

Selecting Students of Specialists/Other Staff



The following is a set of guiding questions and information to support **specialists and other certified staff** as they complete the student population element of an SLO.

1. What students should be in my SLO?

Below is a definition for whom specialists/other staff should include in their SLO:

A group of students that have a common need, usually seen during the same instructional period of the day.

Examples: An elementary physical education teacher might select a low-performing 5th grade classroom she teaches once a week, a secondary counselor might select a group of 15 students he pulls to work with twice a week, a speech pathologist might select a group of 2nd graders seen throughout the day with a common need, etc.

2. What data will inform my choice?

Below are some possible sources of data to help inform which student group for a particular instructional period should be selected. The first row include more general data sets for screening/diagnosing at a general level. The second row include more targeted data sets that can speak more specifically to the learning content as it becomes established in an SLO.

Example Data Types			
General	<p><u>Report Card Data</u> <i>Knowing how students performed in years past can inform which students to target.</i></p>	<p><u>MAP®/Adaptive Data</u> <i>This type of data can point to general areas of need for students, as well as indicate trends.</i></p>	<p><u>Prior Summative Data</u> <i>Looking at prior summative scores can point to student areas of need by content area and sometimes within a particular content area.</i></p>
Specific	<p><u>Baseline Data</u> <i>If aligned well to the learning content, this type of data speaks directly to specific needs. (Note: Pre-assessment/baseline should usually be low.)</i></p>	<p><u>Early Classroom Work</u> <i>Early coursework can point to and confirm specific areas of need for a group of students.</i></p>	<p><u>Knowledge of Trend Data</u> <i>Teacher knowledge of past performance trends for students, at a classroom, school, or even district level can help inform the selection of students.</i></p>

3. How do I describe my students?

A key goal in describing students is to demonstrate a strong knowledge of students that informs the SLO, the teacher, and ultimately instruction. High quality descriptions include specific and relevant student abilities and needs, describing these areas for the class as a whole, rather than an itemized breakdown by individual student. Be sure the abilities and needs are specifically connected to the identified learning content, rather than globally related.

Example for Grade 7 ELA Inclusion (Special Education Teacher): *Students across my classes are struggling with non-fiction reading, but none more so than this 3rd period of students I have selected for my SLO. Our common pre-assessment and teacher-developed diagnostic assessment both point to non-fiction as an important area of need. Students are able to decode most selections and get the main idea, but struggle immensely using evidence from the text to draw conclusions, to understand aspects of an author’s craft, and connecting different texts.*