

# Teacher Effectiveness and the Student Learning Objectives Process

An update from O David Deitz  
Consultant, Educator Effectiveness, PDE  
for the  
PMEA Summer Conference  
7.23.13  
(and shared with District 8 on 10/14/13)

- (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

**Race to the Top  
House Bill 1901**

# Teacher Effectiveness

# Teacher Effectiveness System in Act 82 of 2012

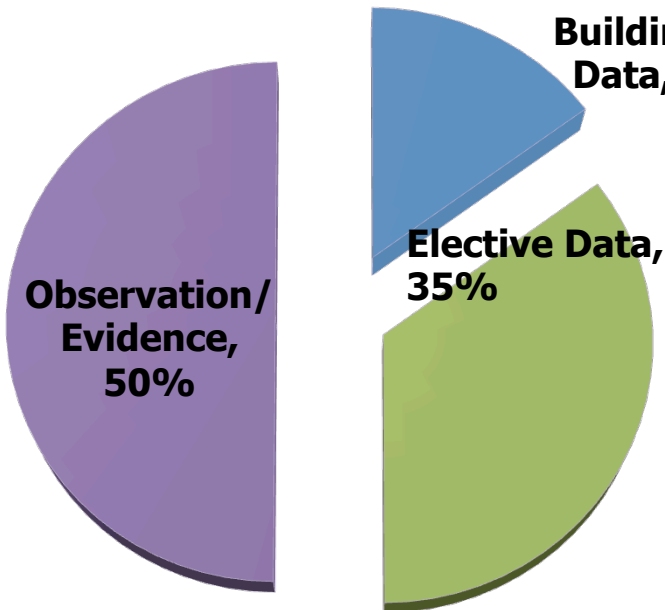
## Observation/Evidence *Effective 2013-2014*

Danielson Framework Domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

## Building Level Data *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



**Building Level  
Data, 15%**

**Elective Data,  
35%**

## Elective Data/SLOs *Piloting 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

## Teacher Effectiveness System in Act 82 of 2012

### Observation/Evidence *Effective 2013-2014 SY*

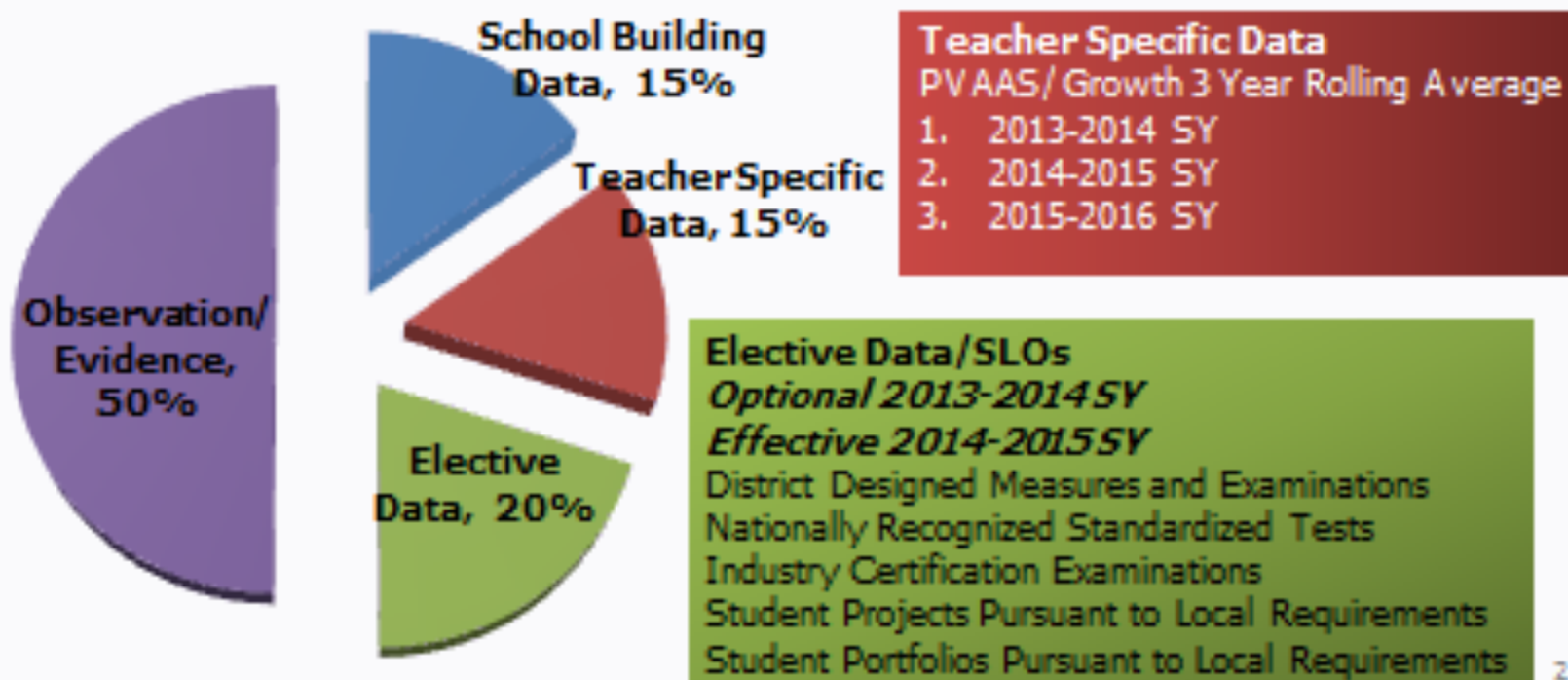
Danielson Framework Domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

### School Building Data

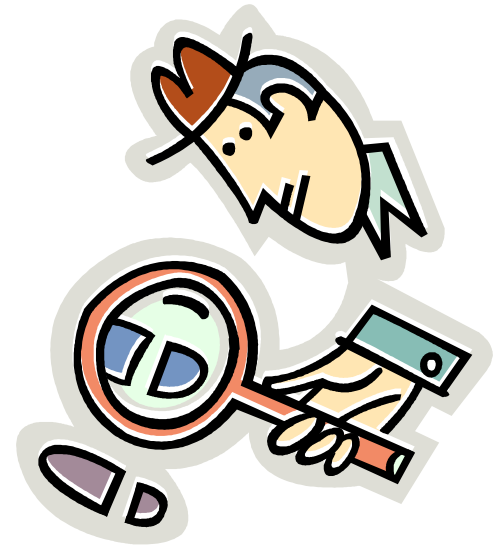
*Effective 2013-2014 SY*

- Indicators of Academic Achievement
- Indicators of Closing the Achievement Gap, All Students
- Indicators of Closing the Achievement Gap, Subgroups
- Academic Growth PV AAS
- Other Academic Indicators
- Credit for Advanced Achievement



Observation/Evidence (50%)

Charlotte  
Danielson's  
Framework for  
Teaching



4 Domains, 22 Components  
Principal/Evaluator Observes

Domain Focus—  
Adapted from Danielson's *Framework for Teaching*

## Planning and Preparation



What a teacher knows and does in preparation for teaching.

## Classroom Environment



All aspects of teaching that lead to a culture for learning in the classroom.

## Instruction



What a teacher does to engage students in learning.

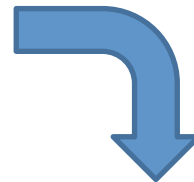
## Professional Responsibilities



Professional responsibilities and behavior in and out of the classroom.

# Multiple Measures of Student Achievement

- 1. Building Level Data (School Performance Profile)**  
*Academic Achievement, Graduation/Promotion Rate, Attendance, AP-IB Courses offered, PSAT, Building Level PSSA and Keystone Assessment Data*
- 2. Correlation Data Based on Teacher Level Measures**  
*PSSA, Keystone Data*
- 3. Elective Data (SLOs)**



# What is a SLO? (Student Learning Objective)

A (5) **process** to

(4) document a

(3) measure of educator  
effectiveness

based on (2) student achievement of

(1) content standards.



# SLO Concepts

- Student achievement can be measured in ways that reflect authentic learning of content standards.



- Educator effectiveness can be measured through use of student achievement measures.

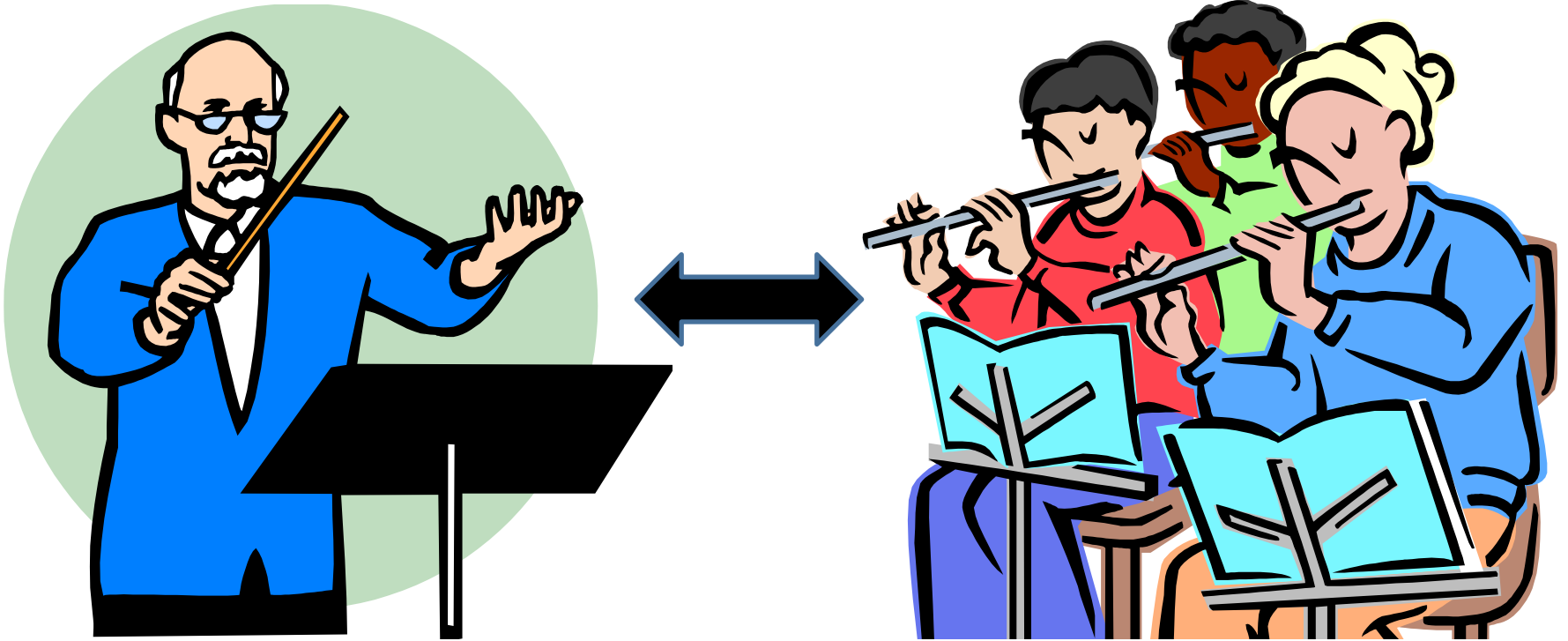
# SLO Big Idea

**We can use student achievement on the assessments listed below to measure teacher effectiveness.**

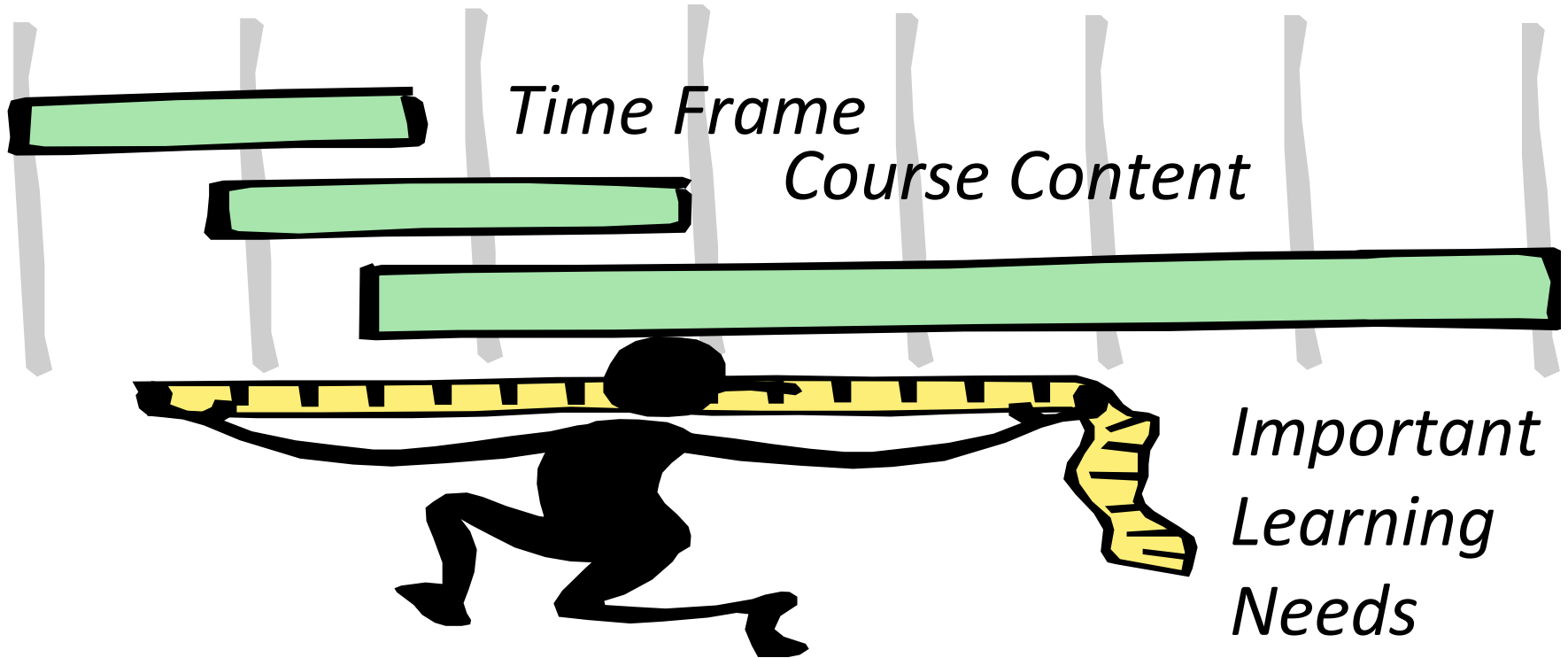
District Designed Measures and Examinations  
Nationally Recognized Standardized Tests  
Industry Certification Examinations  
Student Projects Pursuant to Local Requirements  
Student Portfolios Pursuant to Local Requirements

**How do we do this?**

The SLO in PA is written to a specific teacher and a specific class/course/content area for which that teacher provides instruction.



Many factors can influence the size of an SLO,



but the process remains the same.....

# Building an SLO

## Online TEMPLATE Tool and Helpdesk Statements

[http://ria.gwwork.com/  
template.php?](http://ria.gwwork.com/<br/>template.php?)

([t=4&m=1&c=build](http://ria.gwwork.com/template.php?t=4&m=1&c=build) will be  
available at the PMEA  
Website)

# SLO Template

**Refer to the SLO Template Handout.**

Front Page: Classroom Context, SLO Goal,  
Student Performance Indicator  
Back Page: Student Performance Measure,  
Teacher Expectations

# Page 1. Teacher Information, Setting

- **1a-1c: Teacher Information**
  - **Teacher Name**
  - **School Name**
  - **District Name**
- **1d. Class/Course Title/Content Area**
  - **General Statements:**
    - ✓ **4<sup>th</sup> Gr. General Music, MS Band, Instrumental Music Gr. 4-5, Music Technology**
  - **Content Area Statements: A specific concept, unit, skill**
    - ✓ **Sight Reading Performance, Cultural Response Standards**
- **1e: Grade Level**
  - ✓ **5th Grade; 9,10,11,12**
- **1f: Students for whom the SLO is written (and why)**
  - **Statements:**
    - ✓ **60 students (3 Sections 3rd<sup>th</sup> General Music, as opposed to all 6 sections—collecting data for a sample of students as opposed to using all students)**

# Page 1. SLO

## 2a. The SLO Goal Statement:

### What is the Important Learning (Content)?

#### Kindergarten Classroom Music

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

#### HS Music Technology Level 1

Students will demonstrate proficiency in musical arranging/composing through the use of a Digital Audio Workstation (DAW).

#### HS Choral Ensemble

Students will demonstrate independent performance skills appropriate to positive musical contribution in a choral performing ensemble.



# Page 1. SLO (cont.)

## **2b. Standards selection**

- Targeted content standards used in developing the SLO.

*Arts and Humanities: 9.1, 9.2, 9.3, 9.4*

<http://pdesas.org/>

What Standards match your Goal Statement?

- 1. Know and understand the Standards  
PA Standards  
National Common Core  
Arts Standards (new 2013)**

<http://nccas.wikispaces.com/file/view/Framework%20FINAL-13-13.pdf/398083540/Framework%20FINAL1-13-13.pdf>

***So that you can build quality.....***

- 2. Assessment Tasks  
Authentic to the grade  
or course  
Aligned to Standards**
- 3. Assessment Scoring  
Can describe levels of student achievement  
toward standards based learning**



# Page 1. SLO (cont.)

## **2c. Rationale statement**

Explains why the SLO is important and how students will demonstrate learning of the standards through this objective.

### **Middle School Band Gr. 6,7,8**

The quality and musicality of an instrumental ensemble is dependent on each individual as a contributor to the collective whole. Individual assessments inform each student of his/her growth and/or mastery and contribution as an independent instrumental musician.

# Page 1 cont. – Student Performance Expectations

## **3: Performance Indicator**

Describes individual student performance expectation

- a. What performance measure(s) –*tests, assessments*– will be used to measure student achievement of the standards, and what’s the expected student achievement level based on the scoring system for those measures?
- b. What’s the expected achievement level for unique populations? (IEP, students who did not do well on a pre-test, etc.)

# Performance Indicator Statement



## HS Choral

### **Individual Vocal Assessment Task**

Students will achieve proficient or advanced levels in 6 out of 8 criteria of the second scoring rubric.

### **Individual Sight Singing Task**

Students will achieve proficient or advanced levels in 2 out of 3 criteria indicated on the second scoring rubric.

## Kindergarten Music

Students will achieve a scoring of “Meets Expectation = 2” or “Exceeds Expectation = 3” on 5 out 7 of the following seven task rubrics:

#1 Call and Response Rubric

#2 Identifying Beat Rubric (etc.)

# Page 1 cont. – Student Performance Expectations

## **3: Performance Indicator**

Describes individual student performance expectation

- c. Are the performance measures linked? (Must an individual student demonstrate proficiency on all measures to be described as proficient?)
- d. Should some performances measures count more because they address standards that are addressed more in this course of study?

# Page 2. Student Performance Measure

## What's the Test?

4a: What are the names of the performance measures?

4.b: Who created them?

4c: How do they relate to the learning objective?

Are they appropriately rigorous?

(Webb's Depth of Knowledge)

4d. Will the performance measure show growth over time or achievement of the learning standards, or both??

4e: How often is the test given?

4f: Will certain populations need any accommodations to complete the performance measures?

4g. Are any unique resources (or purchased materials) needed to implement the performance measures?

4h: What are the scoring tools? (test keys, rubrics, checklists, etc.)

4i. What background do personnel need to administer and score the performance measures?

4j. How will student achievement be reported to verify (5a) Teacher Expectations?

Section 4 is important.  
Performance Measures (Tests)  
aren't easy to construct

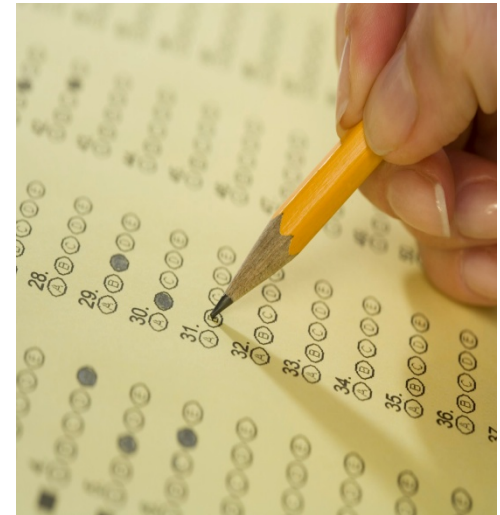
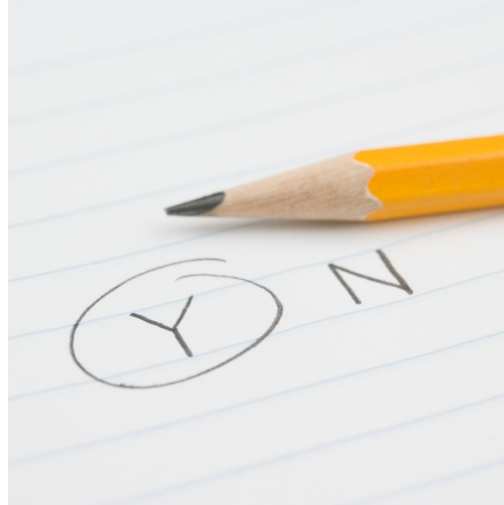


Standards Alignment  
Test Blueprint  
Selected Response/  
Constructed Response  
Scoring Keys  
Rubrics



**What does  
achievement  
look like in  
music**

**Like this.....**



**or like this?**



# Building Performance Measures

- What does a Teacher do to administer a performance measure?
- What must a Student know and do to complete a performance measure?
- How does a Teacher score a performance measure?

Many things must be considered when building quality assessments.



Performance Measure Task Framework  
Performance Measure Framework Template

# Performance Measure Task Template

**Refer to the Performance Measure Task Framework Template.**

Left Side: Performance Measure Task  
Framework

Left Side: Performance Measure Task  
Framework Template



Look at some sample statements developed using Model Performance Measure Task Framework Tools.

Consider a measure that you use and try to describe it using the Performance Measure Framework tools.

# Performance Measure Name

(Found in SLO Template 4a)

Individual Sight Singing Task

Elementary Instrumental Music Individual  
Playing Task

Improvising with Instruments Task

# SLO Alignment

Statements for this section come directly from the SLO template:

<u>SLO Template</u>	<u>Performance Measure Template</u>
1d	B

*General Music, High School Choir*

<u>SLO Template</u>	<u>Performance Measure Template</u>
1e	C

*K; 3; 6-7-8; 11-12*

<u>SLO Template</u>	<u>Performance Measure Template</u>
2b	D

*9.1.3.A*, *9.1.3.B*



# SLO Alignment

Statements for this section come directly from the SLO template:

<u>SLO Template</u>	<u>Performance Measure Template</u>
4c	E

## HS Choral

Individual sight singing assessments are appropriate for measuring a student's development of independent sight singing skills that prepare students to make a positive musical contribution in a choral performing ensemble.

## Kindergarten General Music

### #4 Moving to Music Rubric

Measure student ability to recreate rhythm and pattern through movement.

# SLO Alignment

Statements for this section come directly from the SLO template:

<u>SLO Template</u>	<u>Performance Measure Template</u>
4e	1a

Students will be assessed at the end of the first quarter and again at the end of the third quarter.

<u>SLO Template</u>	<u>Performance Measure Template</u>
4f	1b

Gifted IEP: Students can be challenged to perform tasks in a small ensemble setting.

<u>SLO Template</u>	<u>Performance Measure Template</u>
4g	1c

Basic recording device to record student assessments.

# 2. Process (Student)

## 2a. Task Scenarios

### Kindergarten Classroom Music

#4 Moving to Music Rubric

**DOK:** Organize, represent, and interpret data. Level Two

**Scenario:** Students listen and respond to music with movement; expressing patterns of sound and silence.

### HS Music Technology Level 1

Using a Digital Audio Workstation (DAW), students will construct a musical arrangement in ABA (ternary) form.

### HS Choral Ensemble

On two separate occasions, each member of the choir will individually perform a 16 measure teacher-chosen unaccompanied excerpt from the concert music (repertoire). The student will perform a cappella. Students receive instructions and a scoring rubric as a part of the class syllabus, and will be informed of the specific 16 measures to be performed several weeks in advance.

## 2. Process (Student) cont.

### 2b. Process Steps

#### 8<sup>th</sup> Grade General Music

##### **Composition/Performance Task:**

Students will be given a four-measure melody in the key of G Major and in common time. The students will be asked to complete the melody using a variety of pitches and rhythms. The suggested length of their component is four measures but they have the option to make it longer and/or to use harmony. Evidence of compositional devices such as contrary motion, repetition of rhythmic and /or melodic patterns, and use of passing and neighbor tones should be seen in the student component. The student component must be notated in standard musical notation. The entire composition will be performed by the student on an instrument of their choice. Students will receive a scoring rubric at the beginning of instruction.

## 2. Process (Student) cont.

### 2c. Requirements

#### Elementary Instrumental

Students will be informed of the assigned prepared excerpt and the date on which the performance measure task will be administered two weeks prior to the date of administration.

### 2d. Products

#### Individual Performance:

An audio or audio/video recording of the performance will be generated.

#### Music Technology:

Student *shares* their arrangement by mixing it down to MP3 format and save both the GarageBand project file and MP3 file to the shared classroom network drive.

# 3. Scoring (Teacher)

## 3a. Scoring Tools: Kindergarten Classroom Music

Performance Scoring	Moves toward Expectation = 1	Meets Expectation = 2	Exceeds Expectation= 3
<b>Reproduces Movement</b>	Rarely reproduces a movement example without guidance.	Accurately reproduces a movement example with some prompting.	Accurately reproduces a movement example without prompting.
<b>Creates Original Movement</b>	Rarely creates original movement patterns and/or moves to the beat of the music without prompting.	Creates original movement patterns and moves to the beat of the music, some of the time without prompting.	Independently creates original movement patterns and moves to the beat of the music without prompting.

## 2. Process (Student) cont.

### **3b. Scoring Guidelines**

#### High School Choral

Scoring tools and exemplars are provided to students early in the instructional period.

### **3c. Score/Performance Reporting**

#### Individual Performance:

Students will receive adjudicated copies of their personal scoring rubric following completion of the performance task. A summary scoring report for all students will be provided as a part of the SLO process.

#### Kindergarten General Music:

Student achievement will be reported to parents through use of a standards-based school district report card. A summary list of student achievement will be provided for purposes of completing the SLO.



**Once performance measures are built, quality review processes help to ensure that measure's validity.**

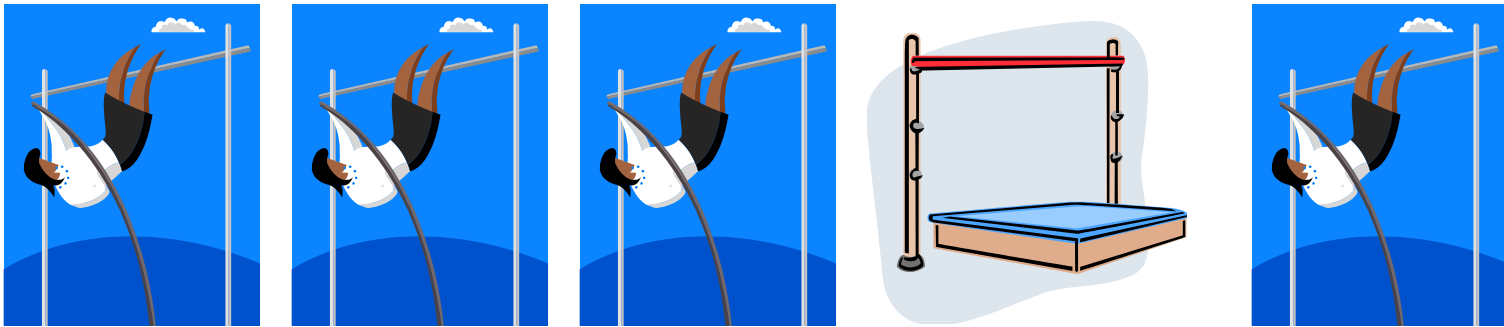
# **Assessment Literacy**



# Going back to the SLO Template

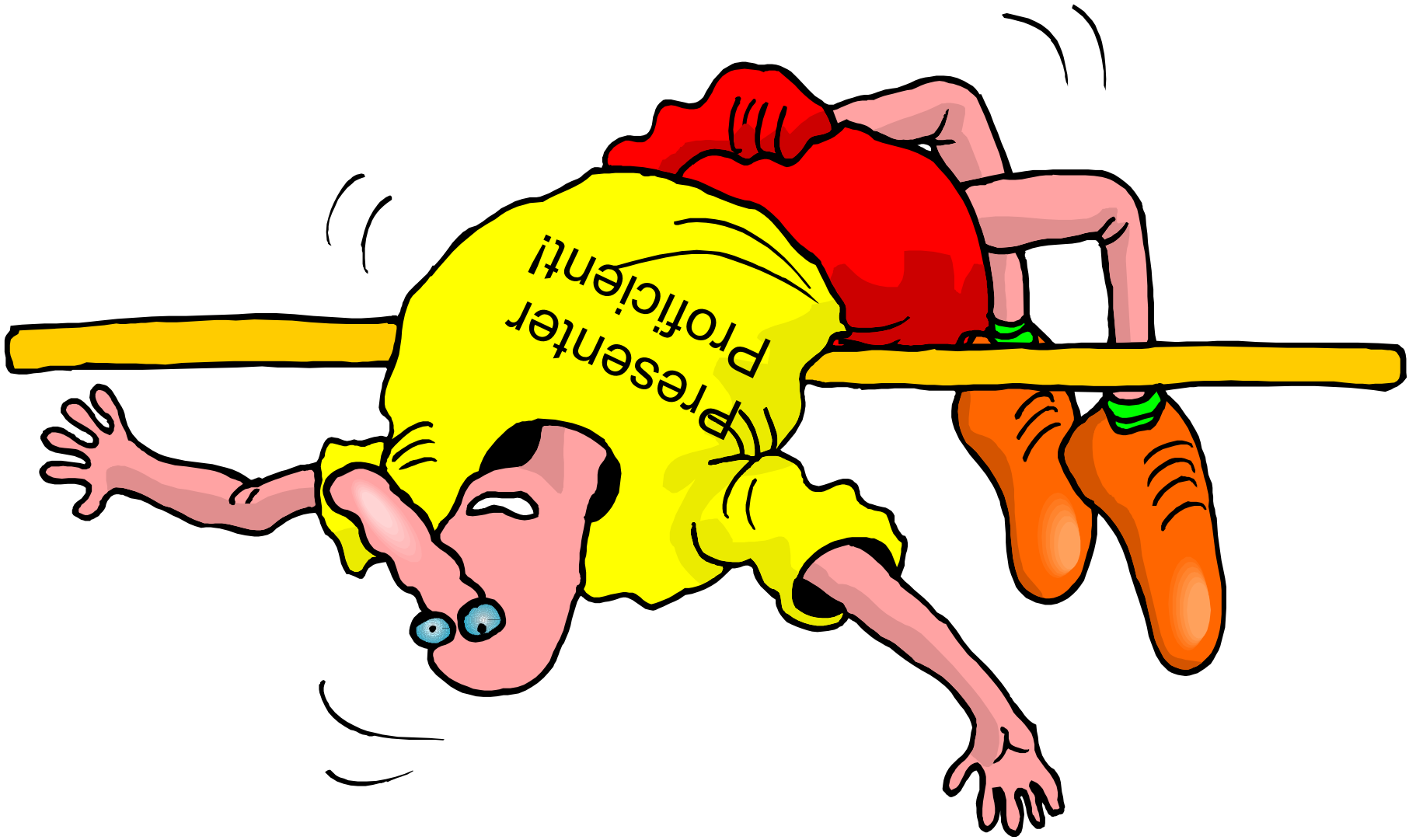
## 5a: Teacher Effectiveness Measure

Describes the number of students expected to meet the performance indicator criteria.



### 5a: Proficient

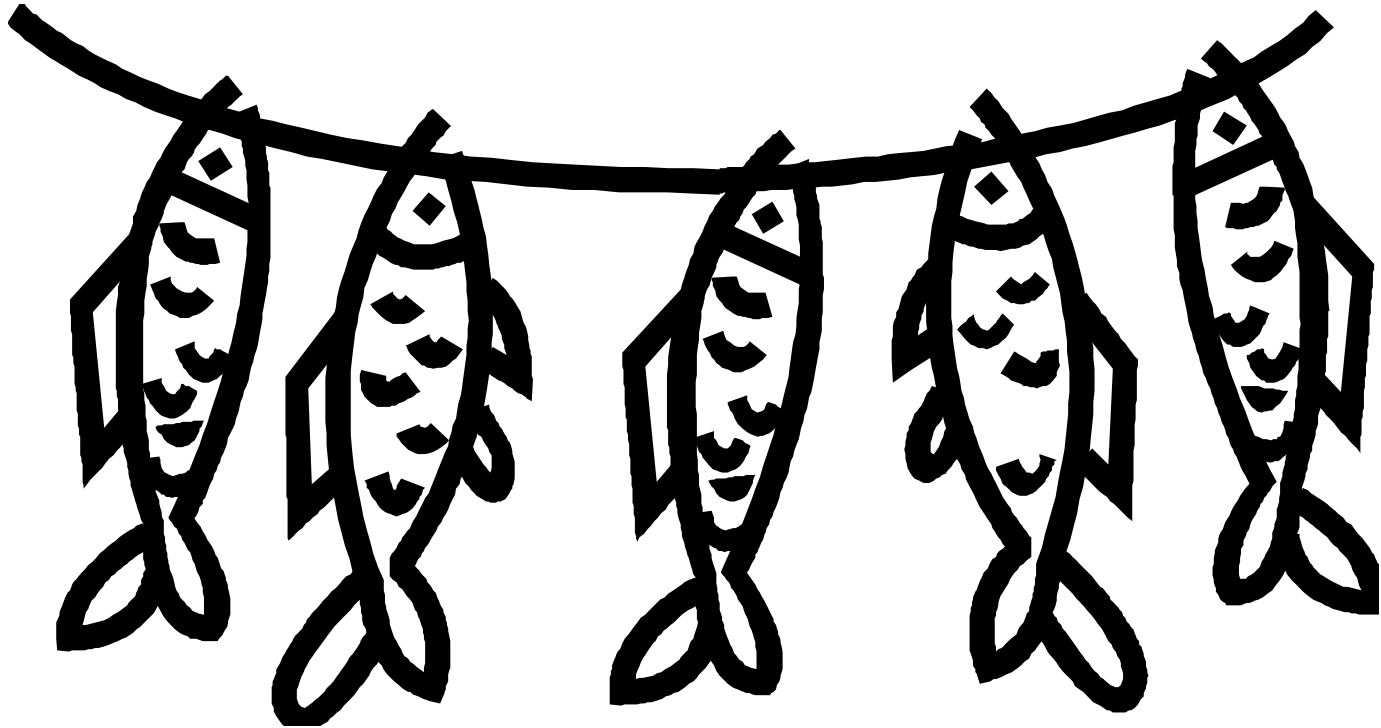
85% to 94% of students meet the performance indicator.



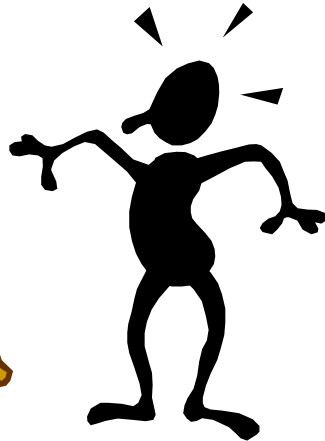
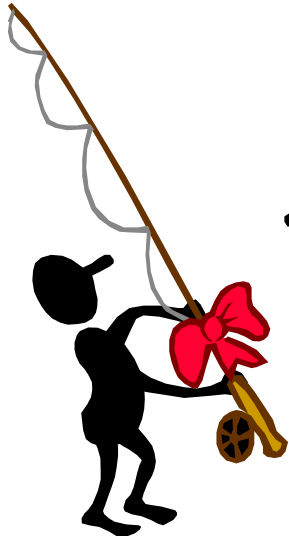
How is PDE planning to implement the SLO process?



# 1. Provide Models



## 2. Provide Assessment Literacy



Dr. J.P Beaudoin  
Research In Action

### Student Achievement Measures Development

Design and Purpose, Item Specification, Test Blueprint, Scoring Keys,  
Operational Forms & Administrative Guidelines, Form Review

### SLO Template Development

Design and Development

### Calibration and Quality Review

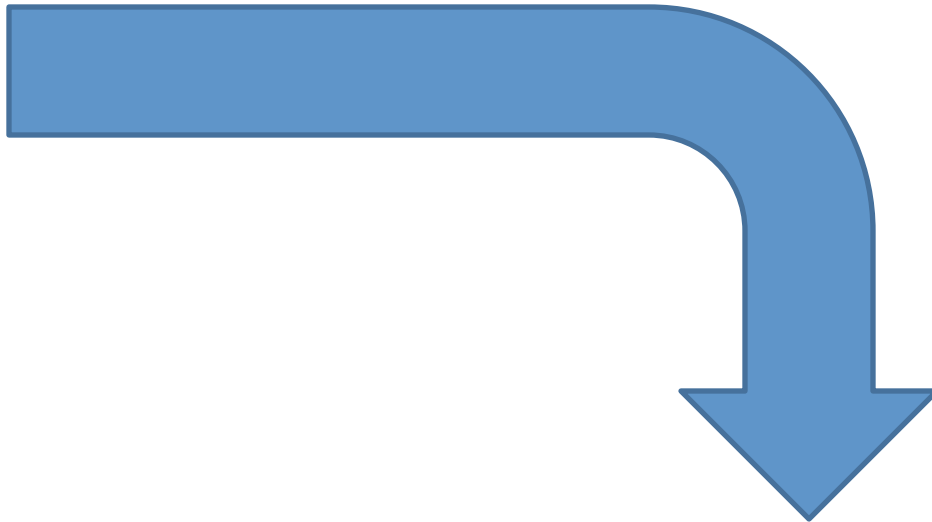
# Implementation Process to Date

1. Research from other states and educational resources (RSN, REL, CTAC, Center For Assessment, MACC@WestEd, CTCURRICULUM.ORG, etc.)
2. Develop the SLO process
3. Create models through practitioner development groups

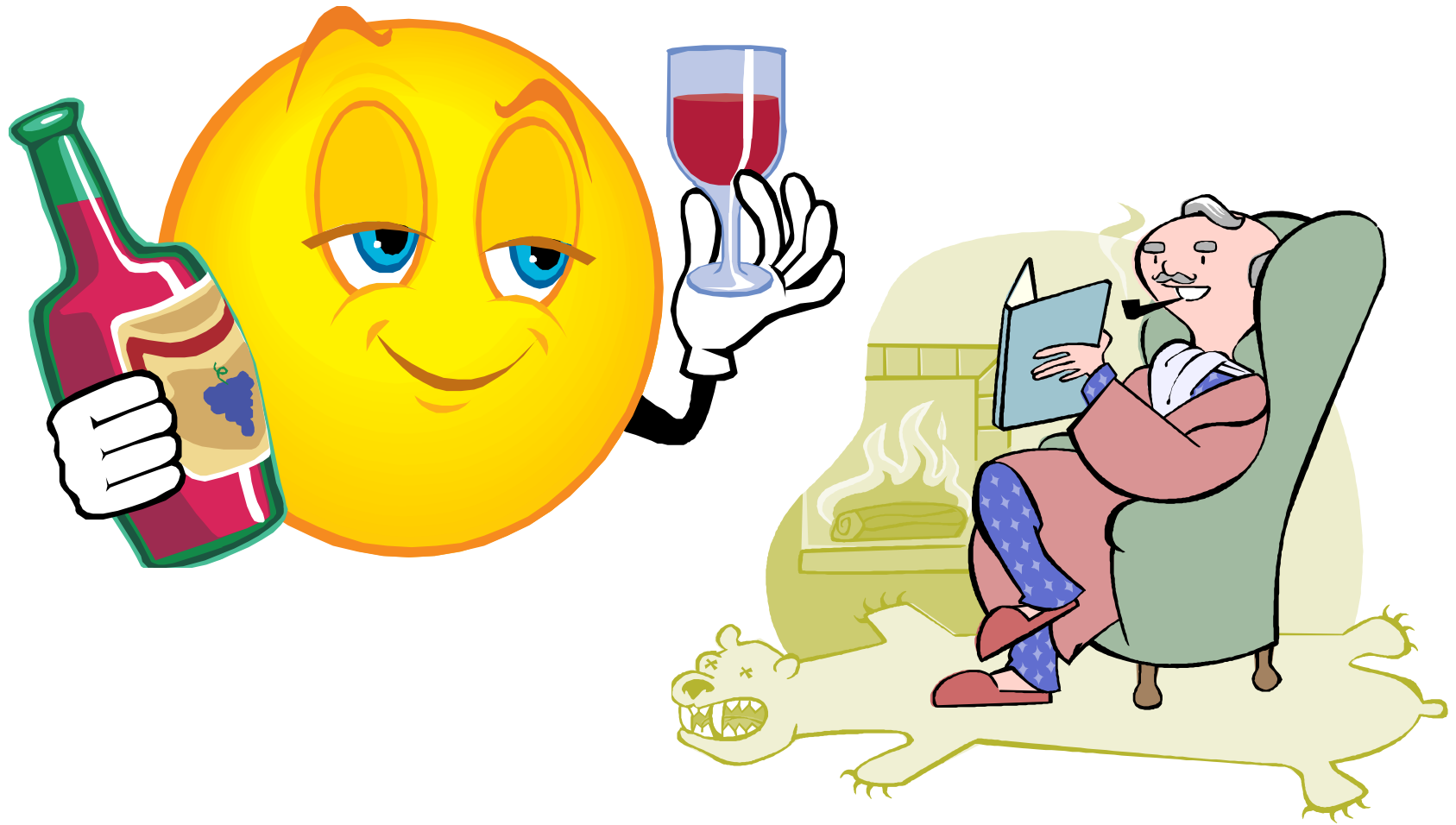
## Vet, clean and repair the models for presentation

- Develop online resources to create SLOs
- Train IU and District level leaders
- Take a year to let everyone practice the process

- 



Relax.



(The process materials will be online!)



# Online Template and Materials

[ria2001.org](http://ria2001.org)

Note the Helpdesk Mouse-overs

## SLO Resources

<http://nassauboces.org/Page/1667>

<http://www.riseindiana.org/sites/default/files/files/RISE%201.0/Student%20Learning%20Objectives%20Handbook%201%200%20FINAL.pdf>

[http://www.louisianaschools.net/compass/student\\_learning\\_goals.html](http://www.louisianaschools.net/compass/student_learning_goals.html)

<http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/SLO.aspx>

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/SLO%20Manual.pdf>

Assessment Development Resource:  
[beta.ctcurriculum.org](http://beta.ctcurriculum.org)





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