ELT

"To Strengthen the Professionalism of our members"

Student Learning Objectives and Your Teacher Evaluation

Participant Booklet
3 Hour Inservice

STATEMENT	BEFORE		AFTER	
	Agree	Disagree	Agree	Disagree
1.The only teachers constructing SLOs are 4-8 Math and ELA teachers.				
2. There are three components that make up SLOs.				
3. SLOs have no correlation to the NYS Teaching Standards.				
4. Teachers must create SLOs for all the courses they teach.				
5. SLOs must be aligned to Common Core Learning Standards (CCLS).				
6. AIS, SWD and ESL teachers are exempt from creating SLOs.				
7. SED has clear cut and precise plans on the implementation of SLOs based on a reasonable time table.				

SLOs provide a research–based methodology to help strengthen instructional practice.

During the past twelve years, a number of districts including Austin, Charlotte-Mecklenburg, and Denver have implemented SLOs to improve teaching and learning results.

In developing and implementing SLOs, teachers demonstrate their ability to:
- Access, analyze and use student data to focus instruction through a deeper understanding of the academic needs of all their students.
- Align classroom instruction with common core and state standards, goals and improvement plans.
- Employ research-based practices within their instructional program.
- Demonstrate knowledge of their discipline and how to use that knowledge to create effective lesson plans with meaningful content and appropriate instructional strategies.
- Use assessments that are effectively aligned to the curriculum.
- Use formative assessments to assess the degree of student learning and adjust instructional strategies for students in need of additional support.
- Establish and meet challenging student growth expectations for all of their students.
- Reflect on their practice by understanding where they have been successful, where changes will need to be made to improve student learning, and what type of additional professional development.

Community Training and Assistance Center (CTAC), 2011

Which Teachers Are Required to Have SLOs?

Teachers by Grade and Subject	SLO Requirements	Assessment Requirements and Options
K – 2 Teachers	• 1 SLO for Math • 1 SLO for ELA	☐ **Must use one of the following as evidence:** - 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	• 1 SLO for Math • 1 SLO for ELA	☐ **Must use 3rd grade State assessment (ELA and math)**
Grades 4-8 ELA and Math and Common Branch Teachers	• NO SLO REQUIRED	**State provided growth measure**
Grades 4-8 Science and Social Studies	• SLO for each subject/assessment	☐ **4 & 8 science must use State assessment as evidence** ☐ **Grades 6-7 science and 6-8 social studies must use one of the following options as evidence:** - State approved 3rd party assessments - assessments District, regional or BOCES developed
Grades 4-8 Other Subject Teachers	• 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
Grades 9-12 Regents Teachers	• 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**
Grades 9-12 Other Teachers	• 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

Adapted, NYS Education Department

Teachers by Grade and Subject	SLO Requirements	Assessment Requirements and Options
Self-Contained Teachers - ESL/Bilingual, students with disabilities	**Less than 50% of students are covered by State growth measure** • 1 SLO for ELA (literacy and writing) • 1 SLO for math (Unless teacher focuses on a single subject area)	☐ **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	**More than 50% of students are covered by State growth measure** • NO SLO REQUIRED	**State provided growth measure**
Push-In, Pull-Out Teachers/Resource Teachers (AIS, SWD, ESL, etc.)	• **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
NYSESLAT Teachers	**Less than 50% of students take State ELA** • 1 SLO for ELA • 1 SLO using NYSESLAT (as applicable)	☐ **ELA State assessment as evidence where applicable** ☐ **NYSESLAT as evidence**
NYSAA Teachers	**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**

Adapted, NYS Education Department

Worksheet

State Provided Growth Measure or SLOs?

Teacher	State Provided Growth measures or SLO?
5th Grade Common Branch Teacher	
8th Grade ELA Teacher	
Elementary Art Teacher • 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.	
7th Grade Math and Science Teacher • Two 7th grade math sections with 30 students each; • Two 7th grade Science sections with 25 students each; • Once Advanced 7th grade Science section with 20 students	
High School CTE Teacher • 150 students across 5 sections of Agricultural Science (all use same final assessment)	
8th Grade Science Teacher • One 8th grade Science sections with 30 students; • Four 8th grade Advanced Science section with 28 students each.	
8th & 9th Grade Math Teacher • Two 8th grade Math sections with 25 students each; • Three 9th grade Algebra sections with 20 students each	

Adapted, NYS Education Department Activity

Student Learning Objective (SLO) Development Checklist

Based on the CTAC rubric and based on the experiences of SLO development, this checklist has been designed to guide the construction of SLOs.

Student Population
Essence: These are the students included in the SLO.
Task: Specify the 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.)
- ☐ Provides information about course sections and enrollment.
- ☐ Includes all students in selected course sections.

Learning Content
Essence: 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.
- ☐ Uses the appropriate body of standards (Common Core, national, state, local).
- ☐ Names the exact standards, performance indicators, etc.
- ☐ Selects specific and measurable standards, indicators, etc.
- ☐ Selects the most important standards, indicators, etc., for the course (including the examination of data from previous years), rather than a complete list of Standards from the course.
- ☐ 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).
- ☐ Aligns to district and/or school priorities.
- ☐ Aligns to future coursework, as well as college and career readiness.

Interval of Instructional Time
Essence: 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.)
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.)
- ☐ 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).

Evidence

Essence: 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.)

- ☐ Identifies diagnostic assessment(s) and summative assessment(s).
- ☐ Aligns tightly to the selected learning content using authentic measures.
- ☐ Employs a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring.
- ☐ Matches score reporting to the specificity of learning content.
- ☐ Demands higher order thinking of students.
- ☐ Provides an opportunity for real-world application of knowledge and skill.
- ☐ Includes a constructed response and/or performance measures as much as possible.

Baseline

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

Task: Describe how students performed on the identified pre-assessment(s) for the learning content, including any additional data that informed SLO development. (Actual baseline scores for each student are required.)

- ☐ Describes how students performed on the identified diagnostic assessment(s).
- ☐ Provides a baseline score for each student in the SLO.

Target(s)

Essence: This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.

Task: Define numeric 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.)

- ☐ Provides a target statement.
- ☐ Sets targets consistent with district-level expectations for target-setting in this grade/subject.
- ☐ Considers all student populations to ensure that are equally challenging and rigorous as those for other students, considering each student's starting point.

HEDI Criteria

Essence: 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.

- ☐ Allocates points clearly and objectively within a HEDI rating category (with it mathematically possible for the teacher to obtain every point value within a rating category).
- ☐ Categorizes all possible scoring results in the HEDI structure such that
  - o Highly effective = exceeds district expectations
  - o Effective = meets district expectations
  - o Developing = is below district expectations
  - o Ineffective = is well below district expectations
- ☐ Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals.
- ☐ Includes special populations in the HEDI structure.

Rationale

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

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.

- ☐ Provides reasoning for the selection of the learning content, evidence, and target.
- ☐ Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness.
- ☐ Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI.
- ☐ Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met.

New York State Student Learning Objective – Grade 2 ELA

	All SLOs MUST include the following basic components:
Population	*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.)* Course sections: All 23 students in my 2nd grade classroom.
Learning Content	*What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?* *Course:* Second Grade English Language Arts *Source of Standards:* NYS P12 Common Core Learning Standards for ELA and Literacy *Standards, Performance indicators, etc.:* RL 2.3 Describe how characters in a story respond to major events and challenges. RL 2.6 Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading a dialogue aloud. RL 2.11 Make connections between self, text, and the world around them (text, media, social interaction). RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes a story RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RI 2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI 2.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points
Interval of Instructional Time	*What is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?* This SLO will begin on October 1, 2012 and conclude on May 15, 2013.

Evidence	*What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.* Pre-assessment: End-of-grade test for first grade reading from "TestMakersForYou" Summative Assessment: End-of-grade test for second grade reading from "TestMakersForYou" Offers accommodations as legally required and appropriate? Yes; I will follow my students' IEPs during testing administrations. Ensures that those with vested interest are not scoring summative assessments? Yes; our district process for scanning/scoring and reporting will be used.
Baseline	*What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?* 1. Kindergarten Readiness: I was able to trace the records for 90% of my students back to the kindergarten level. The majority of these students reported to kindergarten without school readiness skills and ended their kindergarten year growing in skills but still scoring almost one year behind on the summative created by "TestMakersForYou." 2. 1st Grade Data: Last year, my students grew but were still far below grade level, scoring an average 51.7% accuracy rate on the comparable test at the end of first grade. The gap between their actual scores and what we would expect of first graders at the end of the year has narrowed, but much work is yet to be done. Actual test scores are included in the target section below, but I have also attached a score report from last year. 3. Guided Reading Data: Early guided reading results from this year show that most students are still 2 levels below grade level in reading, with many struggling to make connections, understand vocabulary, and find main ideas and supporting details. This class is also well behind other second grade classes in the school.
Target(s)	*What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?* 80% of students will reach their individual goals. My goal for each student was set individually based on available data sources, namely the pre-assessment scores. (Individual pre-assessment scores and targets are shown in the attached roster.) Pre-Assessment Score Range Summative Goal 20-35 50 36-46 60 46-55 70 56-65 75 Greater than 66 80 Exceptions to this system were made for Ortega, Kaldas, and Yellen in light of available data.

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HEDI Criteria	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), "well-above" (highly effective)?*
	• Highly effective = 89% of students or more will meet or exceed their target goal on the summative assessment.
	• Effective = 80-88% of students will meet or exceed their target goal on the summative assessment.
	• Developing= 68-79% of students will meet or exceed their target goal on the summative assessment.
	• Ineffective= 67% or fewer students will meet or exceed their target goal on the summative assessment.

	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	89-92%	88%	87%	86%	85%	84%	83%	82%	81%	80%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	57-67%	46-56%	0-45%

Rationale	*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.*
	These standards were chosen because these were shown to be weaknesses in the pre-assessment data. Vocabulary is a particular problem for some of my students, particularly the English Language Learners, based on their vocabulary test results provided by the first grade teachers. In addition to guided reading levels being 2 levels behind, pre-assessment results also indicate that almost all students had much higher levels of difficulty with informational texts, particularly grasping the main idea and making connections.
	Historical data indicates that students who do not master these basic skills will not be able to move successfully into the third grade. At the end of last year, I met with the third grade teachers and looked at my former students' performance on the State ELA assessment. Those students who were behind on these standards when they left my class did not pass the third grade State ELA assessment.
	The selected assessments have district approval and are more valid and reliable than what we used last year. This year's score reporting allows us to see how each student performed on each of the standards we addressed.
	In our team meeting, we had a lot of discussion about the goals to set for students. We have heard some concerns from the third grade teachers that they had to spend too much time catching students up last year. To bring students to their targets, we are infusing more rigorous reading selections to better prepare students for third grade.
	We will be reading a variety of texts this year, but it is clear students require more experience with informational texts. This focus also aligns with our school goal of infusing more informational reading into the primary grades. We will use ongoing formative assessments to monitor student progress. As needed, we will adjust our teaching strategies based on the data from the formative assessments.

Grade 2 ELA Roster

Student	Pre-Assessment Score	Summative Goal	Actual Summative Score	Met Target
Abrams, J.	40	60	65	Y
Baker, C.	60	75	75	Y
Baratta, L.	38	60	59	N
Davis, M.	49	70	71	Y
Edwards, S.	45	60	63	Y
Fletcher, A.	25	50	45	N
Garrison, D.	50	70	80	Y
Graham, W.	63	75	87	Y
Jones, R.	65	75	79	Y
Kaldas, S.	60	80	81	Y
Kleinmetz, V.	20	50	57	Y
Ming, C.	41	60	60	Y
Nguyen, A.	39	60	50	N
Ortega, S.	75	90	92	Y
Oweida, R.	52	70	81	Y
Patrone, A.	59	75	75	Y
Sanders, H.	58	75	78	Y
Thigpen, T.	54	70	67	N
Thomas, M.	60	75	86	Y
Torres, B.	52	70	72	Y
Vance, K.	61	75	83	Y
Wray, J.	62	75	88	Y
Yellen, S.	62	80	90	Y
			Percent Meeting Target	83 %
			Subcomponent HEDI Rating	Effective

Adapted from:

Resources

NYSED:

- **CCLS SED Website**
  http://www.p12.nysed.gov/ciai/common_core_standards/

- **Engage NY** www.engageny.org

- **NYS Teaching Standards**
  http://www.highered.nysed.gov/tcert/resteachers/teachingstandards.html

- **NYSED Approved Teacher Practice Rubrics**

  http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/

  SLO HELP: slohelp@mail.nysed.gov

NYSUT:

- **Teacher Evaluation and Development (TED) System**
  www.nysut.org/ted
  - Handbook, Workbook, NYSUT Teacher Practice Rubric, Research, Glossary

- **Training from Education & Learning Trust (ELT)**
  ww.nysut.org/elt

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