

ESD SLO FAQ's



>Revised by SLO Committee as of October 25, 2017

What is an SLO?

It is important to keep in mind that the Student Learning Objective (SLO) is a process that allows educators to have a great deal of control and responsibility over instructional practice and evaluations. In this process, teachers take responsibility for selecting the goals, setting performance indicators/targets, and selecting performance measures which will be used to determine their effectiveness with the students they are instructing in a specific grade level, course, or subject area. These SLOs are one part of the multiple measures that will be used to evaluate teachers and comprises no more than 35% of a teacher's final rating.

Who is required to write SLOs?

The SLO in PA is written by individual teachers to the specific class, course or content area for which that teacher provides instruction. Educators who answer yes to both of these questions, must write an SLO: Am I working under my instructional certification? Am I providing direct instruction to students in a particular subject?

What is the timeline for SLO submissions?

SLOs should be submitted to building administrators no later than October 15

Administrators should meet with teachers th prior to review the SLO
Adjustments to SLOs should be completed no later than February 15th

How many students must be included in an SLO?

Teachers should write ~~a~~ SLO for either one class (approximately 25 students) or for one course (approximately 100 students). There will be unique situations where a teacher has a smaller subset of students. These exceptions should be discussed with and approved by building administrators

What is the duration of time to implement and measure SLOs?

The duration of most SLOs will be 18 weeks (2 quarters). It may be necessary for some teachers to shorten their SLOs to 9 weeks depending upon the population or length of the course.

How many SLOs must teachers set?

Teachers are required to set one SLO ~~per~~ school year

Do I need to include any additional materials along with my SLO form?

Yes. To ensure that the proposed SLO is measuring educator effectiveness, supplemental documentation must be available for the principal's review. Depending on the nature of the SLO, supplemental material may include base line data, a copy of a teacher made assessment, and/or the rubric that will be used to assess students. Principals will work with individual teachers to determine appropriate documentation.

Can teachers work in pairs or grade level teams on the same SLO?

PDE recommends that teachers work collaboratively. Teachers may write their SLO in a variety of configurations. Teachers might write their SLO with a partner, in teams, across one grade level or as a department. Teachers of special area courses and special education may partner with core subject area teachers. However, all teachers must have their own SLO and it must be measured against only the students assigned to them.

What is the difference between Mastery and Growth measurements?

An SLO can be written to measure student mastery, student growth, or both.

>Teachers will have Growth and Mastery or Growth and Growth Measures

Mastery – attainment of a defined level of achievement

- Used for acquisition of new content knowledge
- Does not require a pretest

Example

Goal Statement Understand and apply economic concepts such as scarcity; income, profit, and wealth; assess the functions of government; evaluate markets and economic systems; and, examine economic interdependencies

Performance Measure Summative Assessment (Unit Test and End of Course Assessment)

Growth – change in student performance across two or more points in time

- Used for improvement of a skill or competency
- Assessment should occur multiple times over the timeline of the SLO

Example:

Goal Statement Mathematical relationships among numbers can be represented, compared, and communicated.

Performance Measure Benchmark Assessments (EasyCBM)

Teachers should ensure that their assessments are aligned to measure the appropriate metric.

>What is determined as the district's measurement for Growth? (Tabled for further district input).

How can SLOs be adjusted?

SLO adjustments may be made with the approval of the building administrator by February 15th each school year. The following is a non-exhaustive list of situations that may warrant adjusting SLOs:

- The teacher's schedule or assignment has changed significantly
- Class compositions have changed significantly
- New, higher quality sources of evidence are available, e.g. baseline data or S assessments
- An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning, e.g. prolonged school closure
- The teacher has an extended leave of absence
- Closer inspection of the SLO has revealed flaws in its construction that make it impossible to use as an appropriate measure of teacher effectiveness

> Weighting is an option, however the committee only recommends this at the High School Level

Administrators should work with teachers to review and revise SLOs wherever necessary, ensuring that SLO targets remain **AMBITIOUS** and **ACHIEVABLE**.

How is the level of performance on my evaluation (section 5a of the template) determined?

In order to establish consistency across the district, the baseline for performance labels follows:

Failing	Needs Improvement	Proficient	Distinguished
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I teach classes in which students are very transient. Many students who start the school year do not complete it and many join classes midway through the school year. How can I set appropriate goals for these students and have these be a fair measure of my performance?

One way to tackle this is to set several goals for shorter periods of time (e.g., 9 weeks) and collect these into one SLO. You can develop each goal with baseline data at the start of a unit of instruction, and develop a scoring plan that reflects the number of students you currently have. Your goal can be written in terms of a percentage of students that is enrolled in the class for a significant proportion of the unit. At the end of the unit, you can assess the performance of your students and get a rating for the goal you have set. Those students who have left the class during this period of instruction would not count in this rating. Students who have newly entered the class would not count either. You would repeat this cycle with the new population of students making adjustments to reflect the change in your student population. At the end of the S period, your final rating is based on your average success in each of the unit goals you have set. Teachers who teach quarterly courses may use a similar approach to this.

I am the special education teacher in an inclusion class. Should the general education teacher and I have the same SLO?

This is one of few cases where teachers may have identical SLOs. If you both have the same students, teach the same material, and use the same assessments, it makes sense to develop and apply the same SLO. In cases where this type of collaborative relationship is not present, teachers may set different SLOs.

I teach at multiple schools. Do I need to write an SLO for each location?

No. You may coordinate with the building principals to determine where you will be collecting the data for your SLO and with whom you will be working with to review the feedback and evaluation of your SLO.

>SLO Process is under the Teacher Specific Rating Section and is not a part of the SLO under the Elective Data Section.

The SLO Process was a district decision to:

1. Encourage collaboration among regular and spe d Tf c(e)8(ne)8(r)82 24(d)-811.04 0 Td4 36 29

What resources are available to help me develop SLOs?

Guidelines, templates, and exemplars can be found on the following sites:

[PDE SAS SLOs](#)

[RIA Homeroom](#)