Teacher Effectiveness and the Student Learning Objectives Process

An update from O David Deitz
Consultant, Educator Effectiveness, PDE
for the
PMEA Annual Conference, Hershey
3.26.14
This Presentation:

1. Brief background on teacher evaluation

2. Look at the SLO Process Template

3. Critique Goal Statements and aligned Performance Measures

4. Experience online materials and resources to support SLO implementation
(B) FOR PROFESSIONAL EMPLOYEES AND TEMPORARY PROFESSIONAL EMPLOYEES WHO SERVE AS CLASSROOM TEACHERS, THE FOLLOWING SHALL APPLY:

1. BEGINNING IN THE 2013-2014 SCHOOL YEAR, THE EVALUATION OF THE EFFECTIVENESS OF PROFESSIONAL EMPLOYEES AND TEMPORARY PROFESSIONAL EMPLOYEES SERVING AS CLASSROOM TEACHERS SHALL GIVE DUE CONSIDERATION TO THE FOLLOWING:

   (I) CLASSROOM OBSERVATION AND PRACTICE MODELS THAT ARE RELATED TO STUDENT ACHIEVEMENT IN EACH OF THE FOLLOWING AREAS:
   
   (A) PLANNING AND PREPARATION.
   (B) CLASSROOM ENVIRONMENT.
   (C) INSTRUCTION.
   (D) PROFESSIONAL RESPONSIBILITIES.

   (II) STUDENT PERFORMANCE, WHICH SHALL COMPRISE FIFTY PER CENTUM (50%) OF THE OVERALL RATING OF THE PROFESSIONAL EMPLOYEE OR TEMPORARY PROFESSIONAL EMPLOYEE SERVING AS A CLASSROOM TEACHER AND SHALL BE BASED UPON MULTIPLE MEASURES OF TEACHER EFFECTIVENESS.
Teacher Effectiveness System in Act 82 of 2012

Teacher Observation & Practice
**Effective 2013-2014 SY**
Danielson Framework Domains
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Building Level Data/School Performance Profile
**Effective 2013-2014 SY**
Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Subgroups
Academic Growth PVAAS
Other Academic Indicators
Credit for Advanced Achievement

Teacher Specific Data
PVAAS / Growth 3 Year Rolling Average
1. 2013-2014 SY
2. 2014-2015 SY
3. 2015-2016 SY
Other data as provided in Act 82

Elective Data/
**Optional 2013-2014 SY**
**Effective 2014-2015 SY**
District Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements

Teachers **with** Eligible PVAAS Data

Observation/Practice, 50%
Teacher Specific Data, 15%
Elective Data, 20%
Building Level Data, 15%
Teacher Effectiveness System in Act 82 of 2012

Teacher Observation & Practice
Effective 2013-2014 SY
Danielson Framework Domains
1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Teacher Specific Data, 15%

Elective Data, 20%

Observation/Practice, 50%

Teacher Observation

Student Achievement

Building Level Data/School Performance Profile
Effective 2013-2014 SY
Indicators of Academic Achievement
Indicators of Closing the Achievement Gap, All Students
Indicators of Closing the Achievement Gap, Subgroups
Academic Growth PVAAS
Other Academic Indicators
Credit for Advanced Achievement

District Designed Measures and Examinations
Nationally Recognized Standardized Tests
Industry Certification Examinations
Student Projects Pursuant to Local Requirements
Student Portfolios Pursuant to Local Requirements

Elective Data/ SLOs

Elective Data/ Optional 2013-2014 SY
Effective 2014-2015 SY

Teachers without Eligible PVAAS Data
What is a SLO? (Student Learning Objective)

A **process** to **document a** *measure of educator effectiveness* based on **student achievement of** **content standards**.
Every teacher designs an SLO
What does the SLO (Student Learning Objective) process look like?

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania’s multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).
<table>
<thead>
<tr>
<th>1. Classroom Context</th>
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</thead>
<tbody>
<tr>
<td>1a. Name</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1b. School</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1c. District</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1d. Class/</td>
<td>1e. Grade Level</td>
<td>1f. Total # of Students</td>
<td></td>
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<tr>
<td>Course Title</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1g. Typical</td>
<td>1h. Class Frequency</td>
<td></td>
<td></td>
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<tr>
<td>Class Size</td>
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<td></td>
<td></td>
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<tr>
<td>1i. Typical</td>
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<td></td>
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<tr>
<td>Class Duration</td>
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</table>

<table>
<thead>
<tr>
<th>2. SLO Goal</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2a. Goal Statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. PA Standards</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2c. Rationale</td>
<td></td>
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</tbody>
</table>
## 3. Performance Measures (PM)

<table>
<thead>
<tr>
<th>3a. Name</th>
<th>PM #1: PM #2: PM #3: PM #4: PM #5:</th>
<th>3b. Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>District-designed Measures and Examinations Nationally Recognized Standardized Tests Industry Certification Examinations Student Projects Student Portfolios Other:_________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3c. Purpose</th>
<th>PM #1: PM #2: PM #3: PM #4: PM #5:</th>
<th>3d. Metric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Growth (change in student performance across two or more points in time) Mastery (attainment of a defined level of achievement) Growth and Mastery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3e. Administration Frequency</th>
<th>PM #1: PM #2: PM #3: PM #4: PM #5:</th>
<th>3f. Adaptations/ Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>IEP ELL Gifted IEP Other</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>3g. Resources/ Equipment</th>
<th>PM #1: PM #2: PM #3: PM #4: PM #5:</th>
<th>3h. Scoring Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PM #1: PM #2: PM #3: PM #4: PM #5:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3i. Administration &amp; Scoring Personnel</th>
<th>PM #1: PM #2: PM #3: PM #4: PM #5:</th>
<th>3j. Performance Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PM #1: PM #2: PM #3: PM #4: PM #5:</td>
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</tbody>
</table>
Key SLO Process Component:

Performance Indicator

Based on the performance measure, what are the expectations for individual student achievement?
### 4. Performance Indicators (PI)

<table>
<thead>
<tr>
<th></th>
<th>PI Target #1:</th>
<th>PI Target #2:</th>
<th>PI Target #3:</th>
<th>PI Target #4:</th>
<th>PI Target #5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a.</td>
<td>All Student Group</td>
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<tr>
<td>4b.</td>
<td>Focused Student Group (optional)</td>
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<tr>
<td>4c.</td>
<td>PI Linked (optional)</td>
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</tr>
<tr>
<td>4d.</td>
<td>PI Weighting (optional)</td>
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Teacher Elective Rating
Describes the number of students expected to meet the performance indicator criteria.

<table>
<thead>
<tr>
<th>5. Elective Rating</th>
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<tbody>
<tr>
<td><strong>5a. Level</strong></td>
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</tbody>
</table>
6th Grade Band

Goal Statement
Students will demonstrate progress and improvement toward developing essential independent instrumental performance skills, with the goal of performing alone and with others in a variety of musical settings.

Performance Measure
• 6th Grade Instrumental Music IPA: Individual assessments inform each student of his/her progress as an independent musician. The purpose of this assessment is to provide data regarding student progress in the development of essential instrumental skills.
Goal Statement
Demonstrate comprehensive musicianship through performing the skills, techniques, elements, and concepts appropriate for an instrumental performing ensemble.

Performance Measure
• Individual Performance Assessment
Goal Statement
Demonstrate the independent performance skills, techniques, elements, and principles appropriate for a choral performing ensemble.

Performance Measure
• Individual Vocal Assessment
HS Choir

Goal Statement
Demonstrate how music provides a medium to understand and exchange ideas.

Performance Measure
• Listening Analysis: Measure student ability to correctly analyze a recording of choral music
• Blogging Analysis: Measure student ability to write their analysis through blogging
• Oral Presentation: Measure student ability to give an oral presentation on their analysis of the choral work
3rd Grade General

Goal Statement
Practice the skills, techniques, elements and principles of music to perform an understanding of musical concepts.

Goal Statement
• Visual Awareness: Representations must include a minimum of three valid examples of the target rhythm in forms such as, but not limited to, 3 sounds on one beat, the words short-short-long, iconic representations
• Performance of Song with rhythm syllables, 7 out of 8 beats correct is considered mastered
• Growth sing target song with rhythm names pretest/posttest Student Growth percentile (75% or higher)
**7th Grade General**

**Goal Statement**
The skills, techniques, elements, and principles of the arts can be learned, refined, studied, and practiced.

**Performance Measure**
- Melody Assessment: To measure student proficiency on steady beat and ability to read standard notation in treble clef via guitar.
- Song Performance Assessment: To measure student ability to interpret an exemplar work of music and perform with appropriate and aesthetic style via guitar.
7th Grade General

Goal Statement
Create and perform music that incorporates innovative techniques using both traditional methods and contemporary technologies.

Performance Measure
• Guitar Melody Composition: are appropriate for measuring a student’s mastery or development of independent composition skills that prepare students to create and perform music outside the music classroom.

• Keyboard Melody Composition: are appropriate for measuring a student’s mastery or development of independent composition skills that prepare students to create and perform music outside the music classroom.
8th Grade General

Goal Statement
Students will develop an understanding of the importance of music in today's society by studying composers, performers, and major works of cultural impact from the Renaissance through modern times.

Performance Measure
• Written Exams: To discover extent of student's retention of facts
• Classroom Discussion: To discover extent of student's grasp of concepts presented in the class
• Group Presentation: To foster independent learning and research skills
Kindergarten General

Goal Statement
Students will create, recreate and express music through the use of their voice, instruments and movement.

Performance Measure
- Express Vocally Rubric: Measure students' ability to duplicate a response to a musical call
- Express and Create movement Rubric:
- Express with Instruments Rubric:
Jazz Band

Goal Statement
Students will demonstrate the ability to independently create, recreate, rehearse and perform improvisation in a variety of jazz styles and explain why this is important.

Performance Measure
12 Bar Blues Improvisation: To measure a student’s ability to perform an improvisation while applying the concepts of melodic phrasing, balance, tempo, stylistic elements, and the given harmonic progression of a 12-Bar Blues progression (only 3 chord changes to interpret)

Standard Jazz Solo Improvisation: To measure a student’s ability to perform an improvisation while applying the concepts of melodic phrasing, balance, tempo, stylistic elements, and the given harmonic progression of a standard jazz solo (minimum of 5 chord changes to interpret)
7th Grade Band

Goal Statement
As an ensemble how do we produce a characteristic tone, achieve ensemble intonation, and properly warm up during the instrumental rehearsal

Performance Measure
• Scale and long tone performance: to understand the fundamentals of tone production and the relationship of various key signatures on the student’s chosen instrument
Goal Statement
Students will develop an understanding of the importance of music in today's society by studying composers, performers, and major works of cultural impact from the Renaissance through modern times.

Performance Measures
• Written exams: To discover extent of student's retention of facts
• Classroom discussion: To discover extent of student's grasp of concepts presented in class
• Group presentation: To foster independent learning and research skills
Help!

is available, in the form of...

Let’s learn more about these materials.
Music-specific Webinar
PDE Music Curriculum Framework
All SLO PowerPoint designed for PMEA
Training SLO and Assessment Literacy in PA

pdesas.org
Student Learning Objectives

PowerPoints/Videos
Sample Templates
Blank Templates
Additional Materials

PowerPoints/Videos
Sample Templates
Blank Templates
Additional Materials

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Sample Templates
Blank Templates
Additional Materials
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