

STUDENT LEARNING OBJECTIVES AND YOUR TEACHER EVALUATION

88843

NYSUT Education & Learning Trust
NYSUT Field & Legal Services
NYSUT Research & Educational Services

Today's session will focus on...

- An overview of Student Learning Objectives (SLOs) and the use of SLOs in teacher evaluation;
- Decisions your district/BOCES must make in the process
- A review of the development, implementation, and scoring of SLOs;
- Key considerations for successful SLOs;
- Implications for local leaders, and;
- Available resources

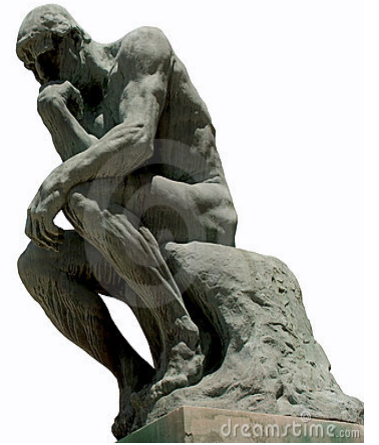
*Note: This presentation will focus on using SLOs as comparable State measures of student growth based on NYSUT's understanding of SED's policies and procedures related to this topic.

Friendly Agreement

- Be present: minds and hands on
- Respect time boundaries
- Put cell phones on vibrate
- Return to large group when signaled



Agree/Disagree



- ❑ Review the “Agree/Disagree Chart in your participant packet.
- ❑ In the “before” column, answer the questions that best reflect your thinking prior to the presentation.
- ❑ We will revisit this document at the end of the presentation to see if your answers have changed.

Brainstorm

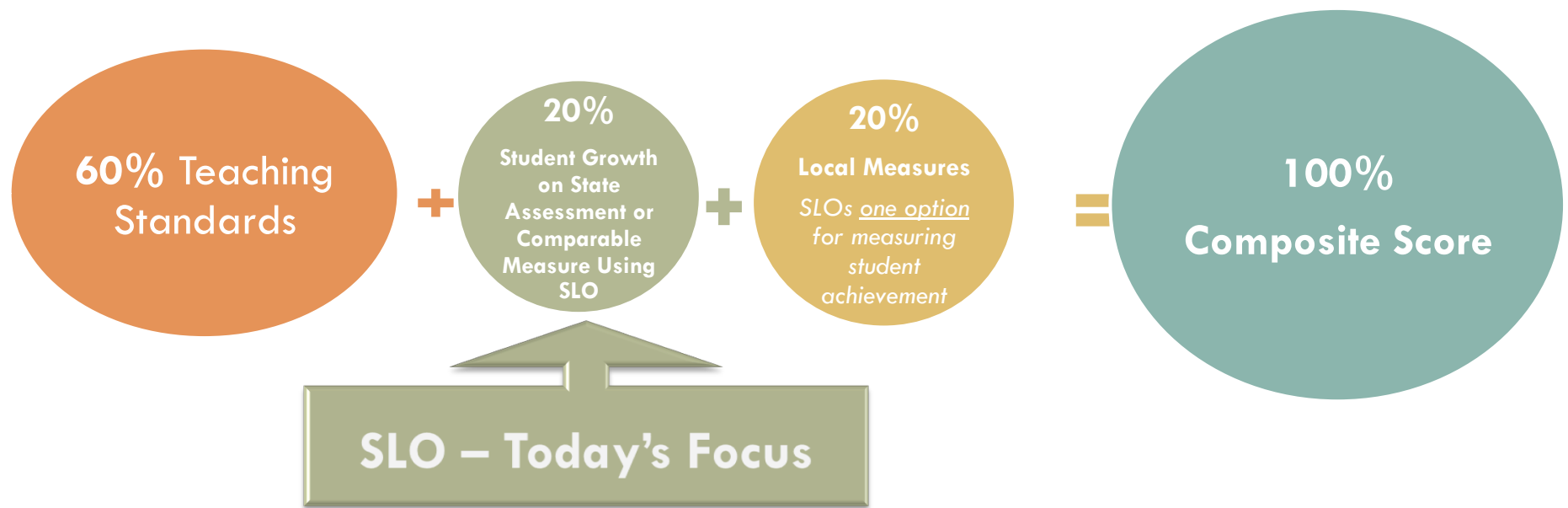
In groups, discuss what information you already know about SLOs and what you need to learn.

- ❑ What are SLOs?
- ❑ Why use them?
- ❑ How are they used?



Each group shares at least one “need to learn” statement.

Components of the Annual Teacher Evaluation



20 Percent Based on Student Growth on State Assessments or other Comparable Measures

Measured in one of two ways:

❑ Grades 4-8 ELA and Math Assessments – SED will generate a student growth percentile score (SGP)

OR

❑ “State-determined, district or BOCES-wide student growth goal setting process”

- SLOs are the state-determined process



What Are Student Learning Objectives?

- ❑ SLOs are carefully planned academic goals for what a student will learn over a given time period.
- ❑ They represent the most important learning for the year (or semester or quarter where applicable)
- ❑ SLOs directly link a teacher's classroom instruction to specific measures of student achievement or growth in the relative content area.
- ❑ The process leads to objectives that can be reliably measured for student growth.



Student Growth Using Other Comparable Measures

- SED has delegated the responsibility for the development of SLOs to school districts/BOCES
- Districts/BOCES are not required to collectively bargain the establishment of SLOs that are used for the State 20 percent.

SED's District SLO Implementation Decisions and Timeline

Decision

1. Assess and identify district 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 process for setting, reviewing, and assessing SLOs in schools

Completed By:

- ☑ March 1, 2012
- ☑ March 1, 2012
- ☑ March 1, 2012
- ☑ April 16, 2012
- ☑ May 3, 2012

How is your district doing?

Which teachers require SLOs?

Situation	Requirement
1. If there is a State-provided growth measure for at least 50% of students	<ul style="list-style-type: none">• SLOs not required
2. If there is a State-provided growth measure for less than 50% of students	<ul style="list-style-type: none">• State-provided growth measure and SLOs required
3. If there is no State-provided growth measure for the course	<ul style="list-style-type: none">• Only SLOs required

Which teachers are required to have SLOs?

50-100% Students Covered by State-Provided Growth Measures

These teachers will receive a Growth Score from the State – **SLOs not required**

E.g., 4-8 ELA, Math, Common Branch Teachers

0-49% Students Covered by State-Provided Growth Measures

Teachers **MUST** have SLOs

1. If any course/section has State-provided growth measures, at least 1 SLO must use it.
2. SLOs **MUST** cover the courses taught with largest number of students, combining sections with common assessments, until a majority of students are covered.
3. If any of the largest courses have a State assessment (but do not have State-provided growth measures), the State assessment **MUST** be used as evidence in the SLO.

K-2 Teachers

Must have:

- 1 SLO for Math
- 1 SLO for ELA

(unless teacher focuses on a single subject area)

- Must use one of the following options:
 - State approved 3rd party assessment
 - District, regional or BOCES-developed assessment
 - School or BOCES-wide, group, or team results based on state assessments

Grade 3 Teachers

Must have:

- ❑ 1 SLO for Math
- ❑ 1 SLO for ELA

(unless teacher focuses
on single subject area)

- ❑ Must use 3rd grade State assessment (ELA and math)

4-8 Common Branch ELA & Math Teachers

- ❑ Has a State-provided growth measure
- ❑ SLOs not required

4-8 Science & SS Teachers

Must have:

- ❑ SLO for each subject/assessment (SLOs must cover classes with largest number of students until a majority of students are covered)
- ❑ 4 & 8 science must use State assessment as evidence
- ❑ Grades 6-7 science and 6-8 social studies use one of the following options as evidence:
 - State approved 3rd party assessments
 - District, regional or BOCES developed assessments

4-8 Other Subject Teachers

Must have:

□ SLO for each subject/assessment (SLOs must cover classes with largest number of students until a majority of students are covered)

□ Must use one of the following as evidence:

- State approved 3rd party assessments
- District, regional or BOCES developed assessments
- School or BOCES-wide, group, or team results based on state assessments

9-12 Regents Teachers

Must have:

- ❑ 1 SLO for each subject/assessment (SLOs must cover classes with largest number of students until a majority of students are covered)
- ❑ Must use State assessment or Regents exam (or Regents equivalent) as evidence

9-12 Other Teachers

Must have:

- 1 SLO for each subject/assessment (SLOs must cover classes with largest number of students until a majority of students are covered)
- Must use one of the following as evidence:
 - State approved 3rd party assessments
 - District, regional or BOCES developed assessments
 - School or BOCES-wide, group, or team results based on State assessments

Self-Contained Teachers

(ESL/Bilingual, students with disabilities)

- ❑ If less than 50% of students are covered by State growth measure: (unless teacher focuses on a single subject area)

- 1 SLO for ELA
- 1 SLO for math

- ❑ Must use State assessment as evidence if available
- ❑ If not, must use one of the following as evidence:
 - State approved 3rd party assessments
 - District, regional or BOCES developed assessments
 - School or BOCES-wide, group, or team results based on state assessments

Self-Contained Teachers (ESL/Bilingual, students with disabilities)

- If more than 50% of students are covered by State growth measure:
- SLOs are not required

Push-In, Pull-Out Teachers/Resource Teachers (AIS, SWD, ESL, etc.)

Must have:

□ 1 SLO for subject area
focus

- Consider group/team growth on State Assessment
- Collaborative goal setting with classroom teachers

- Must Use State assessment as evidence if available
- If not, must use one of the following as evidence:
 - State approved 3rd party assessments
 - District, regional or BOCES developed assessments
 - School or BOCES-wide, group, or team results based on state assessments

Co-Teachers

If district cannot track multiple teachers of record,

□ Common Branch Teachers:

• 1 SLO for ELA

• 1 SLO for Math

□ Other subject area teachers:

- SLO for subject area focus

□ Must use State assessment as evidence, if available

□ If not, must use one of the following as evidence:

- State approved 3rd party assessments
- District, regional or BOCES developed assessments
- School or BOCES-wide, group, or team results based on state assessments

New York State English as a Second Language Achievement Test (NYSESLAT) Teachers

If less than 50% of
students take State ELA:

- 1 SLO for ELA
- 1 SLO using NYSESLAT
(as applicable)

- **Must use:**
 - ELA State assessment as evidence where applicable
 - NYSESLAT as evidence

New York State Alternate Assessment (NYSAA) Teachers

If less than 50% of students take State assessment:

- 1 SLO using NYSAA
- Additional SLOs based on subject area taught
- Must use NYSAA performance assessment as evidence
- Additional evidence based on subject areas taught (i.e., ELA, math, Regents)

20 Percent Locally-Selected Measure of Student Growth/Achievement

- SLOs are one of the options for the locally-selected measures and **must** be negotiated.
- The assessments used (State assessment, approved student assessment, or district/BOCES developed assessment) must either be different from or used in a different manner than the growth component.
- As a local measure, labor and management have **flexibility in establishing the rules** for implementing SLOs.

State-Provided Growth Measure or SLOs?

Activity

Directions:

- Review the *State-Provided Growth Measure or SLOs Worksheet* on page 5 in the participant packet and determine the extent that SLO(s) are required.

SLO Responsibilities and Decisions

NYSED responsibilities and decisions:

1. SLO components

2. Teachers:

- who must use SLOs and
- who must have State-provided growth measures

3. Assessments to be used; allowable options

4. Scoring:

- Ranges and categories for measures of student growth
- Scoring rules that include state growth measures
- Scoring multiple SLOs

SLO Responsibilities and Decisions

District responsibilities and decisions:

1. Assess and identify district priorities and academic needs
2. Identify who will have State-provided growth measures and who must have SLOs as “comparable growth measures”
3. Establish expectations for scoring SLOs and for determining teacher ratings for the growth component
4. Determine district-wide processes for setting, reviewing, and assessing SLOs in schools

SLO Responsibilities and Decisions

School responsibilities and decisions:

1. Implementation of State and district determined processes
2. Make choices as needed when district leaves flexibility to schools
3. Approval of each teacher's goals by lead evaluator and monitor/assess results
4. Secure assessments

SLO Responsibilities and Decisions

Teacher responsibilities and decisions:

1. Rationale (based on district and school requirements)
2. Obtain data to inform baseline
3. Consider implications for student learning results

NYSED SLO Components

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?

Student Population

- ❑ The student population must be defined. If there are multiple sections each must be included. Student names and/or identification numbers must be included.

Guiding Questions:

- Within and across classes, how many and what types of identifiable subgroups exist?
- How will instruction be differentiated to meet specific student learning needs?

Learning Content

- ❑ Identify the course name and source of standards (NYS Learning Standards, Common Core, national, local) associated with this SLO.
- ❑ Specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.

Guiding Questions:

- To what extent is the content central to this and future coursework, as well as college and career readiness?
- What instructional approaches are needed to achieve the identified goal for all students in mastering these standards?

Interval of Instructional Time

- ❑ Indicates a clear start and end date.
- ❑ Provides a rationale if the interval is less than one year (e.g., course length is less than one year).

Guiding Question:

- Is the course a semester, quarter, or year long course?

Evidence

- ❑ Identify 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.
- ❑ Pre-assessments for entering students are to be given throughout the year.

Guiding Questions:

- Are you using the same assessment as the pre- and summative assessment?
- How will you measure progress?
- To what extent are the measures aligned to the learning content?

Baseline

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

Guiding Question:

- In addition to the pre-assessment(s), what other data sources were reviewed to confirm student learning needs?
- Within and across classes, what are students' current skill and knowledge levels which may impact the target and the learning content?

Evidence and Baseline

Group Activity

In small groups, discuss the following questions:

- How will you handle administering pre-assessments to minimize student stress?
- Will you use:
 - the same pre- and summative assessment?
 - a modified summative as the pre-assessment?
 - one or more previous course summatives as the pre-assessment?

or

 - develop a pre-assessment?

***Remember: Students entering during the year are to be given the pre-assessment.**

Target(s)

- Define numerical growth goals for student performance on identified summative assessment(s).

Guiding Questions:

- Is the target rigorous enough to ensure that all students will achieve college and career readiness?
- Does the target align with school and district goals and expectations?
- Will the targets for this population prepare students for success in future progressions (next grade level or level of study) of the same content?
- Is the current knowledge and skill of the targeted students informing the target?
- What professional development, resources, and/or supports are required to meet the target?

HEDI

- Provide specific descriptions of student learning for each rating category, aligned with the narrative description.
 - Highly effective = exceeds district expectations
 - Effective = meets district expectations
 - Developing = is below district expectations
 - Ineffective = is well below district expectations

Guiding Questions:

- Are the points/percentages defined for each category?
- Is it mathematically possible for the teacher to obtain every point value within a rating category?
- Are points clearly and objectively allocated within a HEDI rating category?
- Is it clear how the student's performance will determine how the teacher will be rated?

Rationale

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

Guiding Questions:

- How sufficient is the overall objective for increasing student achievement, and preparing students for future learning, as well as college and career readiness?
- What are the implications of these elements for the teacher in the planning and delivery of instruction, so that the targets are attained by all students?
- Is there alignment between the elements of the SLO (are the assessments aligned with the goals and the learning content)?

Examining the Components of an SLO Activity

Directions:

Review the completed SLO with a partner(s).

1. Use the SLO Checklist (pp. 7-9) to see if all parts for the components are addressed.

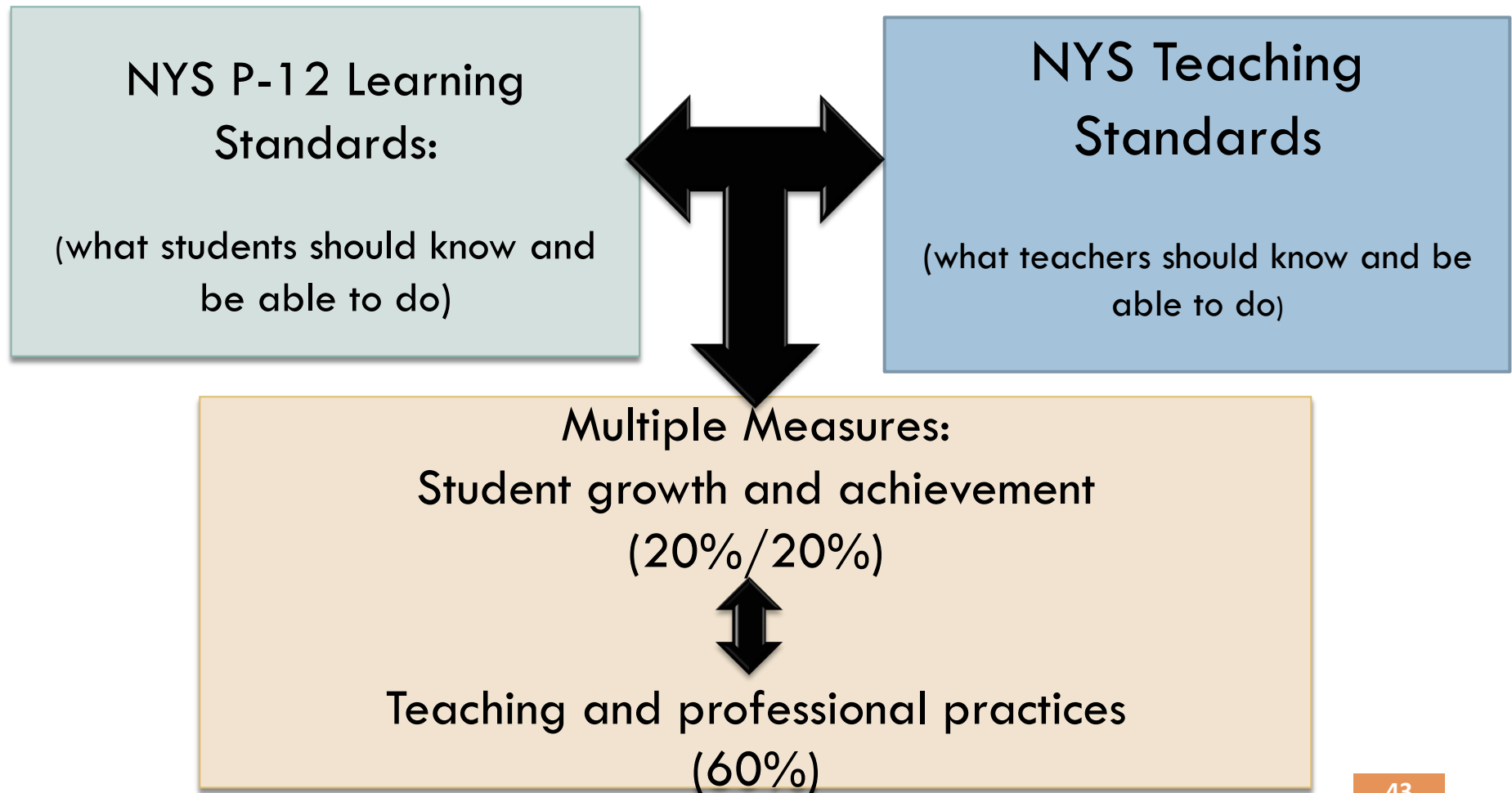
2. Review the HEDI rating and the student data provided. What are your reactions to the rating?

SLO Reflection

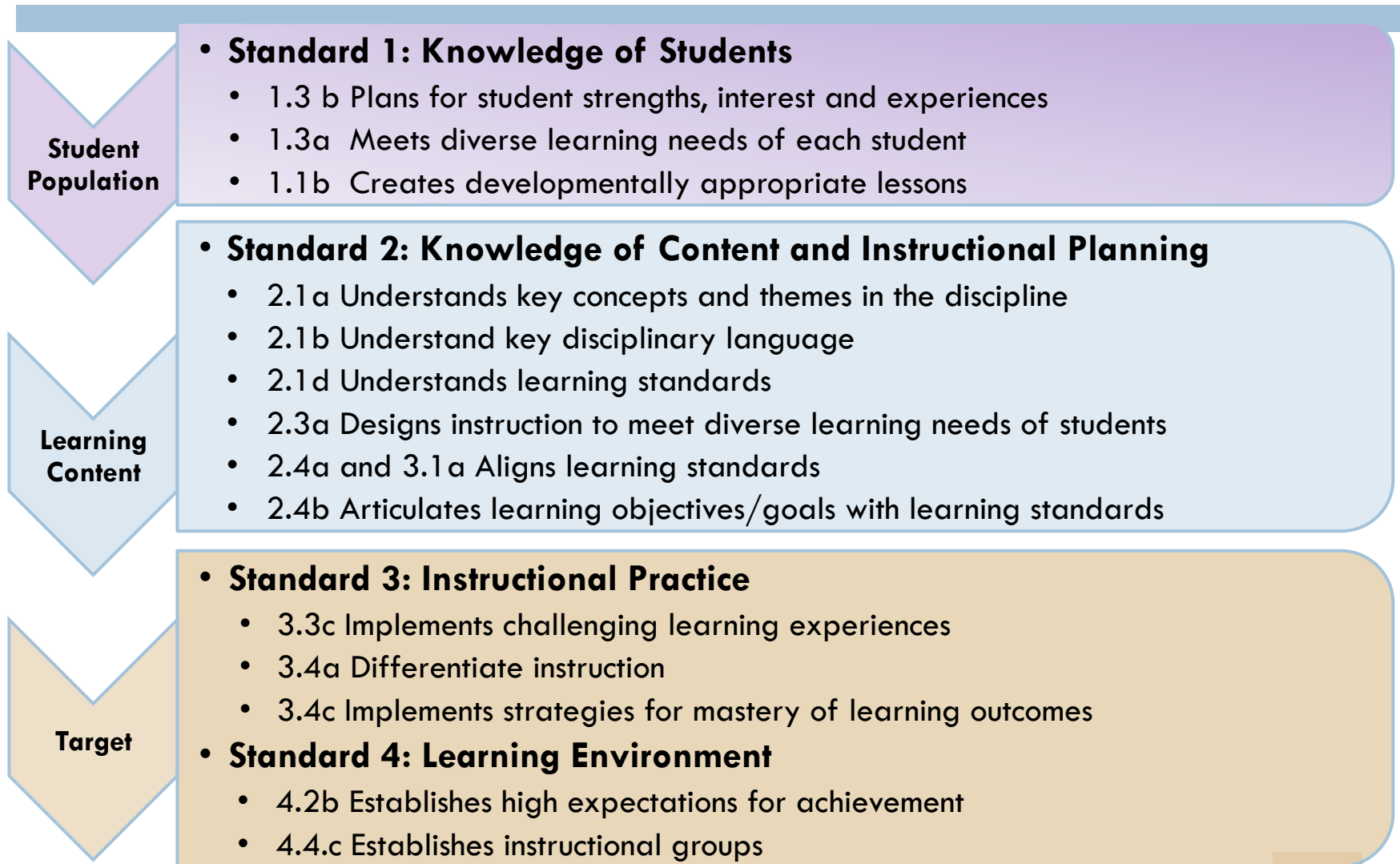
3. What did you learn from this activity that will assist you in your creation of an SLO?

- What might be some areas to be mindful of?
- What resources would you need in order to be more successful in creating SLOs?
- What would you share with a colleague about this process?

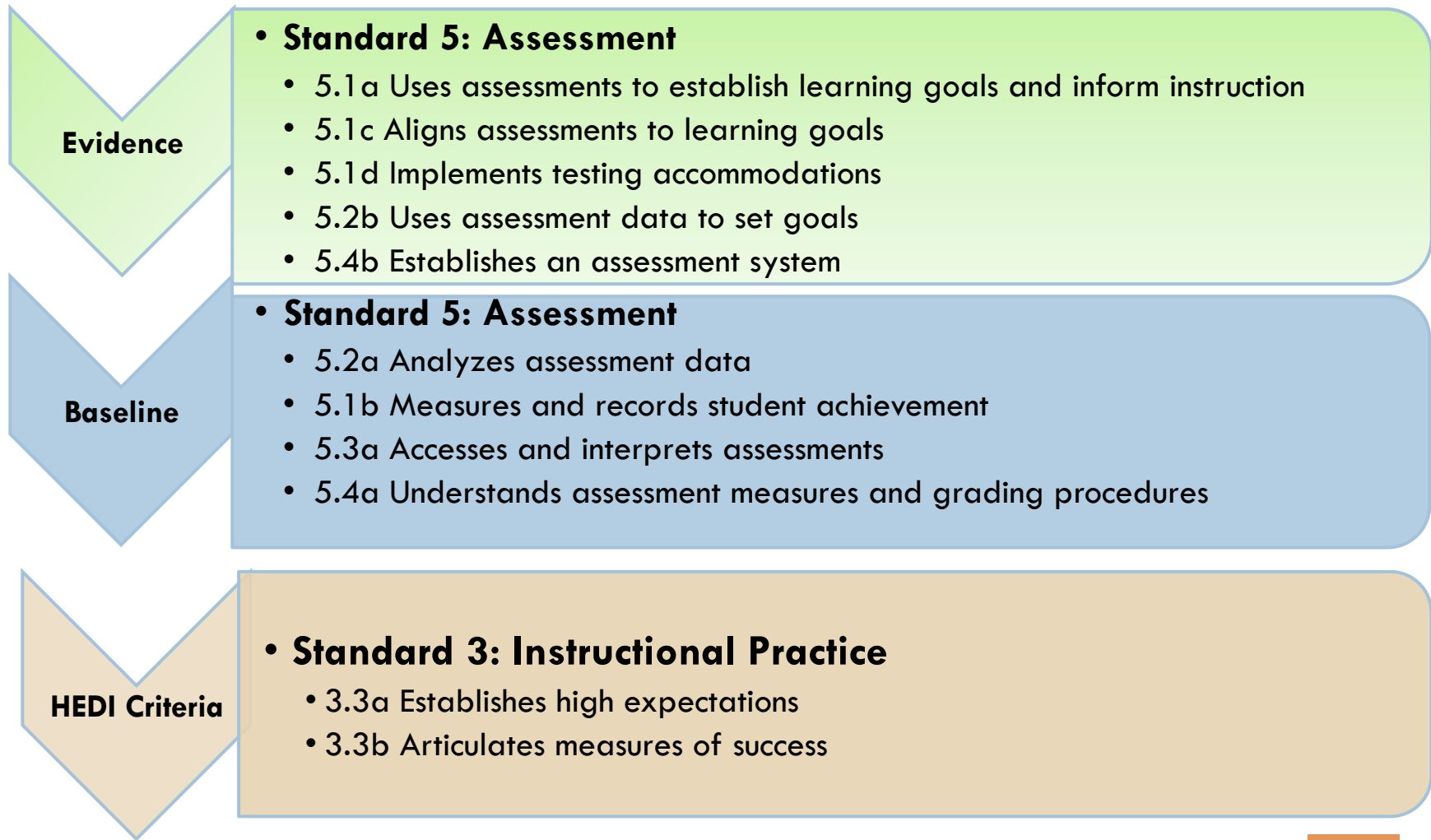
Key Considerations: Integrating Student Learning Standards, Teacher Standards and Teacher Evaluation



SLOs and Teaching Standards



SLO and Teaching Standards



Key Considerations for Successful SLOs

- **Professional Development**
 - Don't forget the requirement for Professional Development Plans (PDPs).
 - Integrate support for SLOs through the PDP process.
 - Target necessary skills aligned with Teaching Standards for successful SLO development and implementation.
 - Plan opportunities for teacher collaboration.
- **Union/District Engagement**
 - Build trust and collaboration.
 - Consider what should be addressed related to SLOs in bargaining.

Key Considerations for Successful SLOs

- **Capacity Building**

- Remember SED's District Decision 5 – Determine district-wide processes for setting, reviewing, and assessing SLOs in schools.
- What is the district's capacity for effective implementation?
- What processes need to be built?

- **Rigor and Reliability**

- Crafting a valid and sound SLO process supports increased student learning.

Key Considerations for Successful SLOs

- **Comparability**

- Assessments should be consistent across district classes and grades.

- **Relevancy**

- Ensure the SLO content is linked to NYS Learning Standards and the Common Core Learning Standards.

Key Considerations for Successful SLOs

- **Aligning District Systems**
 - Create internal linkages to current district duties/ activities to inform the SLO process.
 - How does technology, professional development, data collection and reporting, and other processes complement and support effective SLO implementation?
- **Communication**
 - Ongoing, two-way communication is critical to engage all stakeholders.

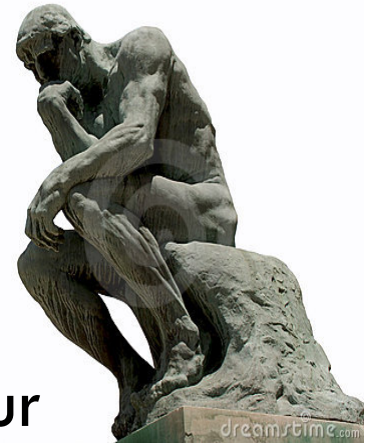
Implications for Local Leaders

1. While not required by law/regulations, SLOs assume a collaborative process between teacher and evaluator.
2. Work to ensure a role for teachers in the SLO development and implementation process.
3. Negotiate the resources necessary to develop, implement and score SLOs-such as time and leveraging professional development.
4. Ensure rosters and other data are available in a timely manner.

Implications for Local Leaders

5. The district must negotiate for the local 20% - even if it wants to use SLOs!
6. Educate teachers about specifics of the SLOs – developing rationale, baseline, targets, etc., to be proficient with reasonable district guidelines/expectations.
7. The local should become the “Go-To” resource for accurate and timely information on APPR and SLOs.

Agree/Disagree



- Look at the “Agree/Disagree Chart” in your participant packet.
- In the “After” column, answer the questions that best reflect your thinking now that you have participated in this presentation.
- Did your thinking change based on the information provided?

“Need to Learn” Statements

- Review statements recorded on newsprint at beginning of session.

THANK

YOU

