

# Selecting Students of Elementary Generalists

The following is a set of guiding questions and information to support **generalist teachers of elementary grades** as they complete the student population element of an SLO.

## 1. What students should be in my SLO?

Below is a definition for whom elementary generalist teachers should include in their SLO:

**The entire group of students seen during an instructional period of the day.**

Examples: An instructional period might be the 120 minutes of ELA instruction, a 90-minute block of time for math, a 45-period for science, etc. It is important to note that no students within the period should be excluded from the SLO.

## 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			
<i>General</i>	<p><u>Report Card Data</u> <i>Knowing how students performed in various content areas can inform which content area to target.</i></p>	<p><u>MAP®/DRA® Data</u> <i>This type of data can point to general areas of need for a particular content area.</i></p>	<p><u>Prior Summative Data</u> <i>Looking at prior summative scores can point to areas of need by content area and sometimes within a particular content area.</i></p>
<i>Specific</i>	<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 scores 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 particular content area.</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 standards for 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 3 Math: *Students in my homeroom performed lower in math than any other subject. The standards related to number and operations for base ten and fractions are the greatest areas of need as evidenced on the pre-assessment and early coursework. Students are able to complete some rote computation and articulate some relationships of number, but lack a full conceptual understand of what occurs during computations and in some cases what fractions truly represent.*