Student Learning Objectives

CURRICULUM, INSTRUCTION & TECHNOLOGY

JULY 2012

K-12 DISTRICT SLO WORKSHOP

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Created by Jane Boyd, Program Coordinator, Nassau BOCES Student Support Services

SLO Concerns!

Overwhelmed with APPR?

Have you realized all of the issues surrounding SLO's?

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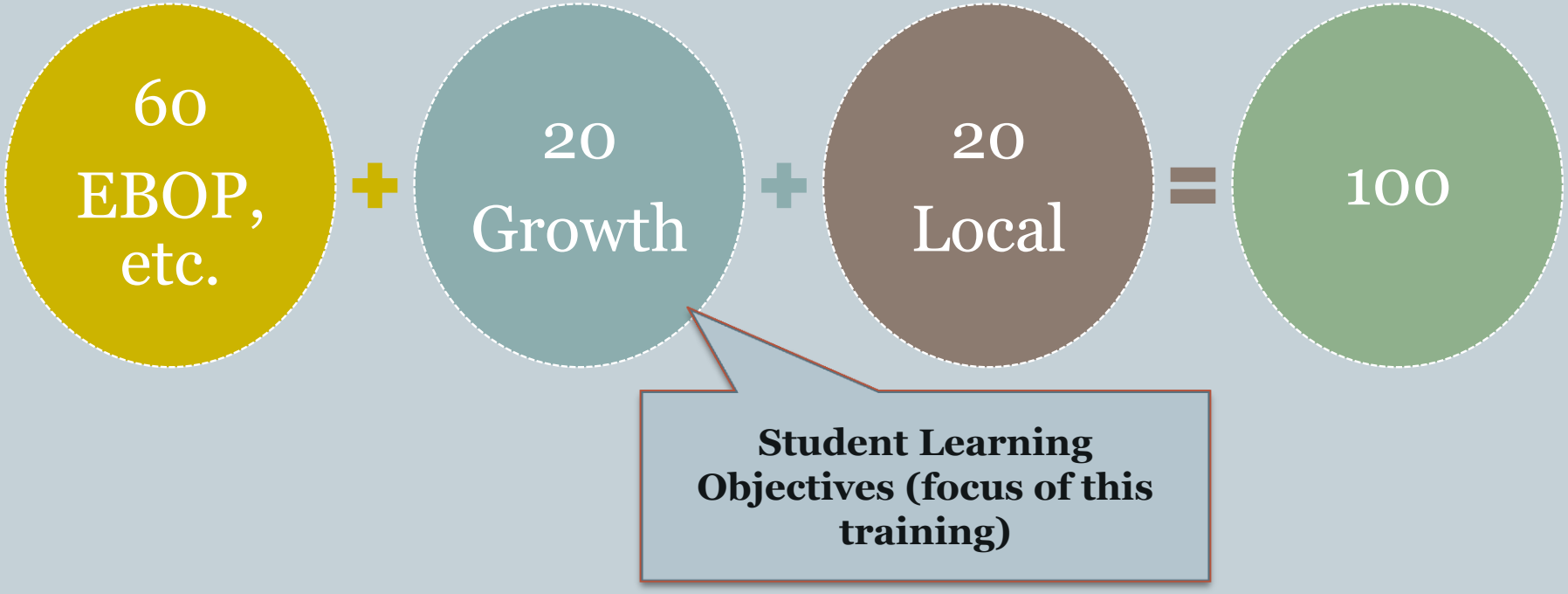
100-Point Evaluation System for Teachers



Components of a SLO: NYSED SLO Framework

All SLOs **MUST** include the following eight 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?

From NY DOE engageny.org ***Introduction to SLO*** Deck

New York State Student Learning Objective Template

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.)
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?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

Target(s)	**What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period.**
HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

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

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.

Student Learning Objective: SLO

Definition:

- Academic Goal
- Set at the start of the course
- Represents the most important learning
- Specific and measurable
- Based on prior student learning data
- Aligned to standards
- Aligned to school or district priorities

Student Learning Objective: SLO

- For the purpose of creating an SLO draft, think in terms of information from the 11-12 school year to help guide your thoughts
- Keep in mind things like:
  - the number of students traditionally in each class,
  - the content of your course,
  - evidence of learning – baseline (possible and already in place) and summative assessments (final performance, task, final),
  - how students have traditionally done (outcome) in your course

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Student Learning Objective: SLO

- Who needs an SLO?
  - Right now, it is anyone that is **not** receiving a state-provided growth measure which is 4-8 ELA and Math. See "Purple Memo" and "Assessment Options for SLO's"
- More than one SLO?
  - Maybe
- How do you know what you need?
  - 50% or more of your students must be covered under your SLO's. That might mean you need two or maybe even three.
  - Begin with the courses taught that have the largest number of students, combining sections with common assessments.*
  - ***What SLO will you be writing today?***

*p10 & 12 SLO Guidance March

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Student Learning Objective: SLO

- What is "your" greatest concern when it comes to writing an SLO? Why?
  - Population?
  - Learning Content?
  - Interval of Instructional Time?
  - Evidence?
  - Baseline?
  - Target?
  - HEDI Criteria?
  - Rationale?

- From here we are going to work backwards!

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Student Learning Objective: SLO

- Target: Level of growth and skill that students are expected to achieve at the end point of the interval of instructional time.
- Numeric
- Roster – actual scores for each student
- Written in the form of a statement on the SLO
  - Different formats consider the individual students growth, might connect baseline to summative, might be a " n percent of students will _____."
- Aligned to school/district expectations
- Includes all populations: "including special populations"

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Student Learning Objective: SLO

- **HEDI Criteria: Translates different levels of student growth to the four categories, Highly Effective, Effective, Developing, Ineffective.**
- **Allocates points clearly and objectively**
- **It must be mathematically possible for a given teacher to obtain any point value in the scale**
- **Description**
  - Highly effective – exceeds district/BOCES expectations
  - Effective – meets district/BOCES expectations
  - Developing – below district/BOCES expectations
  - Ineffective – well-below district/BOCES expectations

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Selecting a model: HEDI Scale

- Who is HEDI and why is she bothering me now????

HEDI Scoring	How will evaluators determ…of student performance "meets" the goal (effective) versus "w…ffective), "below" (developing), and "well-above" (highly effe…

HIGHLY EFFECTIVE			EFFE…							DEVELOPING						INEFFECTIVE		
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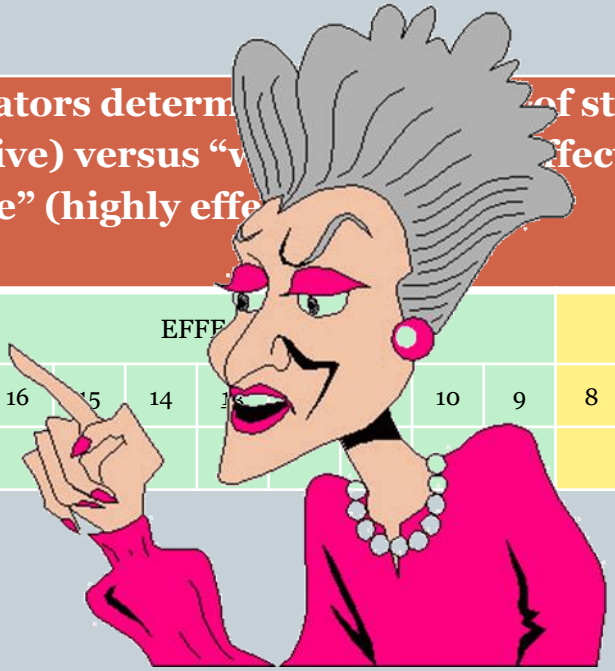

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How should HEDI results inform your target setting?

- **No decision is more crucial than defining the target. A teacher's overall evaluation is based on how this task is accomplished.**

Student Learning Objective: SLO

- Student Population: Students included in the SLO
  - There is no minimum number of students
  - The population is set on BEDS day
  - Even if the class enrollment changes it is not abandoned. D27
  - Addresses the growth of "each student" **(A ROSTER IS REQUIRED)** but then it is the aggregate growth of all the students that determines whether or not the target is met.

P37, Section D. APPR Guidance April 2012

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Student Learning Objective: SLO

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.)***

- Population examples
  - Health and Occupations Technology 11th Grade; 24 students, including 2 with learning disabilities on attached roster
  - 18 Kindergarten Students listed on the attached roster
  - 23 8th grade Math AIS students from 3 sections of the course. See roster
  - All ____ students enrolled in 2 sections of AP Calculus. See attached roster
  - All ____ students in 10th Grade English. See attached rosters which includes course sections, student names, and ID numbers
  - 11th and 12th grade students enrolled in Fitness for Life, see attached roster which includes students with disabilities

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Student Learning Objective: SLO

- On your template record the course and section information that will be covered by the SLO
- Include a statement about attaching the roster
- Add any information that might be relevant for a supervisor to understand about the make up of the class and that might be important in establishing rationale for choices.
- Turn and Talk!

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Student Learning Objective: SLO

- Learning Content: Content to be taught in the SLO
  - Identify the source for the standards: Common Core, State, National, College Board, Industry, AASL Standards, etc.
  - Include any relevant Common Core Literacy/Math standards with NYS standards (Literacy in History/SS or Science & Technical subjects) – might include district decisions
  - Name the exact standards and performance indicators
    - As appropriate, choose the "most important learning" or a "subset of power standards." What do you traditionally assess and does it give you a picture of the year?
  - Align to district or school goals and vertically align

Learning Content*	***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?***

Student Learning Objective: SLO

- Where can I find my standards?
- http://engageny.org/resource/common-core-state-standards/ for Common Core
- http://www.p12.nysed.gov/ciai/cores.html for Arts, MST, Social Studies, Science, Health, PE, Family & Consumer Science, etc.
- http://www.p12.nysed.gov/cte/cdlearn for Career Development and Occupational Studies
- http://www.nbea.org/newsite/curriculum/standards/marketing.html for Business and Marketing
- Where else?

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Student Learning Objective: SLO

- Turn and Talk!
- Look at the examples provided. Make observations as to how they are written.
- Discuss and list what the "most important learning" might be for this course and what it is you assess.
- On your template record the course, the **source** of your standards or the curriculum, and cut and paste your decisions regarding standards.

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Student Learning Objective: SLO

- Interval of Instructional Time: Timeframe within which the learning content is being taught
  - One academic year, a semester? a quarter?
  - Every other day? - Describe
  - Start and end date

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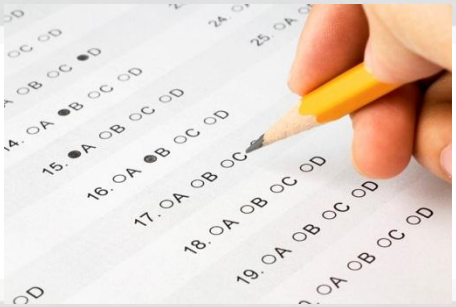
Student Learning Objective: SLO

- Evidence: Assessments used to determine students' level of learning
  - List the specific baseline assessments (pre-assessment) and summative assessment(s) that will be used to provide baseline and summative data for the SLO.
    - If the course ends in a NYS assessment or a Regents exam, it must be used as the summative assessment
    - List of 3rd party assessments and Regents equivalents - FLACS
    - District, Regional, or BOCES developed. Districts or BOCES must verify comparability and rigor.
- What could the other option have been?
  - (School-or BOCES-wide, group, or team results based on State assessments)



BASELINES

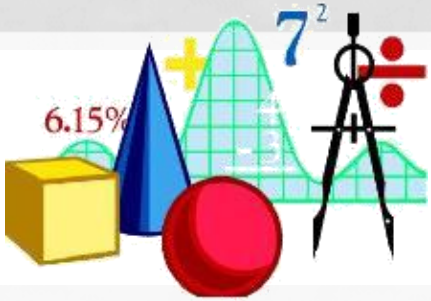
D28: Question

- The SLO documents state that SLOs "must be specific and measurable, based on available prior student learning data" – **what is meant by prior?**

APPR Guidance June 2012, p37-38

Response

- Teachers are encouraged to use a **variety** of student historical academic data, if available. This historical academic data **might include prior course results**, or **it might only include the current baseline data** from the course taken at the beginning of the interval of instruction.



BASELINES

D29: Question

- What should teachers use as a pre-assessment for establishing a baseline when students enter a sequence for the very first time and have little to no background information of a subject?
-

APPR Guidance June 2012, p38

Response

- . . .it will be important for teachers to see **what other courses they can draw on to provide other historical data**. Any information about what entering students understand from **other subject areas based on academic history in other courses**, can give a teacher a wealth of information as to where the students may struggle or thrive.
- The teacher may want to also collect **other baseline information** (e.g., collect a writing sample) in order to more broadly assess the student's skills that may impact instruction for the year.

BASELINES

D47: Question

- Can SLOs for students with disabilities have a different target for growth?

APPR Guidance June 2012, p43

Response

- The target for students in any SLO **may be differentiated because of the baseline** (starting point of learning) and historical academic data.
- It is important to keep in mind that targets for all students, regardless of any special education classification, should be **differentiated because of baseline data** and **not because of any special education classification**.

Student Learning Objective: SLO

- Baseline: Level of students' knowledge and skill in the targeted learning content **at the beginning of the interval of instructional time.**
- Describes how students performed on the pre-assessment or other previous summative assessment
- Include *any other data sources* being considered – that may impact your "target"
- Roster
  - **Actual baseline scores** for each student are required

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Student Learning Objective: SLO

- Turn and Talk!
- What do you anticipate?
- What other district data might you look at to include in the baseline data?
- Look at a variety of examples.
- Summarize the results. Put it in parentheses to indicate it is not actual. The actual baseline results will be recorded on the roster.

Student Learning Objective: SLO

- Target: Level of growth and skill that students are expected to achieve at the end point of the interval of instructional time.
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Translating Targets to the HEDI Scale

C17 =(1-C16)/7+C16

	A	B	C	D	E	F
2		HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range		
3	Ineffective	0	0%	0%	to	7%
4		1	8%	8%	to	14%
5		2	15%	15%	to	22%
6	Developing	3	23%	23%	to	29%
7		4	30%	30%	to	37%
8		5	38%	38%	to	45%
9		6	46%	46%	to	52%
10		7	53%	53%	to	60%
11		8	61%	61%	to	68%
12	Effective	9	69%	69%	to	70%
13		10	71%	71%	to	73%
14		11	74%	74%	to	76%
15		12	77%	77%	to	79%
16		**13**	**80%**	80%	to	82%
17		14	83%	83%	to	85%
18		15	86%	86%	to	88%
19		16	89%	89%	to	90%
20		17	91%	91%	to	93%
21	Highly Effective	18	94%	94%	to	96%
22		19	97%	97%	to	99%
23		20	100%	99%	to	100%

HEDI bands are defined by the midpoint of the "Effective" band (score of 13) established as the SLO "Target."

Each HEDI point in the "Effective" band, above and below a score of 13, represents 1/7 of the difference between 100% and the SLO Target score.

Each HEDI point in the "Highly Effective" band represents 1/3 of the difference between the highest "Effective" score (HEDI score of 17) and 100%.

Each HEDI point in the "Ineffective" and "Developing" bands represents one ninth of the difference between the lowest "Effective" score (HEDI score of nine (9) and zero (0).

This table cannot be used if the "Percent Mastery Achieved" (SLO Target) is less than 40%. It loses effectiveness below 60%.

Fred Cohen, Data Warehouse Consultant

How should HEDI results inform your target setting?

- **No decision is more crucial than defining the target. A teacher's overall evaluation is based on how this task is accomplished.**

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Student Learning Objective: SLO

- Turn and Talk!
- How do the sample SLO's address targets and align to a HEDI rating?
- What format will you use to address setting the target?
- On your template, propose a target given current information about how students traditionally done.
- **District decisions** include how the target will be aligned to the HEDI criteria. At this point, you can propose an alignment and what you see as a fair distribution based upon past information.

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Student Learning Objective: SLO

- Rationale – Include reasoning behind decisions. Particularly targets and HEDI alignment. That rationale could include
  - Reference to the population and content
  - Baseline data recorded on the roster
  - Other data considered – historical, cohort
  - National
- Any information that will help the reader grasp the ***rigor*** of the SLO
- Rate your SLO! – using the Annotated SLO Rubric Form

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