Teacher Effectiveness
and the
Student Learning Objectives
Process

An update from O David Deitz
Consultant, Educator Effectiveness, PDE
for the
PACTA Summer Conference
7.25.13
Presentation:

The Teacher Evaluation Process (Review)
The SLO Process Update
  Template 10
  Help Desk Statements
  CTE Sample in Development
The Assessment Process
  Performance Measure Template
  Performance Measure Task List
  CTE Samples in Development
Preview of the “Homeroom” Online process
(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 THE 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 COMPREHEND FIFTY PERCENT (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

Race to the Top
House Bill 1901
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

Observation/Evidence, 50%
Elective Data, 35%
Building Level Data, 15%

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

Teacher Specific Data
- PV AAS/Growth 3 Year Rolling Average
  1. 2013-2014 SY
  2. 2014-2015 SY
  3. 2015-2016 SY

Elective Data/SLOs
- 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

Observation/Evidence, 50%
School Building Data, 15%
Teacher Specific Data, 15%
Elective Data/SLOs, 20%
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

Classroom Environment
What a teacher knows and does in preparation for teaching.

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)**
A process to document a measure of educator effectiveness based on student achievement of 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,

Time Frame (mode of delivery)
Course Content (lots or little)

but the process remains the same....
Building an SLO

Online TEMPLATE Tool and Helpdesk Statements

http://ria.gwwork.com/template.php?t=4&m=1&c=build

(Helpdesk Statements 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:
    - Culinary Arts, Cosmetology, Medical Occupation Technology
  - Content Area Statements: A specific concept, unit, skill
    - Baking, Cells and Anatomy, First Aid

- 1e: Grade Level
  - 9, 10, 11, 12; Level I, II, III

- 1f: Students for whom the SLO is written (and why)
  - Statements:
    - 20 students, 40 students (2 Sections Level I Medical Occupation Technology)
2a. The SLO Goal Statement: What is the Important Learning (Content)?

**Culinary Arts**
Students will demonstrate proficiency in the Culinary Arts competencies (NOCTI based competencies).

**Cosmetology**
Students will demonstrate knowledge in cosmetology through NOCTI-based written assessments and will demonstrate skills in cosmetology by performing industry-standard (MILADY and PIVOT POINT) tasks in Permanent Wave/Relaxing, Hair Coloring, Manicure/Pedicure, Hair Cutting and Skin Care.
2b. Standards selection

- Targeted content standards used in developing the SLO.

POS Institutional Food Worker Standards
CIP 12.0508

| 101-104, | 208 | 1205-1206 | 2208, |
| 106,     | 601-603 | 1307 | 2209, |
| 110-111  | 801-802 | 1605 | 2232 |
| 201-203, | 1201-1202 | 2002-2003 |  |
1. Know and understand the Standards
   POS Institutional Food Worker Standards
   CIP 12.0508

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
2c. Rationale statement

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

Culinary Arts

Developing skills that will enable students to successfully complete the NOCTI and prepare for entry level jobs in the Culinary Industry or in post-secondary enrollment.
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

Culinary Arts

1. Steamed Green Vegetables Assessment
   Students will score proficient or above on all seven competencies.

2. Rice Pilaf Assessment
   Students will score proficient or above on all seven competencies.

3. Chicken Florentine Assessment
   Students will score proficient or above on all seven competencies.

4. Apple Crostata Assessment
   Students will score proficient or above on all seven competencies.
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?
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 CTE

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
Refer to the 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. |
Steamed Green Vegetables Assessment
Students will score proficient or above on all seven competencies.

Rice Pilaf Assessment
Students will score proficient or above on all seven competencies.

Chicken Florentine Assessment
Students will score proficient or above on all seven competencies.

Apple Crostata Assessment
Students will score proficient or above on all seven competencies.
Statements for this section come directly from the SLO template:

<table>
<thead>
<tr>
<th>SLO Template</th>
<th>Performance Measure Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d</td>
<td>B</td>
</tr>
</tbody>
</table>

**Culinary Arts**

9, 10, 11, 12; Level I, II, III

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<tbody>
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<td>2b</td>
<td>D</td>
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</table>

POS Institutional Food Worker Standards, CIP 12.0508
Culinary Arts

Four performance assessments will evaluate student proficiency in following recipes, large and small equipment recognition and use, knife skills/care, *mise en place*, safety and sanitation, presentation and quality:

1. Steamed Green Vegetables Assessment
2. Rice Pilaf Assessment
3. Chicken Florentine Assessment
4. Apple Crostata Assessment
Statements for this section come directly from the SLO template:

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<td>1a</td>
</tr>
<tr>
<td>4f</td>
<td>1b</td>
</tr>
</tbody>
</table>

Each of the four performance measures will be administered a minimum of two times throughout the school year.

<table>
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<tr>
<td>4g</td>
<td>1c</td>
</tr>
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</table>

Students needing adaptive equipment will be accommodated.

Industry related tools and equipment; recipe ingredients.
2a. Task Scenarios

Apple Crostata

Students will prepare Apple Crostata with Crème Anglaise, demonstrating their proficiency in the following competencies: Following a recipe/recipe conversion, Knife Skills/Knife Care, Large and small equipment recognition and utilization, Sanitation and safety, Final Product Presentation, and Product Quality- Taste.
2b. Process Steps

Apple Crostata

Students will prepare Apple Crostata with Crème Anglaise, demonstrating their proficiency in the following competencies: Following a recipe/recipe conversion, Knife Skills/ Knife Care, Large and small equipment recognition and utilization, Sanitation and safety, Final Product Presentation, and Product Quality- Taste.
2c. Requirements

Apple Crostata
Students must accurately select and use correct ingredients and appropriate equipment. Students will be evaluated on Apple Crostata with Crème Anglaise preparation at least twice a semester.

2d. Products

Apple Crostata:
Completed project: Apple Crostata with Crème Anglaise
3a. Scoring Tools:
**Apple Crostata (Two of Six Criteria)**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large and Small Equipment Recognition &amp; Use</td>
<td>Equipment and/or hand tools used perfectly = 9-10</td>
<td>Imperfect but satisfactory use of equipment/tool= 6-8</td>
<td>Unsatisfactory use of equipment/tool or wrong tool for the job = 3-5</td>
</tr>
<tr>
<td>Safety &amp; Sanitation</td>
<td>Product completed with NO sanitation or safety violations =9-10</td>
<td>1 sanitation or safety violation = 6-8</td>
<td>2 sanitation or safety violations = 3-5</td>
</tr>
</tbody>
</table>
3b. Scoring Guidelines

Apple Crostata

Students will score proficient or above on all seven competencies.

3c. Score/Performance Reporting

Apple Crostata:

Students will receive copies of the completed scoring rubrics. Summary report of students who meet the individual performance indicators will be prepared for the purpose of completing the SLO process.
Once performance measures are built, quality review processes help to ensure that measure’s validity.

Assessment Literacy
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 PA planning to implement the SLO component?
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, 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 (August)
- Take a year to let everyone practice the process
Questions?

(Relax! The process materials will be online!)
Online Template and Materials

ria2001.org

Use the Help Desk Handout
SLO Resources

http://nassauboces.org/Page/1667

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

http://www.louisianaschools.net/compass/student_learning_goals.html

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


Assessment Development Resource:
beta.ctcurriculum.org
Questions?