are taken • states clearly how one or more similar approaches are taken 	Student does both of the following: <ul style="list-style-type: none"> • states clearly how one different approaches are taken • states clearly how one or more similar approaches are taken 	Attempt(s) made, but does only one or neither of the following: <ul style="list-style-type: none"> • states clearly how one different approaches are taken • states clearly how one or more similar approaches are taken

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Evidence – Application

Team Activity:

As a team discuss what pre- and summative assessments best measure the selected learning content for the course and standards/performance indicators you selected.

Pre-assessment(s):

Summative assessment(s):

(If none are available for your learning content, describe the characteristics of a high-quality and valid assessment for the identified learning content, how it would be developed, by whom, when, etc.?)

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Considerations: District

- How aligned and authentic are the assessment items to the learning content?
- Are the selected assessments from an approved list of allowable options?
- How valid and reliable are the assessments?
- Are they verified as comparable and rigorous?
- What, if any, administration accommodations must legally be made for students?
- How are the assessments scored in terms of point values assigned per item and method of summarizing scores?
- Have procedures been established to ensure those with vested interest do not score students' assessments?

Student Population, Baseline, and Target(s)

Student Population

These are the students included in the SLO.

Baseline

This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.

Target(s)

This is the level of knowledge and skill that students are expected to achieve at the end point of the interval of instructional time.

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Student Population, Baseline, and Target(s)

Tasks:

Student Population: Specify your assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)

Baseline: Describe how students performed on the identified pre-assessment(s) for the learning content. (Actual baseline scores for each student are required.)

Target(s): Define numerical growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)

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Student Population, Baseline, and Target(s)

Training SLO Student Population: All 105 students across 4 sections of 7th grade visual arts classes (names included on the Excel file)

Training SLO Baseline: Students scored between 0-30% on the grade 7 visual arts pre-assessment

Student	Pre-Test Score	Summative Target
Student A	10	
Student B	20	
Student C	5	
Student D	0	
Student E	30	
Student F	10	

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Student Population, Baseline, and Target(s)

Training SLO Target Approach 1: Set a common growth target.

90% of students, including special populations, will grow by 60 percentage points or more on their summative assessment compared to their pre-test for the standards. (e.g., Student E's target is 60 more than 30, or 90.)

Student	Pre-Test Score	Summative Target
Student A	10	70
Student B	20	80
Student C	5	65
Student D	0	60
Student E	30	90
Student F	10	70

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Student Population, Baseline, and Target(s)

Training SLO Target Approach 2: Set a growth to mastery target.

85% of students, including special populations, will grow to score 75% or higher on the summative assessment for the selected standards.

Student	Pre-Test Score	Summative Target
Student A	10	75
Student B	20	75
Student C	5	75
Student D	0	75
Student E	30	75
Student F	10	75

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Student Population, Baseline, and Target(s)

Training SLO Target Approach 3: Set differentiated growth targets by student.

85% of students, including special populations, will meet or exceed their individualized target.

Student	Pre-Test Score	Summative Target
Student A	10	80
Student B	20	80
Student C	5	75
Student D	0	70
Student E	30	85
Student F	10	80

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Student Population, Baseline, and Target(s)

Team Activity:

- *For your selected course, identify a sample student population.*
- *As a team, decide what type of approach you are using to set growth targets for your SLO.*
- *Generate a sample baseline and target for each student in your sample student population.*

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Considerations - District

- Is the target rigorous enough to ensure that all students are on track to achieve college and career readiness?
- To what extent does the target align with school and district goals and expectations?
- How well do the targets for this population prepare students for success in future progressions (next grade level or level of study) of the same content?
- How is the current knowledge and skill of the targeted students informing the target?
- What professional development, resources and/or other supports are going to be use to meet the target?

District Decision #4

HEDI

This is how different levels of student growth will translate into one of four rating categories:

- **Highly effective,**
- **Effective,**
- **Developing, and**
- **Ineffective**

Task:

Provide specific descriptions of student learning for each rating category.

Review of Target Approach 1 – Training SLO

Training SLO Target Approach 1: Set a common growth target.

90% of students will grow by 60 percentage points or more on their post-test compared to their pre-test for the standards. (e.g., Student E's target is 60 more than 30, or 90.)

Student	Pre-Test Score	Summative Target
Student A	10	70
Student B	20	80
Student C	5	65
Student D	0	60
Student E	30	90
Student F	10	70

*Please see caveat



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HEDI Approach 1 – Training SLO

Training SLO HEDI Approach 1: Set ratings using the percent of students meeting individual targets.

90% of students will grow by 60 percentage points or more on their summative assessment compared to their pre-test for the standards.

*These scoring bands are based on proposed Executive Budget legislation.

Highly Effective* (18-20 points)	Effective* (9-17 points)	Developing* (3-8 points)	Ineffective* (0-2 points)
96-100% of students grew by 60 points or more on the standards addressed	90-95% of students grew by 60 points or more on the standards addressed	80-89% of students grew by 60 points or more on the standards addressed	79% of students or less grew by 60 points or more on the standards addressed
98-100=20 points 97=19 points 96=18 points	95=17 points 94=15-16 points 93=13-14 points 92= 11-12 points 91=10 points 90=9 points	89=8 points 87-88=7 points 85-86=6 points 83-84=5 points 81-82=4 points 80=3 points	70-79=2 points 60-69=1 point 0-59=0 points

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Review of Target Approach 2 – Training SLO

Training SLO Target Approach 2: Set a growth to mastery target.

85% of students, including special populations, will grow to score 75% or higher on the summative assessment for the selected standards.

Student	Pre-Test Score	Summative Target
Student A	10	75
Student B	20	75
Student C	5	75
Student D	0	75
Student E	30	75
Student F	10	75

*Please see caveat



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HEDI Approach 2 – Training SLO

Training SLO HEDI Approach 2: Set ratings using the percent of students meeting a collective target (e.g., 80% mastery).

85% of students, including special populations, will grow to score 75% or higher on the summative assessment for the selected standards.

*These scoring bands are based on proposed Executive Budget legislation.

Highly Effective* (18-20 points)	Effective* (9-17 points)	Developing* (3-8 points)	Ineffective* (0-2 points)
91-100% of students grew to score 75% or higher on the summative assessment rubric measuring the selected standards 98-100=20 points 95-97=19 points 91-94=18 points	85% -90% of students grew to score 75% or higher on the summative assessment rubric measuring the selected standards 90=17 points 89=16 points 88=14-15 points 87=12-13 points 86=10-11 points 85=9 points	79% - 84% of students grew to score 75% or higher on the summative assessment rubric measuring the selected standards 84=8 points 83=7 points 82=6 points 81=5 points 80=4 points 79=3 points	78% of students or less grew to score 75% or higher on the summative assessment rubric measuring the selected standards 70-78=2 points 60-69=1 point 0-59=0 points

*Please see caveat



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HEDI – Applying

Team Activity:

- *For your selected course and target, design a sample HEDI structure.*

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Considerations - District

- How high are expectations for all students?
- How clear are the distinctions between each rating category?
- Within a HEDI rating category, how clear and objective is the point allocation?
- What is the rationale that is used for the differentiations in points?

Interval of Instructional Time and Rationale

- Interval of Instructional Time
- **This is the timeframe within which the learning content will be taught. (This is generally one academic year unless the course is set as a semester, quarter, etc.)**

- Rationale
- **This describes the reasoning behind the choices regarding learning content, evidence, and target.**

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Interval of Instructional Time and Rationale

- Interval of Instructional Time Task:
- **Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)**

- Rationale Task:
- **Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.**

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Interval and Rationale – Training SLO

Training SLO Interval: One year (October 2, 2012 through June 1, 2013)

Training SLO Rationale:

- The elements and principles of art are fundamental and core to the visual arts; in this SLO students must skillfully apply them.
- Analysis, interpretation, and reflection grow deeper thinking processes and communication skills.
- By coupling the standards for the arts with those of the Common Core, students are sufficiently prepared for future work by reaching this target.

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Interval and Rationale – Training SLO

- The evidence authentically measures how students progress through key developmental phases.
- The target requires students to demonstrate significant growth for linchpin aspects of the NYS Arts Standards.
- Integrating writing with art lessons will be a key instructional approach, along with the use of SIOP strategies for ELLs.
- My district job-alike colleagues and I will meet bi-weekly to review student progress, discuss successful instructional techniques, and provide differentiation so that each student's target is met, preparing them for future success.

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Interval and Rationale – Application

Team Activity:

For your selected course, determine the interval and craft the rationale, reflecting on the considerations raised throughout the day.

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Discussing District Decisions

Decision 5: Determine district-wide processes for setting, reviewing, and assessing SLOs in schools.

- Given the sample SLO you and your colleagues have developed, review the element selections made and why they were selected.
- Discuss at what level these decisions should be made for SLOs, and how this work will begin to operate within the district framework.

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Why SLOs?

- District, board, and union leaders – and frontline educators in the schools – are going to need your help in understanding the *why* of SLOs in New York State's new teacher evaluation system. What is your response to the following:
 - Why do SLOs?
 - What do SLOs contribute to improved teacher practice?
 - What do SLOs demonstrate about teacher practice for evaluators?

*Please see caveat



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