

Don't Get Caught Without Your SLO!

SLOs (Student Learning Objectives) are due on October 10, 2016. Principals have the discretion to give teachers an extension on that deadline. Unless you have received an extension, it is **very** important that you turn in something. Submit your best effort to complete the SLO on or before that date! If you were given an extension, get it in writing.

CFT strongly recommends that teachers take advantage of the help provided by the district SLO Trainers. If you have not taken advantage of the opportunity to attend one of the SLO Help Sessions, you may find some of the tips below helpful:

SLO Components

Baseline and Trend Data

Baseline data should describe your SLO Pre-Assessment (what does it assess, how many questions and question types?) and include your interpretation of the results of your SLO Pre-Assessment and/or any other diagnostic assessments that you have given your current students. You would explain the strengths and weaknesses that you have identified based on the data. Trend data could be any historical data that you have collected on your past or present students. Even if you do not have the actual numbers, you could still explain the patterns that you have observed. As you administer pre/post test for your SLO over the years, this can be used as trend data. Baseline and trend data are used in the identification of the standards you are focusing on in your SLO, as well as the growth targets you set for your students.

The CFT staff believes that you can only use whatever data is available to you and does not agree with teachers using the results of standardized test from other content areas than the one that you teach.

Student Population

State the number of students in the course on which your SLO is based. Break down the numbers of LEP students and students with disabilities (CD, ED, SLD, 504 etc.). Describe how these and any other factors (homelessness, behavior plans, etc.) might affect their ability to progress in class. Note chronic absences or tardiness in this section.

Interval of Instruction

Include whether or not your course is a yearlong course where the interval of instruction is from August to March or if it is a first semester course only. Also, include the number of minutes (daily or weekly) that students will receive instruction.

Standards

Explain that the standards that your course covers are the Ohio New Learning Standards for your content and grade level. Then, specify and list what standards are included for that particular SLO. Explain why these standards represent essential knowledge that the students need in order to be successful in future learning. Terms that would most likely be covered in this section to explain why the standards were chosen are big idea, knowledge and skills, and strengths and weaknesses.

Assessment

In this section, you are going to talk about both the Pre and Post assessments. Explain how they were developed (team or peer input and/or other resources). Elaborate on how input from your team or other teachers help to increase the validity and reliability. Stretch is the ability for the lowest performing students to show growth and be successful as well as challenging the highest students. Note, in this section, take into account the LEP students, students with disabilities, and gifted students when developing the assessments. Mention accommodations and modifications that are provided.

Growth Targets

Create a table that includes three columns: Pre-Assessment Score Range, Number of Students, and Post Assessment Growth Targets. When establishing growth targets, be mindful of the range and that a student at the lower end may not end up at the same place as a student at the upper end of the range. It seems more reasonable in this case to say, "Each student will increase by a certain number of points or obtain a certain score, whichever is greater." MAKE YOUR GROWTH TARGETS REALISTIC AND OBTAINABLE!

Rationale for Growth Targets

Talk about how you used data to inform your growth targets. Copy and paste baseline and trend data and explain how that was used to determine growth targets. You might also consider answering the following questions:

How did you identify student needs? (Info from Baseline/Trend Data section)

How does this SLO address student needs? (Info from the Standards section)

Why is it important that students master the content of the SLO? (Info from the Standards section)

How do the targets align with school and district goals? (Info could come from school program of focus, the CPS site in the "About Us" section, the school Ohio Improvement Plan-Goal #1 Strategy 1.2 Using data to inform instruction, and/or CPS Board of Education goals)

How did you use data to set your growth target? (Info from Baseline/Trend Data and Student Population)

How do you know that these targets are appropriate for your students? (Info from Baseline data-strengths and weaknesses)

In what ways are the growth targets rigorous? (Info from the Standards section and the curriculum resources that you use)