

Elective Data
Student Learning Objectives
Guide Booklet
2019-2020



Rose Tree Media School District
308 North Olive Street
Media, PA 19063

- I. What are Student Learning Objectives (SLO) and why are they now required?
 - II. District requirements for SLO
 - III. Timeline for developing, completing and submitting SLO
 - IV. Steps to Developing SLO – Two Types of SLO
 - V. Completing the Student Learning Objective (SLO) Process Template Form
 - VI. Teaching Professionals with Unique Roles and Functions
 - VII. What happens if a teacher takes a leave of absence
 - VIII. Long-term Substitute Teacher
 - IX. Final Notes
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- I. What are Student Learning Objectives and why are they now required?
 - Pennsylvania Department of Education (PDE) defines Student Learning Objectives as a process to document a measure of educator effectiveness based on student achievement of content standards.
 - PDE believes student achievement can be measured in ways that reflect learning of content standards. Teacher effectiveness can be measured through student achievement measures.
 - Act 82 of 2012 revised the teacher evaluation model used by PDE. There are now four parts taken into consideration when a teacher is evaluated. The Student Learning Objectives are considered “Elective Data” for educators with instructional certification. The Elective Data is part of the Education Effectiveness System. SLO will count for 20% of an educator’s evaluation.
 - PDE indicates that SLO is written by a specific teacher and for a specific class/course or content area for which that teacher provides instruction.
 - The Rose Tree Media School District is viewing the development of SLOs as an opportunity to use meaningful and rich curriculum-based assessments to assess genuine student learning. The SLO developed and approved will serve as the elective data portion of teachers’ evaluations. The SLO development process should be a collaborative effort among all professional educational staff; the products designed will reflect the overall goals and priorities of the school district.

II. District requirements for SLO

- If you teach and assess students, you will need to develop an SLO
- The SLO must be based upon Baseline data and use an appropriate assessment
- The SLO must be based upon students who are rostered to a class you teach
- The SLO do not have to be grade specific but can focus on a group of students not just a grade level
- The SLO must be teacher developed and approved by your building principal
- Teachers may have the same SLO contents as a result of working together in departments or grade level groups to develop collaborative SLOs but each teacher must have his/her own SLO data and it must be with his/her own students. Teacher must record and submit their data at the mid-year review and the end-of –year.
- Time Frame of SLO – Minimal of six weeks if a cycle class, if a semester class than the semester and if the class is for the entire than use the entire year.
- SLO should focus on the following:
 1. High school level (gr. 9-12) – Subject Area
 2. Middle school leave (gr. 7-8) – Subject Area
 3. Elementary (gr. K-6) – Reading or Math or Science
 4. Art, Music, Health and Physical Education teachers and Librarian – Subject Area
 5. School Psychologists, Social Workers, and School Nurses – not required as you do not hold an instructional I or instructional II certification

III. Timeline for designing, building, reviewing and submitting them

- Design(ing) – August-September – Use this time to be thinking, conceptualizing, organizing discussing, and researching –
 1. Discussing with colleagues what is important for students to know and do
 2. Reviewing student achievement data
 3. Identifying of a goal area
 4. Identifying a significant PA Core or subject “power” standard to measure growth and/or mastery of
 5. Establishing a rationale
 6. Considering what performance measures effectively assess student achievement (i.e., show growth, mastery, or both) of a goal.
- Build(ing) – August-September - selecting, developing, sharing, and completing –
 1. Determining with colleagues whether performance measures already exist that effectively assess student achievement of a goal or whether new performance measures should be created (i.e., select or develop)
 2. Completing the SLO template form

- Review(ing) – September–October - refining, checking, updating, editing, testing, and finalizing –
 1. Refining and reflecting upon ideas with colleagues
 - Goal
 - Measures
 - Indicators
 2. Reviewing the SLO for
 - Completeness
 - Comprehensiveness
 - Coherency

- Submitting – October 2019, January 2020 and May 2020
 1. The SLO template must be submitted to the building administrator during the week of October 16th. The building administrator will review the work of the teacher a return to the teacher no later than October 25th.
 - a. If marked approved the teacher will continue to work on his/her SLO throughout the year.
 - b. If it is marked disapproved, the teacher will need to review the SLO and resubmit it by November 3rd and the building administrator will review the work of the teacher and return it to the teacher on or before November 10th. Once returned the teacher will continue to work on his/her SLO throughout the year.
 2. Mid-Year review – During the week of January 13th, the teacher will submit his/her SLO template and supporting data to the building administrator for a mid-year review. The building administrator will review the work on the SLO and return it to the teacher by January 24th.
 3. End-of-Year review – on or before May22nd, the teacher will submit his/her SLO template with supporting data to the building administrator for the end-of-year review. The building administrator will review the work on the SLO and return it to the teacher by the last teacher work day of the school year.
 4. Teachers who will earn tenure in January of the current school year that teacher must complete a SLO by January 10th and turn it into the principal.

IV. Steps to Developing SLO

1. During the 2019-2020 School Year a teacher can choose to develop their SLO either by a **Growth model** or **Mastery model**. If a teacher chooses Mastery model, they must include growth in their SLO.

2. How to Develop an SLO for **Growth Model**

Growth goals are used when you want all students to move a higher level of achievement.

Examples: All of my students will improve by at least 10 points on their final exam.

All of my students will improve 2 levels on the Fountas and Pinnell scale.

Section 1- Demographics/Classroom Context

This is where you provide demographic information and explain what class you are choosing.

Section 2- SLO Goal

This is where you explain what your goal is (2a), what PA standards are addressed (2b), and why you picked the goal (2c).

Section 3- Performance Measures (PM)

This is where you explain what assessment(s) you will use to measure your goal. Multiple assessments can be used if needed. If multiple assessments are used, you will need to weight them.

Section 4- Performance Indicators (PI)

This is where you set the actual target that you want your students to hit (4a). Remember, your PI must be written for all students (i.e. "All students will...) Multiple targets can be used if needed. If multiple targets are set, you will need to weight them (4d).

You may set a focus group as a subset of your total student group (4b).

You may link PI targets if you would like (4c). This would most likely be used for prerequisite skills.

Section 5- Elective Rating

This is how your score will be determined on your evaluation. The levels will be pre-set by the district this year are:

Failing= 0%- 69%

Needs Improvement= 69%-79%

Proficient= 80%-89%

Distinguished= 90%-100%

Additional Information

All goals should be based upon baseline data of the students you are including

The SLO must be Literacy or Math based if possible. If not, it should be in your area of certification.

A building administrator must sign off on all SLOs. If changes are needed mid-year, both the teacher and administrator must agree to the change and the need for it.

3. How to Develop an SLO for **Mastery Model**

Mastery goals are used when you want all students to reach a certain level of achievement.

Example: All of my students will score at least 90% on their final exam.

All of my students will read on grade level by the end of the 2016-2017 school year.

Section 1- Demographics/Classroom Context

This is where you provide demographic information and explain what class you are choosing.

Section 2- SLO Goal

This is where you explain what your goal is (2a), what PA standards are addressed (2b), and why you picked the goal (2c).

Section 3- Performance Measures (PM)

This is where you explain what assessment(s) you will use to measure your goal. Multiple assessments can be used if needed. If multiple assessments are used, you will need to weight them.

Section 4- Performance Indicators (PI)

This is where you set the actual target that you want your students to hit (4a). Remember, your PI must be written for all students (i.e. “All students will...). Multiple targets can be used if needed. If multiple targets are set, you will need to weight them (4d).

You may set a focus group as a subset of your total student group (4b).

You may link PI targets if you would like (4c). This would most likely be used for prerequisite skills.

Section 5- Elective Rating

This is how your score will be determined on your evaluation. The levels will be pre-set by the district this year are:

Failing= 0%- 69% (0 points)

Needs Improvement= 69%-79% (1point)

Proficient= 80%-89% (2 points)

Distinguished= 90%-100% (3points)

Additional Information

All goals should be based upon baseline data of the students you are including

The SLO must be Literacy or Math based if possible. If not, it should be in your area of certification.

A building administrator must sign off on all SLOs. If changes are needed mid-year, both the teacher and administrator must agree to the change and the need for it.

- V. Completing the Student Learning Objective (SLO) Process Template Form
- The SLO Process Template form is a tool used to identify goals, indicators, and performance measures for use in the greater Teacher Effectiveness Evaluation System.
 - Each teacher using their instructional I or instructional II certification must complete the SLO Process Template.
 - Each teacher is required to submit their form to the building administrator in October, January and May for review. The final submission in May will lead to a score which will be applied to the Elective Rating portion of the Classroom Teacher Rating Form.
 - The teacher must record their data and submit it with the SLO template.
 - The teacher will decide what data to record and submit but the data must support the results.
 - Student Learning Objective (SLO) Process Template is attached or visit PDE's website and clicking on Educator Effectiveness

- Additional Resources Materials such as Training Videos, PowerPoints, Templates, and SLO Development/Implementation Resources for Teachers and School Leaders can be accessed by logging onto: PDE's website and clicking on Educator Effectiveness

VI. Teaching Professionals with Unique Roles and Functions

- Roles not participating in SLOs

Speech and Language Therapist -	Elementary/Secondary
Guidance Counselors -	Elementary/ Secondary
School Nurses -	Elementary/ Secondary
School Psychologist -	Elementary/ Secondary
Social Worker -	Elementary/ Secondary
RTII Teacher -	Elementary/ Secondary

VII. Special Education Teachers with less than eleven (11) students will not have an SLO score reported to PDE. However, RTMSD believes in the SLO process: therefore, special education teachers with less than eleven (11) students should still complete the SLO process.

VIII. What happens if a teacher takes a leave of absence

- If a teacher takes a leave of absence during the school year the following applies:
 1. If a teacher works greater than 45 days in a semester and does not return for the current school year, the teacher must complete a SLO. Before the teacher commences the leave, they must submit the SLO to their building administrator.
 2. If a teacher works less than 45 days in a semester and does not return for the current school year, the teacher does not need to complete a SLO.
 3. If a teacher works greater than 45 days in a semester and takes a leave of absence and returns with less than 20 days remaining in the current school year a SLO is not required.
 4. If a teacher works greater than 45 days in a semester and takes a leave of absence and returns with greater 20 days remaining in the current school year a SLO is required.
 5. Some examples of leave of absences, yet each individual cases varies:
 - a. If a teacher takes a leave in early October and does not return for the remainder of the year then a SLO is not required.
 - b. If a teacher takes a leave in late January and does not return for the remainder of the year then a SLO is required for the first half of the

year. The SLO should have been handed in before the teacher goes on leave.

- c. If a teacher takes a leave in mid-November and returns in mid-April then a SLO is required. The SLO should be handed in in May.
- d. If a teacher takes a leave in early October and returns in June then a SLO is not required.
- e. If a teacher takes a leave in early January and returns in June then the SLO would be required for the first semester. The SLO should have been handed in before the teacher goes on leave.

IX. Long-term Substitute Teacher

- If a Long-term substitute teacher is employed for a full school year then he/she is required to complete a SLO as they will receive an evaluation in January and/or June. Long-term substitutes employed by the District for less than a full year will not have to complete an SLO as their evaluation will be based only on the teacher observation and practice section of the evaluation form. If the long-term substitute is employed by a substitute teacher service provider that person will not receive an evaluation or complete a SLO.

X. Final Notes

- Any changes that occur from the original SLO need to be noted in Section 5 Elective Rating. Use the Notes/Explanation box to record and explain your changes.
- If you are a teacher on the collaborative mode or the self-guided mode, you are still required to complete the Supervision/Evaluation Selection Sheet as required by the Supervision/Observation/Evaluation Plan for Professional Staff. SLO's do not replace the requirements of the differentiate supervision plan.