



**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

Office of Educator Effectiveness and Leadership Development

Student Learning Objectives Business Rules

Last updated: August 25, 2017

The SLO Process

SLO development:

- All educators, tested and non-tested grades and subjects, are required to develop and implement one Student Learning Objective annually as a student growth measure.
- The building administrator can direct educators to develop either an individual or team SLO. The type should be determined by individual teacher's needs, teaching circumstances, and students' needs.
- The building administrator can also direct educators to assume one of the following approaches to SLO development: Course or Class. The approach should be one that is most appropriate for the educator's context and circumstances.

Required SLO conferences:

- Each SLO must be approved (prior to implementation) by the principal or his/her designee during the preliminary conference. Over the course of the SLO interval the principal or designee will also conduct a mid-course evaluation conference and summative conference. These required conferences provide opportunity for feedback to the educator related to the implementation of the SLO. The mid-course conference may be combined with pre-conferences and post-conference when appropriate.

Minimum number of students:

- The SLO must include a minimum of six students. In cases(although very limited) where the educator is responsible for fewer than six students, the principal may decide whether to require an SLO of the educator or only have their evaluation based on the professional performance and district choice elements of the evaluation system. There is no maximum number of students that can be included in the SLO.

Interval of Instruction:

- The interval of instruction must cover the entire length of the course (year, semester, or quarter long) and must include the window of dates for the pre and post assessments.

Assessments and Evidence (Measures):

- The assessment(s) used to determine the baseline for instruction and measure student growth must be approved by the principal or evaluator as part of the SLO approval. The [Assessment Checklist](#) is available to assist educators in developing and/or selecting appropriate assessments.

Content Focus and Curriculum Alignment:

- Educators are encouraged to develop and implement SLOs that are aligned with identified academic and curricular needs of his or her students. School districts or building principals/administrators may also encourage educators to develop SLOs aligned with district or school based academic initiatives.
- Individualized Educational Plan (IEP) goals can be used to inform the SLO and can be cited as a source of evidence when establishing baseline data, progress monitoring, or growth targets. The IEP goal(s) cannot be substituted for the SLO growth target.

Educator Considerations**Educator Assignments:**

- When the educator of record serves as a cooperating teacher for a student teacher, the educator of record is responsible for the implementation of the SLO and the outcomes associated with the measure.
- Special educators who teach in inclusion or co-teaching settings have the option of partnering with the classroom educator to develop a team based SLO. Both educators identify similar content and standards focus for the SLO and identify individual student populations reflective of the students each will lead in instruction. Using the team approach for SLOs in a co-teaching setting, affords both educators shared responsibility for all students in the classroom.

Attendance:

- An educator must be present for 85% of the interval of instruction for the SLO to be deemed valid and complete. In instances of teacher leave an SLO interval can be appropriately shortened.

Student Considerations**Attendance and Absenteeism:**

- Students must be present for a minimum of seventy-five percent (75%) of the academic school year to be included in the SLO. This equals a minimum of one hundred, thirty -five days (135) in attendance for a year- long course, sixty-eight (68) days for a semester- long course, and thirty-eight (38) days for a quarter-long course. Students who have absences that exceed the minimum number can be excluded before determining the SLO score upon review and approval from the administrator/evaluator in the summative conference.
- In the event that an educator's student roster changes significantly, the educator and the administrator/evaluator can adjust the SLO based on these changes during the mid-course conference. The changes made must be documented.