

Summary of APPR/SLO Rules & Regulations Relevant to NYS Music Teachers
as of June 20, 2012

Documents Cited

1. SLO Road Map – March 2012, updated April 30, 2012
<http://engageny.org/wp-content/uploads/2012/03/slo-roadmap.pdf>
2. Guidance on Student Learning Objectives – March 2012, updated June 1, 2012
<http://engageny.org/wp-content/uploads/2012/03/slo-guidance.pdf>

SLO Definitions

A student learning objective is an academic goal for a teacher's students set at the beginning of the course. (1)

An SLO must state the baseline starting level of skill or knowledge and the target for student learning by the end of the instructional period. (1)

SLOs serve two purposes for music teachers: a Comparable Growth measure and a locally-selected measure option (1)

An SLO must be administered to a teacher's largest classes until 50% of a teacher's student load is being assessed. (1)

Assessments are not to be disseminated to students before administration. (2)

Comparable Growth Measures versus Locally-selected Measures

Since there is no state assessment in Music to measure student growth, we must use a Comparable Growth measure to assess our students. (1)

Comparable Growth Measure SLO results must be combined to count as 20% of a teacher's overall evaluation. (1)

Locally-selected Measure SLO results must be combined to count as 20% of a teacher's overall evaluation and must be different from the SLOs used as Comparable Growth Measures. (1)

District Responsibilities

Districts must create processes to ensure that any assessments are not scored by teachers or principals with a vested interest in the outcome of the assessment. (1)

Districts are encouraged to collaborate and create an increased number of high quality assessments, including the creation of standards-based rubrics that can be applied to a range of performance tasks. (1)

Districts may want to consider their overall District-wide priorities and academic needs as they consider their locally-selected measures. (1)

A district may decide to set an SLO based on school-wide growth on the State ELA tests as a measure of student growth for all arts teachers, since growth in the various arts is difficult to measure, and ELA skills could be enhanced by coursework in the arts. In this case, all arts teachers in a school would earn the same score for the growth component of their evaluations. (2)

Districts will need to determine their District-wide processes for setting, reviewing and assessing SLOs in schools, including procedures for monitoring progress of students on SLO targets and final results. (2)

Teacher Components

Teachers should work collaboratively with subject teams to set their SLOs. (1)

Teachers propose SLOs and targets in consultation with their lead evaluator (2)

Teachers obtain all possible data on students to best inform baseline/starting levels of student learning. (2)

Teachers reflect on student learning results and consider implications for future practice. (2)

A sample SLO for a High School Band Teacher with 135 total students across 5 sections: 3 sections of Introductory Band (75 students total); 1 section of Concert Band (30 students); 1 section of Concert Choir (30 students):

Applying rules about which SLOs must be created for this teacher:

This teacher will have an SLO for his/her Introductory Band sections, as this covers the majority of his/her students (75 students out of 135 total students is approximately 56% of students). Targets are set based on what the District defines as the expectation for student growth in this teacher's course for students that begin at a performance level of a 1, 2, 3, or 4.

The teacher first determines the starting level for all of the students across the three sections (baseline_ using a performance task. The District-provided matrix determines the expected growth for each student. At the end of the year, the teacher re-evaluates the students based upon the performance task to determine student growth. The teacher's rating is determined based upon the average points received across his/her SLOs. (2)