

Selecting Students of Secondary Teachers



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

1. Which students should be included in my SLO?

Below are two options for whom secondary classroom teachers should include in their SLO:

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

Examples: An instructional period might be the 4 period class, the 2nd section of honors level for a course, or the remedial block of instruction during the first hour of the day, etc. It is important to note that no students within the period should be excluded from the SLO.

2. All students in all sections of a course.

Example: A teacher has four sections of Biology and 2 sections of Chemistry. The teacher may include all students in all four sections of Biology or all students in both sections of Chemistry.

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	<u>Report Card Data</u> <i>Knowing how students performed in prior years can inform which student group to target.</i>	<u>MAP®/Adaptive Data</u> <i>This type of data can point to general areas of need for a particular content area.</i>	<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>
Specific	<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>	<u>Early Classroom Work</u> <i>Early coursework can point to and confirm specific areas of need for a particular course.</i>	<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>

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 US History: *The students in all of my classes scored the lowest on concepts related to the Gilded Age and Progressive Era, and my 4th period class had the lowest scores on these standards. These students are able to recognize and provide some information about key people and events, but lack the understanding of broader concepts such as capitalism and a pluralistic society...and how these shaped and influenced our country's history. I have found that in years past, students struggle with these standards as well, so these students in particular need my best efforts to help advance their learning in US History.*