

## 2018-2019 Student Learning Objective Information for Certified Teachers

This is a living document and may be revised/updated based on need and/or clarified information

**The Purpose:** The purpose of the Student Learning Objective (SLO) is to shine light on teachers' impact on student learning. In the SLO process, teachers collaboratively plan, analyze results, and act on those results (PDSA Cycle).

### The Non-Negotiables:

1. For the 2018-2019 school year, WCSD teachers will complete **one** Student Learning Objective (SLO).
2. Final Evaluation Ratings: The 2018-2019 Nevada Educator Performance Framework defines the teachers' final evaluation rating as 60% qualitative rating score and 40% SLO student data score.
3. The student outcomes from the SLO data will be scored using the following rubric wherein students will be considered for meeting targets or making 1 or 2 levels of growth.

STUDENT LEARNING OBJECTIVE SCORING RUBRIC		
Highly Effective 4	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth and high impact for all or nearly all students.	90%-100% of students either met targets or grew 2 levels**
Effective 3	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for most students.	60%-89% of students met targets or 60-100% grew 1 level**
Developing 2	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for some students.	40%-59% of students either met targets or grew 1 level**
Ineffective 1	The teacher has not met the expectation described in the SLO and has demonstrated an insufficient impact on student learning.	0%-39% of students met targets

*\*\*Number of students meeting targets and number of students obtaining sufficient growth are combined to determine overall percent obtainment.*

Scoring example: A teacher has 20 students in the class. Eight students met their targets and 10 students did not meet their target, but grew by 2 levels. Thus, as a combination of targets and growth, 90% either met targets or grew by 2 levels (18 of 20 students).

Site Administrator Score: Combine the outcomes of all eligible students in the school.

4. The Nevada Department of Education policy states that, if the score on the SLO is Ineffective (1) or Developing (2), the overall evaluation cannot be rated as Highly Effective. If the score on the SLO is Ineffective (1), the overall evaluation cannot be rated as Effective.
5. SLOs that are not approved for classroom implementation by school administration will result in an Ineffective (1) rating on the student data portion of the teacher's evaluation.
6. Each admin/review team is required to provide every teacher with constructive feedback for Part 1 (Standards and Assessment) and Part 2 (Student Population and Growth Targets) for the SLO.

7. A teacher's interval of instruction (when the teacher is teaching their selected standards for their SLO) does not begin until the admin/review team has approved the teacher's entire SLO development both Part 1 and Part 2. The interval of Instruction is a minimum of 6 weeks/30 instructional days, but can be longer to meet the needs of the students and/or depth and complexity of the standards.
8. Copies or originals of SLO student assessments including all student work must be turned in to school administration. School administrators will keep these artifacts in a secure location and maintained for at least one year. It is recommended that formative assessment materials be maintained by the teacher.
9. Per NRS, probationary teachers in their first year do not have data on their evaluations for their first contracted year. As per Nevada Department of Education, these teachers are expected to craft one practice SLO to become familiar with the process for the following year.

### **Clarifications & Recommendations**

1. General education teachers can choose either all students in one class or all students in all sections of a course. For example, a high school science teacher who teaches three sections of biology can choose to conduct the SLO for one section or can include all students in all three sections (either one section or all sections of the course).
2. Depending on the co-teaching and support model at the site, our specialty teachers can choose one class if they are co-teaching or select a group of all their students with a similar learning need across different classrooms for their SLO. If using students from multiple classrooms, all students with the same learning need must be included. For example, a first grade EL teacher may use WIDA data to identify all students in the same level in writing. The teacher would then include all of these students on her/his SLO focusing on NVACS writing standards.
3. The school site review team will collaboratively review and give feedback to the SLOs on site. When possible, the Site Review Teams should mirror the make-up of the school staff. For example, at elementary schools the site review team should include a representative of each grade level and each specialty (i.e.: EL, Resource, etc.). For secondary schools, the review team(s) should include a representative from each content area and each specialty.
4. Feedback provided to teachers should be 2-3 statements that push the teacher's professional learning while aligning with the site's SPP. Though the SLO may have been developed with a PLC, individualized feedback may be necessary to meet the teacher's professional needs.
5. Teachers develop their SLO within their PLC at their site. Teachers who do not have a site PLC (i.e.: Singletons) are encouraged to collaborate with other singletons in similar positions from other sites to develop their SLO.
6. SLOs are developed through the Plan, Do, Study, Act cycle, thus should reflect current student needs, the focus and direction of school goals, and best instruction and assessment practices. So, if a teacher is focusing on the same standards from the previous year's SLO, there would likely be changes related to the student population and/or the assessments.