

## ***Student Learning Objectives: Decision Making Process***

This document is designed to highlight many of the decisions that will need to be made in regards to the development of Student Learning Objectives.

For the purpose of this Decision Making guide, “Components” will refer to the five parts of the SLO Process. Within each Component are Elements.

For instance, Component 1 is Context and Element 1a is Name.

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania’s multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



### **“Big Idea” Decisions to make per District**

- ❖ Will SLOs be incorporated into any other district requirements such as observations, differentiated supervision, PLCs, data teams, etc.?
- ❖ Are there any district wide initiatives that should be targeted in the SLO process such as implementation of a new math curriculum, writing in the content areas, goals targeting specific student populations, etc.
  - ❖ What role will teachers play in the decision making process?
  - ❖ How will you work with your teacher association through the SLO implementation process?
    - ❖ Which components of the SLO process will be consistent throughout the district?
  - ❖ Will there be common SLOs developed that are shared for many teachers? If yes, explain.
    - ❖ When will SLOs need to be finalized for 14-15?
    - ❖ Will revisions be allowed? If so, under what parameters?
- ❖ How will you document the SLO process for your district? Implementation plan? Published SLO process manual?
- ❖ Do you need to communicate about SLOs with any other stakeholders in your district? If so, to whom and what is the plan to do so?
  - ❖ Will students be told anything about SLOs?

### **“Logistical” Decisions to make per District**

- ❖ Will “new” teachers have to write SLOs?
  - ❖ How will you address medical leaves within the SLO process?
- ❖ Will number of days enrolled impact whether or not a student is included in SLO data?
  - ❖ Where will SLO data be housed? With the teacher, centrally, etc.?
  - ❖ Will there be a coordinated SLO review process among administrators?

### **Decisions to make per SLO Component**

Many decisions will need to be made for each component of the SLO Process. Use the charts throughout the rest of this document to address those decisions.

### Component 1: Context

Element	Definition	Decisions to Make
<b>1a. Name</b>	Educator's full name	
<b>1b. School</b>	Name of school(s) to which the educator is assigned during the current year.	<ul style="list-style-type: none"> <li>• If an educator teaches in more than one building, will their SLO/s need to span multiple buildings?</li> </ul>
<b>1c. District</b>	Name of district to which the educator is assigned during the current year	
<b>1d. Class/Course Title</b>	Name of the class/course upon which the SLO is based.	<ul style="list-style-type: none"> <li>• In which subject areas will elementary teachers write SLOs?</li> <li>• Will high school teachers write SLOs for more than one course if applicable?</li> <li>• Will electives teachers write SLOs for more than one course if applicable?</li> </ul>
<b>1e. Grade Level</b>	Grade level(s) for those students included within class/course identified in Element 1d.	<ul style="list-style-type: none"> <li>• Will elective/special area teachers write SLOs for more than one grade?</li> <li>• Will HS teachers have multiple grade levels within an SLO?</li> <li>• How will you identify which grades reading specialists, math specialists, gifted teachers, etc. will have to include?</li> </ul>
<b>1f. Total # of Students</b>	Aggregate number of students (estimated, across multiple sections) for which data will be collected and applied to this SLO.	<ul style="list-style-type: none"> <li>• What guidelines will be provided about the number of students to include?</li> <li>• Who will select the students included?</li> </ul>
<b>1g. Typical Class Size</b>	The "average" number of students in a single session of the class/course identified in Element 1d.	<ul style="list-style-type: none"> <li>• Will there be a calendar cut-off or number of days enrolled in order for a student to be included in the data?</li> </ul>
<b>1h. Class Frequency</b>	The frequency and time frame in which the class/course identified in Element 1d is delivered.	<ul style="list-style-type: none"> <li>• Which SLOs span an entire year? Less than a year? Etc.</li> </ul>
<b>1i. Typical Class Duration</b>	The average number of minutes allocated to deliver a "session" of the class/course identified in Element 1d.	<ul style="list-style-type: none"> <li>• Will there be a calendar cut-off or number of days enrolled in order for a student to be included in the data?</li> </ul>

### Component 2: Context

Element	Definition	Decisions to Make
<b>2a. Goal Statement</b>	Narrative articulating the “big idea” upon which the SLO is based.	<ul style="list-style-type: none"> <li>• Who will identify the Goal Statement?</li> <li>• Will the goals align with district/building initiatives?</li> </ul>
<b>2b. PA Standards</b>	<p>References the PA Standards that align with the Goal Statement.            Numeric references to PA Standards are found at:  <a href="http://www.pdesas.org/standard/views">http://www.pdesas.org/standard/views</a></p> <p>References additional professional organization standards that align to the Goal Statement.</p>	<ul style="list-style-type: none"> <li>• Will teachers be given specific standards to target in SLOs?</li> <li>• Will there be a minimum number of standards teachers should address?</li> </ul>
<b>2c. Rationale</b>	Narrative providing reasons why the Goal Statement and the aligned Standards address important learning for this class/course.	

### Component 3: Measures

Element	Definition	Decisions to Make
<b>3a. Name</b> (5 entry spaces are provided throughout Section 4, but 5)	List the name of each Performance Measure for which a Performance Indicator is established in Section 3a.	<ul style="list-style-type: none"> <li>Are there any district-wide performance measures that will be required to include in SLOs?</li> <li>Will there be any guidelines given in terms of using various formats of Performance Measures such as multiple choice versus project-based?</li> </ul>
<b>3b. Type</b>	Identify the type(s) of Performance Measure(s) listed in 4a. From the given list, select all types that are applicable.	<ul style="list-style-type: none"> <li>Will there be any guidelines given in terms of using different types of Performance Measures?</li> </ul>
<b>3c. Purpose</b>	The purpose statement for each Performance Measure that addresses who, what, why.	
<b>3d. Metric</b>	The metric used by the Performance Measure to evaluate the Performance Indicator.	
<b>3e. Administration Frequency</b>	The timeframe during the school year that the Performance Measures are administered to students. For Performance Measures administered more than one time, the frequency (e.g., quarterly) is annotated.	<ul style="list-style-type: none"> <li>Will any guidelines be provided in regards to administration frequency?</li> </ul>
<b>3f. Adaptation / Accommodations</b>	Identifies and lists any <u>unique adaptations</u> or <u>special accommodations</u> needed for IEP, ELL, Gifted IEP, or Others to complete the tasks within each Performance Measure	
<b>3g. Resources / Equipment</b>	Identifies any unique resources, including equipment and personnel, associated with each Performance Measure.	
<b>3h. Scoring Tools</b>	Identifies the scoring “tools” for each Performance Measure.  For objective measures, scoring keys and SCR/ECR (Short Constructed Response /Extended Constructive Response) rubrics are identified. For subjective measures, the name of each scoring rubric and accompanying guidelines are listed.	<ul style="list-style-type: none"> <li>Will there be any guidelines given in regards to Scoring Rubrics and their format?</li> <li>How will you ensure valid results?</li> </ul>
<b>3i. Administration &amp; Scoring Personnel</b>	Identifies two key individuals: the person administering the Performance Measure(s) and the person scoring. This is particularly important for subjective measures in which the subject matter expert is both administrator and scorer.	<ul style="list-style-type: none"> <li>Will any guidelines be provided in terms of who can administer and who can score the assessments?</li> <li>Will any guidelines be given in terms of scoring subjective measures such as scoring in groups, spot-checks, etc.?</li> </ul>
<b>3j. Performance Reporting</b>	Identifies the manner by which student performance on the Performance Measures will be communicated to others (as appropriate). The “Summary” selection is provided to describe student achievement for linked and/or weighted Performance Measures.	<ul style="list-style-type: none"> <li>How will teachers report out performance summaries?</li> </ul>

### Component 4: Indicators

Element	Definition	Decisions to Make
<p><b>4a. Performance Indicator (PI)</b>  <b>Targets: All Student Group</b></p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in the SLO population (as defined in Element 1f) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p>	<ul style="list-style-type: none"> <li>Who will decide upon the Performance Indicators that should be included?</li> <li>Will there be a minimum or maximum number of Performance Indicators required?</li> <li>Will teachers be able to adjust their Performance Indicators in the beginning of the year after reviewing baseline data?</li> <li>Will baseline data be documented anywhere?</li> <li>Will there be a requirement to include growth measures AND mastery measures?</li> </ul>
<p><b>4b. Performance Indicator (PI)</b>  <b>Targets: Focused Student Group (optional)</b></p> <p>(5 entry spaces are provided, but 5 are not required)</p>	<p>A description of the expected level of achievement for each student in a <u>subset</u> of the SLO population (as defined in Element 1f) based on the scoring tool(s) used for each Performance Measure (as listed in Element 4a).</p> <p>Subset populations can be identified through prior student achievement data or through content-specific pre-test data.</p>	<ul style="list-style-type: none"> <li>Who will decide whether or not a Focused Student Group is included in the SLO?</li> <li>What guidelines will be given in terms of including a Focused Student Group? Number of students, demographics, etc.?</li> </ul>
<p><b>4c. PI Linked (optional)</b></p>	<p>A description of any Performance Measures for which a student must meet a specific achievement level in order to meet achievement levels on additional Performance Measures.</p>	
<p><b>4d. PI Weighting (optional)</b></p>	<p>An assignment of proportional values among PIs prior to aggregation and application to Section 5. Weighting can be applied when there is more than one Performance Indicator.</p>	<ul style="list-style-type: none"> <li>Who will decide whether or not Performance Indicators are weighted?</li> <li>What guidelines will be given in terms of weighting?</li> </ul>

**Component 5: Expectations**

<b>Element</b>	<b>Definition</b>	<b>Decisions to Make</b>
<b>5a. Level</b>	<p>Four levels of projected performance regarding the PI, reflecting a continuum are established prior to the evaluation period. Each performance level (i.e., <i>Failing</i>, <i>Needs Improvement</i>, <i>Proficient</i>, and <i>Distinguished</i>) is populated with a percentage range such that 0% to 100% meeting expectations is distributed among the levels.</p>	<ul style="list-style-type: none"> <li>• Who will decide upon the “Teacher Expectations”?</li> <li>• Will “Teacher Expectations” be consistent across the district, across the buildings, across similar departments, etc.?</li> <li>• If consistent, what will the Teacher Expectations be?</li> <li>• If not consistent, will any guidelines be provided?</li> </ul>
<b>5b. Elective Rating</b>	<p>Given the actual performance regarding the PI, the principal or evaluator identifies one of four performance levels.</p> <p>This section is not completed until <b>after</b> performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.</p>	<ul style="list-style-type: none"> <li>• Who will be responsible for compiling all of the data to determine the final rating?</li> <li>• Where will this be documented?</li> </ul>
<b>Notes/ Explanation</b>	<p>Provides space for the educator to articulate influences, factors, and other conditions associated with the assigned rating as well as to reflect on purposeful review of the data.</p> <p>This section is not completed until <b>after</b> performance data are collected, reviewed, and evaluated against each Performance Indicator, and in the aggregate, against 5a criteria.</p>	<ul style="list-style-type: none"> <li>• Will any guidelines be provided in terms of what be included in “Notes/Explanation”?</li> </ul>