

Frequently Asked Questions- SLOs

How many SLOs are required as part of the Expanded ADEPT Support and Evaluation System?

SCDE is requiring one SLO be created annually as part of a teacher's evaluation. It is recommended that Elementary teachers (generalists) focus their SLO on either literacy or math. Teachers with multiple subjects would select one subject on which to focus the SLO. Districts may choose to have teachers complete more than one SLO, however no more than two SLOs should be required each year.

Who writes SLOs for use as a student growth measure?

Measuring student growth through Student Learning Objectives is appropriate for classroom- based teachers that have direct interaction with students that could noticeably improve their learning. This includes certified teachers of core academic subjects, related subjects (e.g. physical education, career and technology education) and special education. The term classroom teacher does not include special area personnel (e.g. school counselors, library media specialists, speech-language therapists).

Is it recommended that a teacher give a mid-course assessment within the SLO interval?

That depends on the amount of data the teacher will have access to within the SLO interval. The mid-course conference provides an opportunity to adjust the SLO goal provided that evidence supports an adjustment. Some teachers prefer to administer a "mini assessment" similar to the pre/post in order to complete the evidence to date. Others feel they have enough evidence through summative assignments, quizzes and unit tests, etc.

Note: any adjustment must be approved by the evaluator. SLO growth targets should not be adjusted arbitrarily, or outside of the Mid-Course Conference.

How might a teacher without access to standardized assessment measure growth for an SLO?

Districts, teacher teams or individual teachers will develop a pre/post assessment for use within the SLO process. This may be a performance assessment that is measured with a rubric.

How does a teacher without access to historical/trend data set appropriate growth targets?

This might be challenging in the beginning years of implementation. Trend data might be qualitative in nature until the teacher has data from which to draw. Talking to teachers in similar courses or teachers from previous years might provide some historical data to draw from. Additionally, specialists that support unique learning needs within a student population might be able to provide insight into expected growth.

Will the SCDE be collecting SLO templates?

No. The template is designed for use in developing and monitoring SLO progress. SCDE may audit district records on annual student growth results, but only the final summative rating (or depending upon rulings under the Freedom of Information Act, "met" or "not met") is submitted to SCDE. Districts maintain the SLO planning template and related documentation. Records should be maintained at least for the period that represents the "multiple academic years" referenced in the State Board guidelines.

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How should districts approach SLO scoring in time to inform employment decisions?

It is appropriate for teachers with yearlong intervals to administer the post assessment in March- April. It is recommended that semester long SLOs be focused on first semester courses to keep as much of the interval in place in order to track student growth over time. This (suggested timeline) will allow districts to factor student growth results into their local employment decisions.

Will the state audit the assessments used within the SLO process?

No. SLO evaluators will need to approve the assessment used within the SLO as part of the SLO approval process. SCDE has provided guidance on how to determine the quality of an assessment.

Will there be one SLO scoring rubric for the state?

No. Districts have local flexibility to create the criteria for a scoring rubric to use in scoring SLOs. The district developed scoring rubric will be included with the ADEPT plans that districts submit to the state.

What if I teach a subject that does not have state standards?

All courses have content that students are expected to know and be able to use in order to demonstrate proficiency. These expectations form the basis of what's taught in those courses. These enduring understandings form the basis of the content related to the SLO.

Will SLOs take the place of GBE?

The requirements for Goals-Based Evaluation can be satisfied through the completion of Section 9 of the SLO template: **Teacher Professional Growth and Development Plan (and Action Research)**.

What will special education teachers do for student growth as their instruction is based on IEP goals?

While IEP goals can inform SLO goals, they cannot be directly used as a student growth measure as they are specific to the individual. SLOs are academic growth goals for groups of students. In instances where IEP goals reflect academic (vs. behavior) growth, the teacher can use those goals as the basis for writing a broad SLO goal that runs the full interval of time the teacher is responsible for the instruction of that student.

Will cooperating teachers who are hosting student teachers (interns) be held accountable for student growth data if the intern is practice teaching during the SLO interval?

The coaching teacher, during this experience, is still responsible for the instructional leadership and maintains the status of teacher of record while the education major (intern) is in their classroom earning valuable field experience. The SLO process provides the opportunity for the intern to be a part of the planning and analysis of the data as the teacher sets growth targets and progress monitors. Together they will be able to collaborate and examine the data as the SLO process moves forward. The progress monitoring (which includes ongoing assessment and instructional design) associated with the SLO process allows for deep discussion between the coaching teacher and the intern ensuring that continued student academic growth occurs while the student teacher delivers the instruction throughout the interval.