

# Student Learning Objectives

Freedom Area School District

2013-2014

Pilot Program

# Agenda

- Educator Effectiveness (M)
- SLO Overview (T)
- District Focus (M)
- Roles Defined(T)
- Step by Step through the framework (modeling process)
  - Sections 1 & 2, Skip to 4 (MT)
    - Performance Task Framework (White Sheet) (MT)
    - Teachers work independently to create their own SLO
    - Share where they are
    - Schedule Midpoint checks (T)

# Teacher Effectiveness System in Act 82 of 2012

Teachers with Eligible PVAAS Data

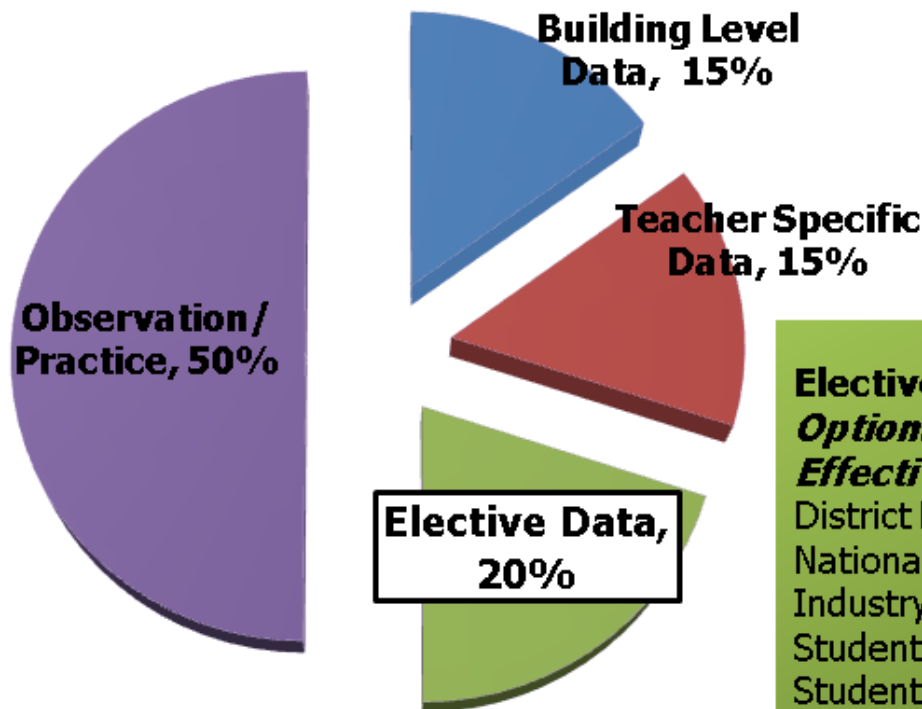
## Teacher Observation & Practice *Effective 2013-2014SY*

Danielson Framework Domains

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

## Building Level Data / School Performance Profile *Effective 2013-2014SY*

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 / **SLOs** *Optional 2013-2014SY* *Effective 2014-2015SY*

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

Teachers without Eligible PVAAS Data

## 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

Observation/  
Evidence,  
50%

Building Level  
Data, 15%

Elective Data,  
35%

## Elective Data/ **SLO** 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 Observation

Student Achievement

# Teacher Effectiveness System in Act 82 of 2012

## Principal Effectiveness System in Act 82 of 2012

*Effective 2014-2015 School Year*

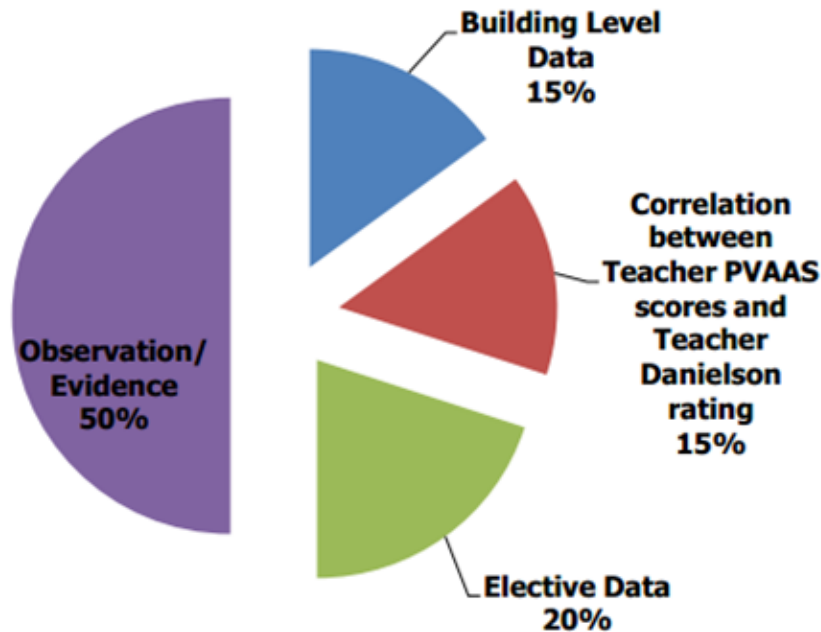
### Observation/ Evidence

Framework for Leadership Domains

1. Strategic/Cultural Leadership
2. Systems Leadership
3. Leadership for Learning
4. Professional and Community Leadership

### Building Level Data/School Performance Profile

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



Relationship based on  
Teacher Level Measures  
PVAAS

Elective Data/Student Learning Objectives  
District-Designed Measures and Examinations  
Nationally Recognized Standardized Tests  
Industry Certification Examinations  
Student Projects Pursuant to Local Requirements  
Student Portfolios Pursuant to Local Requirements

# Components of the Educator Effectiveness Process

<b>Classroom Teacher Phase In Percentages</b>	<b>Year</b>	<b>Observation/Evidence</b>	<b>Building Score</b>	<b>Teacher Specific Data</b>	<b>Elective Data</b>
	2013-14	85%	15%	N/A	N/A
	2013-14	*50%	*15%	*N/A	*35%
	2014-15	50%	15%	N/A	35%
	2015-16 with PVAAS	50%	15%	15%	20%
	2015-16 without PVAAS	50%	15%	N/A	35%
*Elective Data is optional. If used the weight is 35%					

<b>Non-Teaching Professional Employees</b>	<p>In 2013-14, all other non-teaching professionals should be evaluated using previously approved PDE forms. An annual summative evaluation must be performed for all professional employees. The term “non-teaching professional employee” shall mean an education specialist, a supervisor, or professional employee or temporary professional employee who provides services other than classroom instruction.</p> <p>The following pie chart will be used pending development of regulations.</p>
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# WHAT IS THE SLO?

- A process to document a measure of educator effectiveness based on student achievement of content standards.
- There may be multiple standards within one SLO since most focus on ‘Big Ideas,’ ‘Larger Learning Outcomes’”
- The SLO in PA is written to a specific teacher and a specific class/course/ content are for which that teacher provides instruction
- **All teachers in all content areas create an SLO.**

# District SLO

- Overarching district-wide focus
- Building level application
- Based on needs of students...DATA!!!!



# PARTS OF THE SLO

- 5 Main Parts
  - Classroom Context: Course and Teacher Information
  - Goal Statement and Standards
  - Performance Measures
  - Performance Indicators
  - Elective Rating
- Order of Completion
  1. Classroom Context
  2. Goal Statement and Standards
  3. Performance Indicators
  4. Performance Measures
  5. Elective Rating

# Have You Heard of SMART?

- Very similar to the SMART Goal process
  - Specific to ‘Big Idea’ and Content Standards
  - Measurable: can be tracked and student progress responded to by adjustments to the goal if needed
  - Appropriate: within the control of the teacher to effect change. You should have the chance to succeed
  - Realistic: it is feasible for students and teacher and can be accomplished within a given timespan
  - Time Limited: the goal can be attained within the school year to demonstrate student growth.

# Overall Process

- This is a collaborative process. The teacher develops the goals based on district/building/classroom needs and works with the building administrator to create an aligned goal with reasonable expectations for completion (timeline, performance markers).
- Teacher should focus on:
  - What 'Big Idea' is supported by the learning goal?
  - Which content standards are associated with this big idea? (Listing all standards that apply)
  - Why is this learning goal important and meaningful to students and the success of the teacher?
  - In what ways does the learning goal require students to demonstrate DEEP UNDERSTANDING of the knowledge and skills of the Big Idea?

*Think of the “ideal graduate”. What should he/she know and be able to do when they leave your course?*

In the presence of significant

**ADVERSITY**

**Resilience**

is understood to be both the capacity of individuals

to **NAVIGATE** their way to the

psychological, social, cultural and physical resources that sustain their well-being

& their capacity to individually and collectively **Negotiate**

for these resources to be provided and experienced in culturally **MEANINGFUL** ways

# ROLES OF TEACHER AND PRINCIPAL

- DEVELOPMENT:
  - Teacher
    - Identify a concept (Big Idea) to develop the Student Learning Objective: What should the ideal student know or be able to demonstrate by the end of my class/unit?
    - Align the concept to standards
    - Develop/Identify a process for assessment and the tracking of the learning goal (Pre-Assessments, Post-Assessments, Types of Assessments to Contribute to Overall Evaluation)
    - Develop the Timeline for completion
    - Develop standards of success for students and for the goal that are reasonable for student growth and teacher success.
  - Principal
    - Provide guidance on the appropriateness and wording of the goal
    - Work with the teacher to establish reasonable guidelines and benchmarks so that students experience growth and the teacher is able to experience success with the established goal
    - Sign-off on the goal knowing it is something that can be supported

# ROLES OF TEACHER AND PRINCIPAL

- DURING PROCESS

- Teacher

- Implement the process with due diligence
    - Collect appropriate data to
      - Support individual student growth toward the goal
      - Demonstrate overall achievement/progress toward achieving the establish Student Learning Objective
      - Self-Advocate by seeking out resources and assistance from administration when and where appropriate
    - Seek out administrative assistance/assistance from colleagues if the goal is not being met.

- Principal

- Provide the teacher with the support needed to accomplish the goal and move students toward growth
    - Check in with the teacher on progress through informal visits and a formal “mid-point’ review of progress (including a review of teacher data)

# ROLES OF TEACHER AND PRINCIPAL

- CONCLUSION:

- Teacher

- Present a comprehensive packet/binder of evidence of meeting the SLO
    - This can include copies of assessment, assessment results, and lessons directly supporting the completion of the goal
    - Be able to discuss the process as a whole: discuss the purpose for the goal, why it is important, student progress, attainment, and what you may do different/what was successful

- Principal

- Provide thought-provoking questions about student achievement specific to the learning goal
    - Work with the teacher to develop “next steps”



### CLASSROOM TEACHER RATING TOOL FORM

Last Name		First	Middle
District/LEA		School	
Rating Date:		Evaluation: (Check one)	<input type="checkbox"/> Semi-annual <input type="checkbox"/> Annual

#### (A) Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation		20%		0.60
II.	Classroom Environment		30%		0.90
III.	Instruction		30%		0.90
IV.	Professional Responsibilities		20%		0.60
(1) Teacher Observation & Practice Rating					3.00

*Domain Rating Assignment* 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

#### (B) Student Performance - Building Level Data, Teacher Specific Data, and Elective Data

Building Level Score (0 - 107)		(3) Teacher Specific Rating	
(2) Building Level Score Converted to 3 Point Rating		(4) Elective Rating	

#### (C) Final Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Teacher Observation & Practice Rating		50%		1.50
(2) Building Level Rating		15%		0.45
(3) Teacher Specific Rating		15%		0.45
(4) Elective Rating		20%		0.60
Total Earned Points				3.00

Conversion to Performance Rating	
Total Earned Points	Rating
0.00-0.49	Failing
0.50-1.49	Needs Improvement
1.50-2.49	Proficient
2.50-3.00	Distinguished
Performance Rating	

Rating: Professional Employee, OR  Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginning \_\_\_\_\_ and ending \_\_\_\_\_ has received a performance rating of: \_\_\_\_\_  
(month/day/year) (month/day/year)

DISTINGUISHED  PROFICIENT  NEEDS IMPROVEMENT  FAILING

resulting in a FINAL rating of:

SATISFACTORY  UNSATISFACTORY

A performance rating of Distinguished, Proficient or Needs Improvement shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.

\_\_\_\_\_  
Date Designated Rater / Position: Date Chief School Administrator

I acknowledge that I have read the report and that I have been given an opportunity to discuss it with the rater.  
My signature does not necessarily mean that I agree with the performance evaluation.

Score from SLO would be entered here on the official evaluation



# Timeline

Review SLO's with Teachers BEFORE  
Implementation: By April 4<sup>th</sup>

Midpoint Checks: April 22<sup>nd</sup> 8:30am Middle  
School

Final SLO Review: May 23<sup>rd</sup>, 8:30am Middle  
School