

Requirements and Recommendations for Implementing The Student Learning Objective Process

Required:	Recommended:
Initial Creation of the SLO	
<ul style="list-style-type: none"> • District establishes SGM plan to include a minimum of 2 SLOs for teachers in non-tested grades/subjects representative of the teacher’s schedules 	<ul style="list-style-type: none"> • 2-4 SLOs for all teachers using locally determined measures, proportional and representative of each teacher’s schedule
<ul style="list-style-type: none"> • Teacher gathers baseline data for each student represented in the SLO (through previous assessments or a preassessment) 	
<ul style="list-style-type: none"> • Teacher analyzes baseline and trend data in determining SLOs 	<ul style="list-style-type: none"> • Refer to the <i>Sample Template for the Analysis of Student Data</i>
<ul style="list-style-type: none"> • Teacher uses the <i>Student Learning Objective Template</i> when writing SLOs 	
<ul style="list-style-type: none"> • Teacher identifies a rigorous and attainable growth target 	<ul style="list-style-type: none"> • Identify rigorous and attainable <i>tiered</i> targets
<ul style="list-style-type: none"> • Teacher selects rigorous and appropriate assessments (not developed by the individual teacher) 	<ul style="list-style-type: none"> • Consult the <i>Guidance on Selecting Assessments</i> in identifying high-quality assessments • Complete the <i>Checklist for Selecting Appropriate Assessments</i> • When no commonly provided assessment exists (e.g., assessments utilized in the same manner and subject across multiple teachers), districts and ESCs support teams of teachers in writing team-created common assessments
The SLO is Approved	
<ul style="list-style-type: none"> • Teacher submits the <i>Student Learning Objective Template</i> for approval of SLOs by the end of November or date determined by the LEA 	<ul style="list-style-type: none"> • Teacher submits the <i>Student Learning Objective Template</i> for approval of SLOs no later than mid-October to allow for accurate baseline/pre-test data and revision if needed
<ul style="list-style-type: none"> • Evaluator or committee uses the <i>Student Learning Objectives Checklist</i> to approve the SLO or return the SLO to the teacher with required revisions specified 	<ul style="list-style-type: none"> • Local, existing <i>committee</i> reviews and approves SLOs using the <i>Student Learning Objectives Checklist</i>
The SLO is Monitored	
	<ul style="list-style-type: none"> • Teacher administers assessments to determine progress toward the growth target(s) • Teacher and evaluator monitor progress toward growth target(s) through mid-year check meetings
The SLO is Scored	
<ul style="list-style-type: none"> • Teacher administers a final assessment at the end of the interval of instruction to determine growth 	
<ul style="list-style-type: none"> • Teacher rates and scores the individual SLO by using the <i>SLO Scoring Template</i> to determine attainment of students’ growth targets and the final rating for individual SLOs 	
<ul style="list-style-type: none"> • Teacher submits results to evaluator by mid-April in order to meet review deadline of May 1 	<ul style="list-style-type: none"> • Evaluator conducts a final meeting to discuss SLO scores and lessons learned
<ul style="list-style-type: none"> • Evaluator uses ODE guidance to combine SLO scores for input into eTPES which will in turn compute the aggregate LEA rating score 	<ul style="list-style-type: none"> • Local decision for who will be responsible for combining and entering SLO data into eTPES