

This message is on behalf of the SLO committee to clarify a few questions that came up regarding the number of students included in a SLO goal.

It's important to know that Dearborn SLO process guidelines are based on best practices and on MDE recommendations.

Also, it's important to note that student selection is a key element of a rigorous and high quality SLO.

All SLO processes that we have referenced (MDE, Ohio State, S. Dakota, etc) encourage including **as many students as possible** in the SLO to get an accurate view on teacher impact.

For example, a class of 25 SLO increases the amount of impact an individual student has on a teacher's overall SLO results- This is ok because the teacher has the students for almost 5 hours daily.

A grade level or multiple sections or courses SLO (support staff, art-music, PE) Reduces the amount of impact an individual student has on a teacher's overall SLO results- This is also ok because your SLO results will represent more teacher contact time, therefore more impact. It will also avoid prioritizing one class over another

So when it comes to SLO and teacher impact, SLO should be based on the students in their caseload as much as possible and should be discussed with building administrator to determine an acceptable student group size.

MDE Implementation Document states:

Teachers of one course with multiple classes may benefit from writing a course-level SLO so that it most accurately reflects the students in their caseload.

Dearborn SLO committee recommends:

- For Art, Music, PE, Enrichment, MS, HS- Here are two scenarios:
 - Include either a grade level or course with multiple sections in a SLO.
 - More than one grade level may be required in smaller buildings. In this case a teacher can write a SLO based on similar standards across grades and differentiating assessment targets. For example, in sight reading is a standard in several grades, but it increases in complexity as students progress. A single SLO could be written on sight reading that can cover multiple grades, but each grade level
 - If spiral standards do not apply, you may combine standards in one goals while differentiating the assessment targets
- For support staff, MS, HS, and special area teachers, one class or period is not an adequate representation of the teacher impact.
- SE resource teachers- the administrator and the resource teacher reaches an agreement on the number of students by ensuring that the teacher includes most or all students in their caseload. if the resource teacher is co-teaching, then support staff

(multiple sections) guidelines apply. SLOs should not be based on the attainment of IEP goals. *In 2012, the Council for Exceptional Children published a Position on Special Education Teacher Evaluation containing the following recommendation relevant to SLOs: 15 Consideration 1 (cont) "When measuring student growth, evaluations should not use a student's progress on their goals, objectives, or benchmarks on the individualized education program (IEP) as a measure of a special education teacher's contribution to student growth. Doing so may compromise the integrity of the IEP, shifting its focus from what is designed to be a child-centered document to the performance of the teacher."*

- The committee also recommends that departments create and share sample SLOs based on the guidelines above