

Student Learning Objectives: Life In The SLO Lane

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Some background on the presenter...

- Current President of New York State School Music Association
- Past President of New York State Council of Administrators of Music Education
- President-Elect of NYS Council of Educational Associations
- Recently retired from NY Public Schools after 32 years, including 19 as a teacher and 13 as an Art, Dance, Music and Theater department administrator
- Founding member of the Suffolk County and Westchester County Arts Leaders Associations

What Is A Student Learning Objective?

As represented by the Connecticut Department of Education:

- Broad statements about the knowledge and skills the teacher wants students to demonstrate as a result of instruction;
- Address the central purpose of the teacher's assignment;
- Take into account baseline data on student performance;
- Pertain to a large proportion of a teacher's students;
- Reflect content mastery or skill development; and
- Reflect attainable but ambitious goals for student learning.

In other words, an SLO...

- Involves measurement and assessment
- Measures progress via pre-testing and post-testing
- Measures achievement through a single assessment
- Is supported through rubrics that establish levels of achievement (EMPD)
- Includes the setting of targets for growth and achievement

Indicators of Academic Growth & Development

- Are based on results of assessments, which may include standardized and non-standardized measures;
- May require consultation with colleagues with more expertise to determine appropriate measures and targets;
- Indicator statements for the teacher evaluation should follow SMART Goal language: Specific/Strategic, Measurable, Aligned/Attainable, Results-Oriented and Time-Bound; and
- There **must** be at least **one** IAGD per SLO.

Goal Setting

- What does the teacher expect the students to be able to know and/or do as a result of their time together?

(Sing in tune, draw basic shapes, dance in unison with others, convincingly portray a character)

- What are the key skills and/or knowledge sets that are expected outcomes of the course of study?

(Musical notation, color theory, the ballet positions, stage direction terminology)

- The teacher and supervisor work together to identify and define these key intended outcomes.

(Idealism vs. Reality, High vs. Low Expectations, Driven vs. Lazy Work Ethic)

Types of SLO Assessments

- Paper and Pencil
- Performance
- Portfolio

Paper & Pencil

- Target outcomes are based upon raw scores or percent correct
- Frequently uses bubble-sheet forms (Scantron) with True/False and/or Multiple Choice Questions
- Can include fill in the blank or short answer questions
- May include essays that include critical responses to works of art

Performance

- Targets are based upon specifically defined skill/achievement levels for each item
- Performances may include the assessment of individuals
- Group performances may also be assessed

Portfolios

- May include a variety of items, including paper and pencil and performance assessments
- Targets are based upon specifically defined skills and achievement levels for each item included
- May be in the form of paper materials, such as compositions, artwork, and writings
- May be in the digital form, including recordings and scans of student work

Developing The Customized SLO

- Adhere to the guidelines provided by your State Department of Education and your local school district
- Help the teacher to identify assessment that is already taking place as part of the instructional process

Or

- Help the teacher to codify and provide details for assessment that is already occurring as part of the instructional process

Or

- Help the teacher to learn to assess as part of the instructional process
- Authenticity is Key! Assess what the students really do and know as part of the regular instructional regiment. Avoid creating test anxiety for both the teacher and the students!

It's All About Our Attitude...

This new regimen of SLOs can be viewed as an opportunity or as a threat!

Opportunities

- Show off what your students know, do and learn in your room
- Educate supervisors, BOE, parents, etc. as to the complexity of your curriculum

Threats

- Taking the time to administer assessments
- There will be less time to learn, perform, and create

Sample SLO – Visual Arts - Performance

Central School District ART Student Learning Objectives, Grades 1-12 2012-2013 School Year

SLO per grade level

As per the New York State Standards and Central School District Art Curriculum. Measuring Growth, students will be assessed on each of these projects in the beginning and end of the given term.

Elementary School

- Students will create a picture using textures as follows:
- Grade 1: Underwater Picture
- Grade 2: Seascape
- Grade 3: Landscape
- Grade 4: Forest Scene
- Grade 5: City Scape

HEDI Rubric:

- H 4: Has a highly effective picture using 5 or more implied textures
- E 3: Has an effective picture using 4 implied textures
- D 2: Has a developing picture using 3 implied textures
- I 1: Has an ineffective picture with 2 or less implied textures

Middle School

- **Grade 6:** Students will create a value scale.

HEDI Rubric:

- H 4: Highly Effective value scale demonstrating a range of 5+ values
- E 3: Effective value scale demonstrating a range of 4 values
- D 2: Developing value scale demonstrating a range of 3 values
- I 1: Ineffective value scale demonstrating a range of 2 or less values

- **Grade 7:** Students will transform one shape into a three dimensional form demonstrating solidity through value.

HEDI Rubric:

- H 4: Demonstrates a highly effective 3D form with value wrapping completely around and on top of the form
- E 3: Demonstrates an effective 3D form with value wrapping partially around the form
- D 2: Demonstrates a developing 3D form with value starting to wrap around the form
- I 1: Demonstrates an ineffective 3D form with no value around the form

- **Grade 8:** Students will complete a contour drawing of a classroom object with implied texture.

HEDI Rubric:

- H 4: Demonstrates a highly effective contour drawing with numerous implied textures
- E 3: Demonstrates an effective contour drawing with some implied textures
- D 2: Demonstrates a developing contour drawing with minimal implied textures
- I 1: Demonstrates an ineffective contour drawing without implied textures

Sample SLO – Visual Arts, continued

- **High School**

- **Studio in Art**

- Students will create a balanced composition using an object of their choice with non objective designs in the area of negative space.

HEDI Rubric:

- H 4: Highly effectively composition with 3 or more non objective designs evident
- E 3: Effective composition with 2 non objective designs evident
- D 2: Developing composition with 1 non objective design evident
- I 1: Ineffective composition with no non objective design evident

- **Drawing and Painting (2-D Student Learning Objective)**

- Students will create a sense of depth in a composition using three or more objects.

HEDI Rubric:

- H 4: Highly effectively shows depth in the composition with 3 or more non objective designs evident
- E 3: Effectively shows depth in the composition with 2 non objective designs evident
- D 2: Developing depth shown in the composition with 1 non objective design evident
- I 1: Ineffective depth shown in a composition with no non objective designs

- **Crafts/Sculpture/Ceramics (3-D Student Learning Objective)**

- Students will create a sketch for a three dimensional work that exemplifies the design principle of repetition and then create that project in 3D.

HEDI Rubric:

- H 4: Sketch/Project highly effectively shows the design principle of repetition
- E 3: Sketch/Project effectively shows the design principle of repetition
- D 2: Sketch/Project shows a developing use of the design principle of repetition
- I 1: Sketch/Project ineffectively shows use of the design principle of repetition

- **Computer Graphics**

- Students will use the computer program Photoshop to create a business card utilizing standard business card information.

HEDI Rubric:

- H 4: Highly effective business card design
- E 3: Effective business card design
- D 2: Developing business card design
- I 1: Ineffective business card design

- **Photography**

- Students will create a printed photograph using either silver/traditional or digital techniques that has a clear point of emphasis.

HEDI Rubric:

- H 4: Photograph highly effectively shows a clear point of emphasis
- E 3: Photograph effectively shows a clear point of emphasis
- D 2: Photograph shows a developing point of emphasis
- I 1: Photograph ineffectively shows a point of emphasis

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Sample SLO – Music (Performance)

New York State Student Learning Objective UFSD High School Music

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.)

High School Women's Choir Lessons

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?

NYS Learning Standards in the Arts I, II

Interval

What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?

September – April

Evidence

What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.

Students will sight read at NYSSMA Level 4

Pre-Assessment: Students will sight read a sight-reading example at NYSSMA Level 4.

Summative Assessment: Students will sight read a sight reading example at NYSSMA Level 4

Baseline

What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

33% of students are able to sight read accurately at NYSSMA Level 4

Target(s)

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

85% of students will sight read accurately at NYSSMA Level 4

HEDI

Criteria

See Attached Chart.

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.

Sight reading is an integral skill for successful solo and choral singing. This skill will become more sophisticated as the school year progresses.

SLO/IAGD Development Exercise

- Pair up with one other person whose area of instructional expertise is different from yours (i.e. Art & Music, Theater & Dance, etc.)
- Take 10 minutes to complete the SLO Development Form in your packet for one course in your area of expertise
- As a teacher, share your proposed SLO to your partner, who will act as your supervisor.
- As supervisor, ask questions for clarification as needed and guide the teacher to the development of a meaningful SLO and IAGD.

Questions & Discussion

- In the SLO development exercise, how did you feel as a teacher?
- In the SLO development exercise, how did your feel as a supervisor?
- What did you learn today?
- What do you want to further explore?
- Other questions/concerns???