

## 2020-2021 Student Learning Objective Expectations for Certified Teachers

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

*Given the uncertainties of this year, WCSD has made some adjustments to SLO expectations under guidance from the Nevada Department of Education. Please note that as evaluations and SLOs are required under law, it is not possible to have a waiver for this year.*

**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). SLOs are intended to reflect the Professional Learning Community (PLC) process by following the 4 Essential Questions: what do my students need to know (Essential Standards)? How will I know they have learned it (assessments)? What will I do if they already know it? What will I do if they didn't get it (formative assessments along the way)?

### The Non-Negotiables:

1. For the 2020-21 school year, WCSD teachers will complete a Student Learning Objective (SLO). As these are required by law, Nevada School Districts will be completing one this year.
2. Final Evaluation Ratings: The 2020-21 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 in conjunction with administrator score validation:

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 on which the SLO was set.	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 on which the SLO was set.	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 on which the SLO was set.	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 on which the SLO was set.	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).

MyPGS will send administrators a list of the scores each teacher on their staff receives on the SLO Scoring Rubric. Administrators can adjust teacher scores based on specific classroom circumstances. As an increased

number of teachers may have fewer students completing the SLO this year, this measure supports on-site flexibility with individual classroom circumstances. This scoring method is consistent with previous SLO scoring protocols for teachers with less than ten students completing the assessments on their SLO.

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. Teachers may choose a targeted group of students for the SLO. As per NDE 2020-21 guidelines, "it is not required to have an SLO set for an entire class or educator caseload. However, it is necessary to provide rationale for the targeted student population. If subgroups are excluded, the educator must explain which students and clarify why they are excluded."
7. Given the potential need to reduce the amount of people in the building outside of contract hours, SLO Review Teams are recommended, but not required unless there is a disagreement/discrepancy with administrator feedback and the teacher.
8. For this year, SLO feedback should be limited to feedback on assessments and knowledge of/expectations of students.
9. A teacher's interval of instruction (when the teacher is teaching their selected standards for their SLO) cannot begin until SLO has been approved. To promote capturing student knowledge retention verses short term memorization of content, the interval of Instruction is suggested to be a minimum of 4 weeks for the 2020-21 school year, but can be longer to meet the needs of the students and/or depth and complexity of the standards.
10. R138-17 requires that the assessments must show ALL of the following:
  - Alignment with content standards/NVACS and curriculum
  - Alignment with the intended level or rigor
  - Psychometric quality of validity, and reliability to as high degree as feasible;

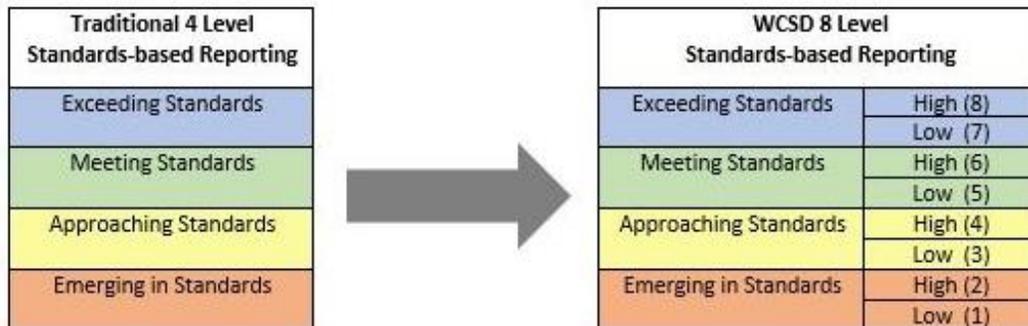
If practical, educators should use standardized assessments to measure their SLG. If no assessment matches the identified content standards on which the SLG has been set, the educator may elect to modify an existing assessment or develop a new assessment so long as it is reviewed to ensure validity and reliability

11. 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. School City, Envision Math, and other online assessment environments can be used for the SLO.
12. Accommodations from Individualized Educational Plans or 504 Plans must be followed for the baseline, formative, and culminating SLO assessments.
13. Per Nevada Department of Education, if a student does not engage in online learning, a teacher will not be penalized on the SLO as long as the teacher has made good faith effort and can demonstrate through other evidence sources that he or she has made every possible effort to reach all students

14. 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.
15. 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, all students in all sections of a course, or a targeted group of students within 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. If a school site review team is utilized, the 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. For SY 2020-21, SLO feedback should be limited to feedback on assessments and knowledge of/expectations of students. 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. SLOs are intended to reflect the Professional Learning Community (PLC) process by following the 4 essential questions: what do my students need to know (Essential Standards)? How will I know they have learned it (assessments)? What will I do if they already know it? What will I do if they didn't get it (formative assessments along the way)?
- 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.
- J. For the purpose of the Nevada Educator Performance Framework, 'all students' refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES). A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach all students. Nevada Department of Education does wish to acknowledge the difficulty that may arise in capturing an entire caseload of students in academic tasks during synchronous and asynchronous learning situations but reminds educators that the intent of the teacher and administration should always be to make every attempt to serve all students. It should be noted, however, the Student Learning Objective allows for a targeted student population within an educator's caseload. Within the SLO, 'all students' refers to that targeted population.

**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 [mypgssupport@washoeschools.net](mailto:mypgssupport@washoeschools.net).