

SLO Decision Points for OSSE LEAs

The following chart maps the policy decisions LEAs must make as the prerequisite for planning SLO implementation. Each decision point is accompanied by one or more guiding questions and OSSE's recommendation.

Decision Point	Guiding Questions	OSSE Recommendation	LEA Decision
Number of SLOs	How many SLOs will teachers be expected to develop?	OSSE requires a minimum of two objectives in order to cover the breadth of standards for which a teacher is responsible for a single course.	
SLO Development	Will SLOs be developed by individual teachers, or collaboratively? Within teams? Will any components of the SLOs be developed at the central office, LEA-level (i.e., by curriculum specialists)?	OSSE recommends a collaborative process. The educator collaboration and analysis required for successful SLO implementation aligns with effective teaching practices more broadly. Teachers engage in a collaborative process with their teams and ultimately collaborate with their evaluator (or supporting school leadership) to establish long-term, measurable, academic goals for their students.	Objective Slides (12-15)
Content Focus	How will you guide teachers on which content areas to focus their SLOs (i.e., should a self-contained 5 th grade teacher focus his SLOs on ELA or math?)?	For those teachers who teach multiple subjects to a single cohort of students throughout the day, evaluators may want to have teachers write English and mathematics SLOs to start – especially given the wider range of valid and reliable assessments	Rationale (16-17) Aligned Standards (18-19)



		that can be used for those subject areas. For those teachers who teach a single subject, two SLOs covering the majority of content for the course should be developed for the year.	
Student Population	<p>How will you define the student population that needs to be covered by teachers' SLOs?</p> <p>How will you give guidance to teachers who support other teachers or who provide push in/pull out services?</p>	<p>OSSE recommends that the student population is one whole class.</p> <p>OSSE recommends that SLOs for special education teachers will vary depending on the individual context. Special education teachers should work with their general education counterparts and evaluator to construct Objectives that are in alignment with those of the general education classes but accommodate for the specific starting points of the special education students. See the OSSE guidebook for more examples and information.</p>	Students Covered (Slides 22)
Approval Process	<p>Who will engage in the approval process with the teachers at your LEA? Will this be the same individual(s) who will then evaluate SLOs?</p> <p>What will be the process for approval? How are teachers supported if the SLO they have developed does not gain</p>	<p>OSSE recommends that SLO approval be completed by the primary evaluator and / or contributing evaluator. The OSSE <i>Student Learning Objective Approval Checklist</i> can assist with SLO quality control across classrooms.</p>	<p>Proces Overview (Slide 41-43)</p> <p>Approval Checklist (Slide 57)</p>



	approval?		
Objectives	What kind of objectives will your teachers write (class objectives only, or class objectives and targeted objectives)?	<p>OSSE recommends class objectives or selective objectives.</p> <p>The Class Objective is a goal based on a students' starting point in a course.. The class objective covers all students in the course.</p> <p>The Selective Objective is a goal set specifically for those students who are significantly behind their peers. Selective Objectives often cover specific objectives for that particular subset of students to master. Selective Objectives are most useful when teaching courses where certain students are severely behind grade level.</p>	Objectives (11-15)
Baseline Data	<p>What data do you want teachers to use to establish the baseline for their students?</p> <p>How and when will this data be available to teachers, and where will they access the data?</p>	<p>OSSE recommends reviewing as expansive a data set as possible in developing a comprehensive view of the student population enrolled in the course. Behavioral and attendance trends, for example, may provide insight about how much time a teacher can expect a given student to spend in his or her class over the course of the year. Possible sources of baseline data include:</p> <p style="padding-left: 40px;">beginning of course diagnostics and / or performance tasks, prior year tests,</p>	Baseline Data (Slides 24-25)



		<p>tests in other subjects,</p> <p>teacher-, school- or state generated tests,</p> <p>student grades in previous courses,</p> <p>student transiency rates,</p> <p>student behavior data,</p> <p>Individualized Education Plans.</p>	
Evidence	<p>What evidence will you accept for SLO documentation? Tests only or other kinds of assessments, like performance assessments or portfolios?</p> <p>What assessments are in place now in your school, for which grades/subjects?</p> <p>What guidance will teachers need in order to be able to develop additional assessments?</p>	See Appendix II in OSSE Guidebook and page 28 for assessment hierarchy	Evidence Hierarchy and Differentiation (Slide 51)
Target Setting	<p>How will you guide teachers to set targets?</p> <p>Which approach to target setting will you take? Will teachers be expected to set mastery targets, or growth targets?</p>	<p>OSSE recommends mastery or growth targets.</p> <p>For Mastery Targets, students are required to demonstrate a specified level of skill or content knowledge, regardless of data collected from baseline measures [e.g. all students will score a 4 or better (on a six-point rubric) on the end-of-course performance task]. Mastery Targets are most appropriate for courses where</p>	<p>Targets (Slides 26-30)</p> <p>Rationale for Targets (Slides 31-32)</p>



		<p>students are expected to start the course with little to no prior knowledge, such as chemistry or world history, and then develop their understanding of the content over time.</p> <p>Conversely, Growth Targets require that students make a certain amount of progress toward a clear benchmark of performance. Students will likely have different ending points at the end of the semester, as the end point is based on students' starting point, or baseline data (for example: all students will increase their performance by 40 percentage points or more on the end-of-course assessment or students reading on A will increase to level D by the end of the year and students reading on level C will increase to level F by the end of the school year).</p>	
<p>Mid-Year Revisions</p>	<p>What are the circumstances in which a teacher will be able to revise his or her SLOs mid-way through the school year?</p> <p>What will be the process for requesting, and then gaining approval for, a mid-year revision?</p>	<p>OSSE recommends a voluntary mid-year revision process.</p> <p>Possible revisions may be needed if:</p> <p style="padding-left: 40px;">The teaching schedule or assignment has changed significantly,</p>	<p>Process Overview (Slide 44)</p>



		<p>Class compositions have changed significantly,</p> <p>New, higher-quality sources of evidence are available,</p> <p>Based on new information gathered since they were set, objectives fail to address the most important learning challenges in the classroom/school.</p>	
Attainment	<p>What evidence will you require teachers to submit, and evaluators to review, in order to determine SLO attainment?</p>	<p>OSSE recommends a hierarchy of evidence submission, based on the types of assessments being used. See Documentation to Evaluate SLO Attainment in OSSE guidebook.</p>	<p>Assessment (Slides 31-38)</p>
Scoring	<p>Who will do the SLO scoring in your LEA?</p> <p>How will SLOs be weighted and scored (i.e., will class objectives or targeted objectives be weighted the same?)?</p>	<p>OSSE recommends that scoring be done by evaluators, typically principals. Evaluators should collaborate with the content specialists and coaches who provided SLO guidance and support to the teacher throughout the year if applicable. Given the time and energy spent with the evaluated teachers, persons in these positions may be more familiar with the strategies and data presented to demonstrate SLO attainment.</p> <p>OSE recommends a a four point scoring model. See OSSE</p>	<p>Scoring (Slide 48)</p> <p>Who Evaluates Attainment (Slides 49-50)</p>



		<p>guidebook for model scoring rubric and additional information about four scoring categories: exceeded, met, nearly met, or did not meet.</p>	
<p>School Data Collection</p>	<p>At the end of the school year, what information does the LEA hope to gather from the school (if the LEA contains multiple schools)?</p>	<p>OSSE recommends that evaluators set clear expectations at the start of each academic year around how they want to review student assessment data. There might be a system – wide approach to data collection and organization, or the approach might differ by grade – level or content team. In either case, our recommendation is that teachers begin the idea with a clear understanding for how they are expected to share and report student achievement data.</p>	
<p>SLO Use in Evaluation</p>	<p>What weight does the SLO carry in determining the summative evaluation rating for teachers in your LEA?</p>	<p>No recommendation from OSSE.</p>	

