

STUDENT LEARNING OBJECTIVES!

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Who needs an SLO?

Teachers who teach a course with a State Assessment

- NO SLO
- State provided Growth Measure is SLO.

Teachers who teach courses without State Assessments

- YES, teachers need to write an SLO
- SLO shows Growth Measures.

SLO breakdown again

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

These teachers will receive a Growth Score from the State (20-25 evaluation points).

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

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

These teachers MUST have SLOs (20 evaluation points).

- 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 the 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.**

E.g., Many high school teachers, K-3 teachers, teachers with mix of sections with/without State-provided growth measures (e.g., two 7th grade math classes and three science classes)

Teachers by Grade and Subject:	Growth is State-provided SGP/VA	Growth is SLO
K-2 Teachers	NO	<ul style="list-style-type: none"> • 1 SLO for ELA (literacy and writing) • 1 SLO for Math - (unless teacher focuses on single subject area)
3 Teachers	NO	<ul style="list-style-type: none"> • 1 SLO for ELA (literacy and writing) • 1 SLO for Math - (unless teacher focuses on single subject area)
4-8 Common Branch/ ELA/Math Teachers	YES	Not applicable unless <50% of students are covered by SGP/VA. If so, then same as below (4-8 Science/Social Studies/Other)
4-8 Science and Social Studies Subject Teachers	NO	<ul style="list-style-type: none"> • SLO for each subject/assessment – (SLOs must cover classes with largest numbers of students until a majority of students are covered)
4-8 Other Subject Teachers	NO	
9-12 Core Subjects, Regents Subjects and Regents Equivalent	As available	<ul style="list-style-type: none"> • 1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered)
9-12 Other Subject Teachers	NO	<ul style="list-style-type: none"> • 1 SLO for each subject/assessment - (SLOs must cover classes with largest numbers of students until a majority of students are covered)
Teachers with a Mix of Sections/Courses With/ Without State-Provided Growth Measures	YES, if ≥50% of sections/students are covered by SGP/VA	<ul style="list-style-type: none"> - If <50% covered by SGP/VA, then SLOs will be used. - First, SLOs must use SGP/VA where available; then create SLOs for largest sections without SGP/VA until majority of students are covered.

State Provided Growth Measure or SLOs?

Teacher	State Provided Growth Measure or SLO?
5th Grade Common Branch Teacher	State Provided Growth SGP/VA
8th Grade ELA Teacher	State Provided Growth SGP/VA
Elementary Art Teacher ← <ul style="list-style-type: none"> - Two 2nd grade Art sections with 20 students each; - Two 4th grade Art sections with 25 students each; - One 5th grade Art section with 30 students. 	SLO: <ul style="list-style-type: none"> • 1 SLO for 2nd grade Art sections • 1 SLO for 4th grade Art sections
7th Grade Math and Science Teacher ← <ul style="list-style-type: none"> - Two 7th grade Math sections with 30 students each; - Two 7th grade Science sections with 25 students each; - One Advanced 7th grade Science section with 20 students. 	SLO: <ul style="list-style-type: none"> • 1 SLO for 7th grade math (will receive State provided growth SGP) • 1 SLO for 7th grade Science
High School CTE Teacher <ul style="list-style-type: none"> - 150 students across 5 sections of Agricultural Science (all use same final assessment) 	SLO: <ul style="list-style-type: none"> • 1 SLO for Agricultural Science sections
8th Grade Science Teacher <ul style="list-style-type: none"> - One 8th grade Science sections with 30 students; - Four 8th grade Advanced Science section with 28 students each. 	SLO: <ul style="list-style-type: none"> • 1 SLO for 8th grade Advanced Science sections

September – October

- Schools review district academic priorities and district guidelines for targets and/or evidence to be used for specific grade/subject configurations
- Teachers collect baseline data for all students
- Teachers create ambitious and measurable targets based on baseline data. Teachers should work collaboratively with grade/subject teams to set their SLOs
- Teachers and principal meet to discuss the SLOs and revise as necessary. Principal must assess SLOs for rigor and ultimately approve the SLO
- Districts review SLOs and/or conduct a randomized audit to check for rigor and consistency
- *If the district is using an online system, the SLOs will be entered*

January

- Teachers administer a mid-year assessment to determine students' progress towards meeting their SLOs
- Teachers and their supervisor meet to discuss progress to date on SLOs, as well as results from observations. Teachers bring all relevant student data to this mid-year meeting
- Principal provides teacher with specific feedback and strategies based on the results of their observations and student data
- *Mid-year assessment results and conference notes are entered into the online system*

May – June

- Students take summative assessments for their courses
- Teachers and principal meet to discuss the results of the summative assessments, as well as the results of any additional observations conducted
- Principal provides the teacher with a final score for their SLOs based on student growth/achievement
- Districts review final scores and data for SLOs and/or conduct a randomized audit to check for rigor and consistency
- *Summative assessment results and conference notes are entered in the online system. Districts may wish to use information obtained to inform future decisions about expanding assessments, setting targets, etc.*

All SLOs MUST include the following basic components:

<p>Population</p>	<p><i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i></p>																			
<p>Learning Content</p>	<p><i>What is being taught over the instructional period covered? standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i></p>																			
<p>Interval of Instructional Time</p>	<p><i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i></p>																			
<p>Evidence</p>	<p><i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i></p>																			
<p>Baseline</p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p>																			
<p>Target(s)</p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p>																			
<p>HEDI Scoring</p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p>																			
	<p>HIGHLY EFFECTIVE</p>			<p>EFFECTIVE</p>									<p>DEVELOPING</p>					<p>INEFFECTIVE</p>		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
<p>Rationale</p>	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p>																			

Annotated SLO Rubric Form

Note: Unless otherwise stated, all criteria must be met to earn the stated Quality Rating. (Quality Rating 1 results if all Quality Rating 2 criteria are not met.)

Learning Content	Evidence	Baseline
Quality Rating: 3 2 1	Quality Rating: 3 2 1	Quality Rating: 3 2 1
<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifies course name. <input checked="" type="checkbox"/> Uses the appropriate body of standards (Common Core, national, state, local). <input checked="" type="checkbox"/> Names the exact standards, performance indicators, etc. <p style="text-align: center;"><u>Quality Rating 3 Criteria</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Meets Quality Rating 2 criteria. <input checked="" type="checkbox"/> Selects specific and measurable standards, indicators, etc. <input checked="" type="checkbox"/> Selects the most important standards, indicators, etc., for the course. <input checked="" type="checkbox"/> Includes Common Core standards to supplement NYS Learning Standards for courses other than ELA or math (e.g., Literacy in History/Social Studies, Science, and Technical Subjects). <input type="checkbox"/> Aligns to district and/or school priorities.* <input checked="" type="checkbox"/> Aligns to future coursework, as well as college and career readiness.* <p style="font-size: small;">* Only one of these criteria must be met in addition to the other criteria for Quality Rating 3.</p>	<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifies pre-assessment(s) and summative assessment(s). <input checked="" type="checkbox"/> Selects summative assessments from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's certification of rigor and comparability. <input checked="" type="checkbox"/> Offers accommodations as legally required and appropriate. <input checked="" type="checkbox"/> Ensures that those with vested interest are not scoring summative assessments. <p style="text-align: center;"><u>Quality Rating 3 Criteria</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Aligns tightly to the selected learning content using authentic measures. <input type="checkbox"/> Demands higher order thinking of students. <input type="checkbox"/> Uses a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring. <input type="checkbox"/> Matches score reporting to the specificity of learning content. <input checked="" type="checkbox"/> Selects pre-assessment from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's approval for comparability.* <input type="checkbox"/> Provides an opportunity for real-world application of knowledge and skill.* <input type="checkbox"/> Includes a majority of constructed response and/or performance measures.* <input type="checkbox"/> Measures a majority of the learning content standards, indicators, etc. in more than one way.* <p style="font-size: small;">* Only one of these criteria must be met in addition to the other criteria for Quality Rating 3.</p>	<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how students performed on the identified pre-assessment(s). <input type="checkbox"/> Provides a baseline score for each student in the SLO. <p style="text-align: center;"><u>Quality Rating 3 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Indicates via pre-assessment data a clear need for focusing on this learning content. <input type="checkbox"/> Uses multiple data sources (in addition to pre-assessment data) to set appropriate targets, make instructional decisions, and drive student growth.

Annotated SLO Rubric Form

Note: Unless otherwise stated, all criteria must be met to earn the stated Quality Rating. (Quality Rating 1 results if all Quality Rating 2 criteria are not met.)

Target(s) Quality Rating: 3 2 1	HEDI Criteria Quality Rating: 3 2 1	Rationale Quality Rating: 3 2 1
<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides a target statement. <input type="checkbox"/> Provides a specific growth goal for each student. <input type="checkbox"/> Sets targets consistent with district-level expectations for target-setting in this grade/subject. <p style="text-align: center;"><u>Quality Rating 3 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Requires students to make at least a year's growth in a year's time, with students below grade level being required to grow more than a year's growth in a year's time. <input type="checkbox"/> Requires 80% or more of students, including special populations, to meet their individual goals. <input type="checkbox"/> Includes goals for special student populations that are equally challenging and rigorous as those for other students, considering each student's starting point. 	<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Categorizes all possible scoring results in the HEDI structure such that <ul style="list-style-type: none"> o Highly effective = exceeds district expectations o Effective = meets district expectations o Developing = is below district expectations o Ineffective = is well below district expectations. <input type="checkbox"/> Is mathematically possible for the teacher to obtain every point value within a rating category. <input type="checkbox"/> Allocates points clearly and objectively within a HEDI rating category. <p style="text-align: center;"><u>Quality Rating 3 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Requires 80% or more of students, including special populations, to meet their individual goals to earn 9 points (minimum rating in the "effective" category). <input type="checkbox"/> Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals. <input type="checkbox"/> Includes special populations explicitly in the HEDI structure. 	<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides reasoning for the selection of the learning content, evidence, and target. <input type="checkbox"/> Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness. <p style="text-align: center;"><u>Quality Rating 3 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Indicates a thoughtful level of detail resulting in defensible decisions for the following elements, learning content, evidence, target(s), baseline, and HEDI. <input type="checkbox"/> Explains how learning content and target(s) align to future coursework, as well as college and career readiness. <input type="checkbox"/> Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population. <input type="checkbox"/> Articulates cohesion among all of the elements to effectively prepare students for future coursework, as well as college and career readiness.* <input type="checkbox"/> Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met.* <p style="font-size: small; margin-top: 20px;">* Only one of these criteria must be met in addition to the other criteria for Quality Rating 3.</p>
Student Population Quality Rating: 2 1	Interval of Instructional Time Quality Rating: 2 1	
<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides course sections included in the SLO. <input type="checkbox"/> Includes all students in selected course sections. <input type="checkbox"/> Provides student names and/or ID numbers for all students in the SLO. 	<p style="text-align: center;"><u>Quality Rating 2 Criteria</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicates a clear start and end date. <input type="checkbox"/> Provides a rationale if the interval is less than one year (e.g., course length is less than one year). 	

HEDI Score

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).	Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results exceed standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results meet standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results need improvement in order to meet standards.
Ineffective	Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	Overall performance and results do not meet standards.

Appendix: Key Terms Defined

Baseline: A measure of the level of knowledge that students in a class are beginning with at the start of the year/semester. Used when setting a growth goal that involves progress. For each source of evidence, the numerical quantity that represents student learning prior to instruction is the baseline; it is the starting point used within the student learning objective. Growth is determined by student learning as they progress over a period of time from baseline performance.

Evidence: The assessment of student learning or other form of student work product that is used to determine how much the educator's students have learned; do not have to use an identical assessment for determining progress from baseline to target, could use a collection of evidence from different assessment(s)/measure(s).

Goal: A specific and measurable learning objective/goal that can be measured over the course of a year (or other interval of time, where applicable, such as teacher with semester long courses).

Mastery: A student learning objective whose target is expressed in terms of how many or which students will reach a certain level of achievement. Does not require a baseline for those students although may be expressed as a change in the percentage of students who have attained mastery since the beginning of the year or as % of standards that will be mastered by the end of the year.

Progress: Any SLO whose target represents a change in the level of learning for each student over two points in time. Progress goals require a baseline and a target that is higher than the baseline for the same students.

Target: The numerical outcome expected at the end of the instructional period for student learning.

State-Provided growth or value-added measures: NYSED will provide for all teachers whose students take State assessments in grades 4-8, ELA/Math a teacher growth score comparing the gain their students made between two points in time to the gains made by students with similar academic and other characteristics across the State.