

2019-2020 Student Learning Objective Expectations 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 for classroom instruction, analyze results, and act on those results (PDSA Cycle).

The Non-Negotiables:

1. For the 2019-2020 school year, WCSD teachers will complete a Student Learning Objective (SLO).
2. Final Evaluation Ratings: The 2019-2020 Nevada Educator Performance Framework defines the teachers' final evaluation rating as **85% qualitative rating score and 15% SLO student performance 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 attainment.*

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).

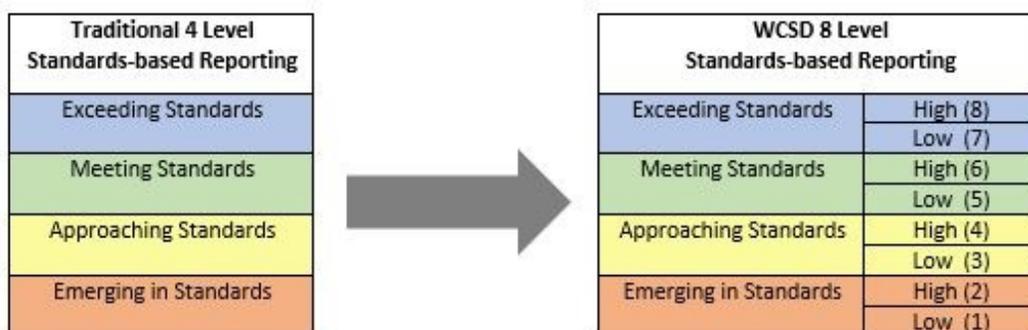
If you are a teacher with less than ten students (N<10) on your roster, please contact your school administrator for alternative scoring.

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 site review team is required to provide every teacher with constructive feedback for Part 1 (Standards and Assessments) and Part 2 (Instruction and Students) for the SLO.

7. A teacher’s interval of instruction (when the teacher is teaching their selected standards for their SLO) cannot begin until the review team has given feedback and the administrator has approved the teacher’s entire SLO development phase. To promote capturing student knowledge retention verses short term memorization of content, the interval of Instruction is a minimum of 6 weeks, but can be longer to meet the needs of the students and/or depth and complexity of the standards.
8. Per Nevada Department of Education, submitted assessments must:
 - Be psychometrically valid and reliable to as high a degree as feasible
 - Be aligned to Nevada Academic Content Standards (NVACS)
 - Be aligned to the intended level of rigor for the NVACS selected
 - Include all components students have access to (instructions, reading passages, notetakers, etc.)
 - Include clear scoring protocols for reliability and replicability
 - Identify the NVACS on each question or scoring rubric row
 - Be secure in that students do not have access to the culminating assessment materials during the instructional interval
9. A minimum of one baseline assessment and one culminating assessment must be uploaded into MyPGS. Teachers may use more than one assessment for the baseline and/or culminating assessments. Students do not need to complete all assessments in one class period/day. Formative assessments during the instructional interval do not need to be uploaded into MyPGS.
10. Accommodations from Individualized Educational Plans or 504 Plans must be followed for the baseline, formative, and culminating SLO assessments.
11. Electronic copies, paper 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.
12. State law requires that probationary teachers in their first year teaching in Nevada do not have student performance data on their evaluations for their first full 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

- A. Percent- and point-based scoring are converted to a standards-based scale. To best capture student growth in a standards-based scale, student performance is reported using 8 levels. The numbers 1-8 are not a score, rather identify the category of standards mastery for a given student (for example 4 = “high developing”).



- B. Baseline and culminating assessments must be aligned, but do not need to be identical.
- C. If a teacher would like to extend the instructional interval based on formative assessment data, s/he must speak with the school administrator. Extensions cannot be given once a culminating assessment is administered to students.
- D. 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).
- E. Depending on the co-teaching and support model at the site, 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 selecting 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.
- F. 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, each of the review teams should be comprised of similar content area and specialty representation.
- G. Site review team 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.
- H. Teachers are encouraged to develop their SLOs within their PLC teams. Teachers who do not have an onsite PLC team are encouraged to collaborate with other educators in similar positions from other sites to develop their SLO.
- I. 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. If a teacher is focusing on the same standards from the previous year's SLO, there would be changes related to the student population and/or the assessments.

Contact:

If you have question or situation that is not addressed on this document any time during the year, please contact the Professional Growth Systems office at mypgsupport@washoeschools.net.