

**South Lewis CSD**

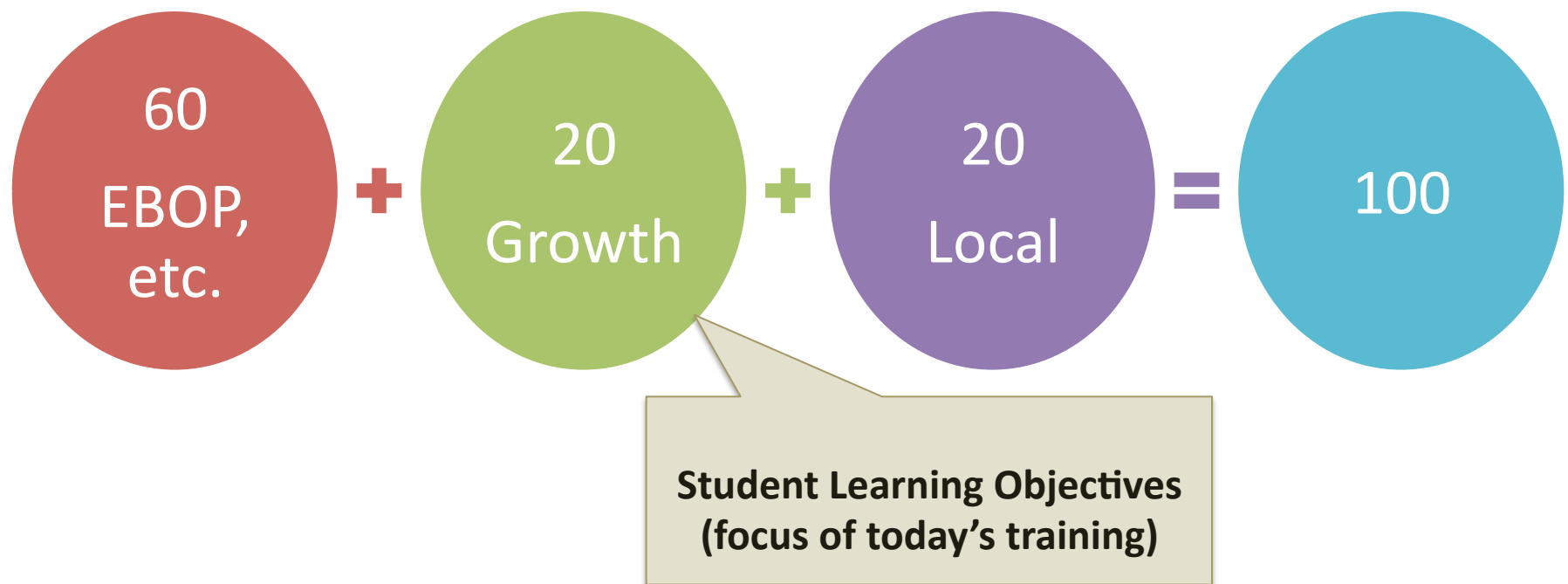
# **Student Learning Objectives Overview**

**Superintendent Conference Day 1**

**June 20, 2012**

# 100-Point Evaluation System for Teachers

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# NYSED SLO Framework

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- **A student learning objective is an academic goal for a teacher's students that is set at the start of a course.**
- It represents the most important learning for the year (or, semester, where applicable).
- It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and district priorities.
- Teachers' scores are based upon the degree to which their goals were attained.

**Source:** Page 4 of *Guidance on the New York State District-Wide Growth Goal Setting Process: Student Learning Objectives*

# NYSED SLO Framework

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# District Decisions

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- 1) Assess and identify priorities and 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.

# Discussing District Decisions

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- **Decision 2: Identify who will have State-provided growth measures and who must have SLOs as “comparable growth measures.”**

## **Guidelines:**

- 1-If teaching Elementary, Common Branch, will do a math and ELA SLO.
- 2-Must reach more than 50% of the students a teacher teaches in a year.
- 3-Priority is given to courses with the highest enrollment.
- 4-Consideration can also be given for contact time.

# 100-Point Evaluation System: State 20%

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## 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



**District Step 2: CONTINUED: For those with SLOs, Districts **MUST** use these **rules** for how many SLOs based on what assessments.**

Teachers by Grade and Subject:	Growth is State-provided SGP/VA	Growth is SLO
<b>K-2 Teachers</b>	<i>Future Possibly</i>	<ul style="list-style-type: none"> <li>- 1 SLO for ELA (literacy and writing)</li> <li>- 1 SLO for Math</li> <li>- (unless teacher focuses on single subject area)</li> </ul>
<b>3 Teachers</b>	<i>Future Possibly</i>	<ul style="list-style-type: none"> <li>- 1 SLO for ELA (literacy and writing)</li> <li>- 1 SLO for Math</li> <li>- (unless teacher focuses on single subject area)</li> <li><i>(must use State assessment)</i></li> </ul>
<b>4-8 Common Branch/ ELA/Math Teachers</b>	YES	N/A
<b>4-8 Science and Social Studies Subject Teachers</b>	<i>Future Likely</i>	<ul style="list-style-type: none"> <li>- 1 SLO for each subject/assessment</li> <li>- <i>SLOs must cover classes with largest numbers of students until majority of students are covered.</i></li> </ul>
<b>4-8 Other Subject Teachers</b>	NO	<ul style="list-style-type: none"> <li>- <i>Grade 4 and Grade 8 Science must use a State assessment as evidence.</i></li> <li>- <i>Grades 6-7 Science and 6-8 Social Studies must use a State-approved 3<sup>rd</sup> party assessment or Regents equivalents, or a District, regional, or BOCES-developed assessment as evidence.</i></li> </ul>
<b>9-12 Regents Subjects and Regents Equivalents</b>	As Available	<ul style="list-style-type: none"> <li>- 1 SLO for each subject/assessment</li> <li>- <i>SLOs must cover classes with largest numbers of students until majority of students are covered.</i></li> </ul>
<b>9-12 Other Subject Teachers</b>	NO	<ul style="list-style-type: none"> <li>- <i>(must use Regents assessments where applicable)</i></li> </ul>
<b>Teachers with a Mix of Sections/Courses With/ Without State-Provided Growth Measures</b>	Yes, if $\geq 50\%$ of sections/students are covered by SGP/VA	<ul style="list-style-type: none"> <li>- If <math>&lt; 50\%</math> covered by SGP/VA, then SLOs will be used.</li> <li>- First, SLOs must use SGP/VA where available; then create SLOs for largest sections without SGP/VA until majority of students are covered.</li> </ul>

Teachers by Setting:	Growth is State-provided SGP/VA	Growth is SLO
<b>Self-Contained Teachers (ESL/Bilingual, students with disabilities)</b>	Yes, if $\geq 50\%$ of students are covered by SGP/VA	If $< 50\%$ covered by SGP/VA, then SLOs will be used: -1 SLO for ELA (literacy and writing) -1 SLO for Math -(unless teacher focuses on another subject area) <i>(must use State assessment where applicable)</i>
<b>Any Co-Teachers</b> <i>- Both teachers must have the same growth measures</i>	As applicable, and as NYSED can track multiple teachers of record	If district cannot track multiple teachers of record, then SLOs will be used: -For Common Branch teachers: 1 SLO for ELA (literacy and writing) and 1 SLO for Math - For other subject area focus teachers: set SLO for relevant area <i>(must use State assessment where applicable)</i>
<b>Any Push-In, Pull-Out (AIS, SWD, ESL, etc)</b>	As applicable, NYSED has teacher of record rules for dosage	If no State-provided measure, then SLOs will be used: -1 SLO for subject area focus -Or consider using group/team growth on State assessment; collaborative goal-setting with classroom teachers <i>(must use State assessment where available)</i>

# Which courses will need an SLO?

As per NYSED guidelines, SLOs must cover classes with largest numbers of students until a majority of students are covered.

List your courses and the total population size in each.

Period	Course	Population Size
1	English 10	23
2	English 10	17
3	Study Hall	
4	Planning Time	
5	Lunch	
6/7	AP English	15
8	Honors English 9	20
9	English 9	27
10	Creative Writing	25
11	Study Hall	
TOTAL		127

# Which courses will need an SLO?

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Need SLOs so have the majority of students covered:

$$127/2 = 63.5 \rightarrow 64$$

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As per NYSED guidelines, SLOs must cover classes with largest numbers of students until a majority of students are covered.

List your courses and the total population size in each.

Need SLOs so have the majority of students covered:  
 $127/2 = 63.5 \rightarrow 64$

SLOs needed for:  
English 10 = 40  
English 9 = 27

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# What if my class doesn't meet every day?

State guidance (D44):

SLOs based on course that meet most often and are longest in length

Then, create a proportion to show which courses need SLOs

# Which courses will need an SLO?

	Period	Course	Population Size
Study halls do not count for SLOs	1/2	SH	
	3	Trans Sys (50%) Arch Draw (50%)	3 4
Transportation Systems and Architectural Drawing are semester courses	4	Planning time	
DDP and Ag Mech are full year	5	DDP (100%)	15
	6	Lunch	
8 <sup>th</sup> Grade is a quarterly course	7	8 <sup>th</sup> Grade (25%)	65
In addition to DDP and Ag mechanics, SLO is needed for: 8 <sup>th</sup> grade	8	Prod Sys (50%) Res. Struct. (50%)	6 8
	9	Ag Mechanics (100%)	15

# NYSED SLO Framework – Template

<i>All SLOs MUST include the following basic components:</i>	
Population	
Learning Content	
Interval of Instructional Time	
Rationale	



# Learning Content

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**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.

# Learning Content – Training SLO

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## Training SLO Context

- **Course:** **7<sup>th</sup> Grade Visual Arts**
- **Standards Source: New York State Learning Standards**
- *Standard 1 – Creating, Performing, & 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**
  - **Common Core Writing Standards for Literacy in ...**  
**Technical Subjects: WHST.6-8.4, WHST.6-8.8**

# Learning Content – Training SLO

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- (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.

# Learning Content – Training SLO

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- (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.

# Learning Content - Applying

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## Follow-Up Activity:

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

*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.*

- *Course:* \_\_\_\_\_
- *Standards Source:* \_\_\_\_\_
- *Items:* \_\_\_\_\_

# How do we identify priority learning content?

1. Look at Learning Content from SLO exemplars:  
<http://engageny.org/news/student-learning-objective-exemplars-from-new-york-state-teachers-are-now-available/>
2. Look at historical state assessment item maps for the most heavily assessed standards; link these to the CCLS (where applicable)
3. Dig in to the standards and identify the most critical skills students need to have mastered by the end of your grade level/course – these are the priorities!

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**“You got to be careful if you don’t know where  
you’re going,  
because you might not get there.”**

– Yogi Berra

**Please complete the ticket out the door.  
Thank you for your hard work today!**



Our Students. Their Moment.

## South Lewis CSD

# Student Learning Objectives Overview

Superintendent Conference Day 2

June 21, 2012



\*Please see caveat



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Our Students. Their Moment.

## Review from Yesterday

-Share comments, questions, more time needed to review yesterday



\*Please see caveat



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# Evidence

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**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

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District-developed assessment for 7<sup>th</sup> 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.

# Evidence – Application

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## Activity:

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

*What is in place vs. what needs to be obtained/created?*

*Pre-assessment(s):*

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*Summative assessment(s):*

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