Guide to Developing Student Learning Objectives

SLO Elements

Student Population	Learning Content	Interval of Instructional Time	Evidence	Baseline	Target	HEDI Criteria	Rationale
What Students are included in the SLO?	*What is the content to be taught?*	*What is the timeframe for the content to be taught?*	*What assessment(s) or student work product(s) will be used to measure this goal?*	*What is the starting level of learning for students in the class?*	*What is the expected outcome (target) by the end of the instructional period?*	*How will different levels of student growth translate into rating categories?*	*What are the reasons for choosing this learning content, evidence and target?*
Guiding questions:							
Within and across classes, what are students' current skill and knowledge levels which may impact the target and the learning content? *How many and what types of identifiable subgroups exist?* *How will instruction be differentiated to meet specific student learning needs?*	*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 measurable?* *What instructional approaches are prioritized? Why are these most likely to support student mastery of these standards?*	*How does the selected interval align with local pacing (where applicable)?* *What is the best scope and sequence to ensure this population of students achieves this targeted content in this interval?* *How will formative assessment and reflection on data influence instructional decisions during the interval?*	*How aligned and authentic are the assessment items to the learning content?* *Valid and reliable? Comparable and rigorous?* *From approved list of allowable options?* *How are assessments scored for point values assigned per item and method of summarizing scores?*	*In addition to the pre-assessments what other data sources were reviewed to confirm student learning needs?* *How strongly do the pre-assessments and other data analyses indicate the need for the learning content?*	*What is the level of knowledge and skill that students are expected to achieve at the end point of the interval of instructional time?* *Does the target align with school and district goals?* *Do the target prepare student for success in next grade level or level of student in the same content?* *How is current knowledge and skill of the students informing the target?*	*How high are expectations for all students?* *What is the rationale that is used for the differentiations in points?* *Within a HEDI rating category how clear and objective is the point allocation?* *How will evaluator determine what range of student performance "meets" (effective) versus "well-below", (ineffective), "below" (developing), and "well-above" (highly effective)?*	*Does the rationale provide clear focus and instruction and assessment?* *Is it based on review of multiple school and classroom data points for areas of strength and need?* *Does it describe how the elements will be used together to prepare students for future coursework as well as college and career readiness?*
Criteria:							
• Each SLO will address all students in the teacher's course or across multiple course sections who take the same final assessment. • Specify the assigned students who are included in the SLO along with the **course sections** and **student names and/or identification numbers** (Full class rosters of all students must be provided)	• Identify the course name and source of standards (CC, national, state, local) associated with this SLO and specify the **exact** standards, performance indicators, etc., that will be taught, learned and assessed. • Aligns to district priorities and or future coursework	• Specify when the teaching for this learning content will begin and end: clear start and end date. • Rationale is required if less than the typical year-long interval is set (semester/quarter).	• List the specific pre-assessment and summative assessment to be used for providing baseline and summative data for the SLO. • Ensure those with vested interest do not score student assessments.	• Describe how student performed on the pre-assessment for the learning content. • Actual baseline scores for each student are required. • Multiple data sources are used	• Define numeric growth goal for each student performance on identified summative assessments which measure student knowledge and skill in the learning content. • Actual final scores for each student are required. • Sets targets consistent with district expectations in grade/subject targets.	• Provide specific descriptions of student learning for each rating category. • These ranges translate into HEDI categories to determine teachers' final rating for the growth score. • Mathematically possible for teacher to obtain every point value within rating category.	• Provide the reasoning for 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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NYS Teaching Standard **1. Knowledge of Students and Student Learning**	**NYS Teaching Standard** **2. Knowledge of Content and Instructional Planning**	**NYS Teaching Standard** **2. Knowledge of Content and Instructional Planning**	**NYS Teaching Standard** **5. Assessment for Student Learning**	**NYS Teaching Standard** **5. Assessment for Student Learning**	**NYS Teaching Standard** **3. Instructional Practice** **4. Learning Environment**	**NYS Teaching Standard** **3. Instructional Practice**	**NYS Teaching Standard s** **2. Knowledge of Content and Instructional Planning** **3. Instructional Practice** **5. Assessment for Student Learning**
Performance Indicators	**Performance Indicators**	**Performance Indicators**	**Performance Indicators**	**Performance Indicators**	**Performance Indicators**	**Performance Indicators**	**Performance Indicators**
1.3 b Plans for student strengths, interest and experiences 1.3a Meets diverse learning needs of each student 1.1b Creates developmentally appropriate lessons	2.1a Understands key concepts and themes in the discipline 2.1b Understand key disciplinary language 2.1d Understands learning standards 2.3a Designs instruction to meet diverse learning needs of students 2.4a and 3.1a Aligns learning standards 2.4b Articulates learning objectives/goals with learning standards	2.6 c Organizes time 3.6 Adjusts pacing	5.1a Uses assessments to establish learning goals and inform instruction 5.1 c Aligns assessments to learning goals 5.1d Implements testing accommodations 5.2 b Uses assessment data to set goals 5.4b Establishes an assessment system 2.2b and 3.5b Provides synthesis critical thinking and problem-solving 2.2c Incorporates disciplinary and cross-disciplinary learning experiences	5.2a Analyzes assessment data 5.1b Measures and records student achievement 5.3a Accesses and interprets assessments 5.4a Understands assessment measures and grading procedures	3.3c Implements challenging learning experiences 3.4b Implements strategies for mastery of learning outcomes 3.4a Differentiates instruction 3.1c Engages students 4.2a Establishes high expectations for achievement 4.2b Promotes student curiosity and enthusiasm 4.3 Establishes instructional groups	3.3a Establishes high expectations 3.3b Articulates measures of success	2.5b Designs learning experiences using prior knowledge 3.6a Uses formative assessment 5.5a Communicates purposes and criteria
Multiple Measure in the Evaluation Process							
Analysis of Teaching Artifacts during the Pre-Conference	Analysis of Teaching Artifacts during the Pre-Conference	Observation	Analysis of Teaching Artifacts during the Pre-Conference Examining Student Work during the Post Conference	Analysis of Student Work during the Post Conference	Analysis of Teaching Artifacts during the Pre-Conference Observation	Observation	Analysis of Teaching Artifacts Observation

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