![Ohio Department of Education]

Ohio Teacher Evaluation System (OTES) Overview

Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance and a rating of student academic growth.

The challenge for measuring student growth is that there is not a single student assessment that can be used for all teachers. Local education agencies (LEAs) must use data from the state Ohio Achievement Assessments when available. If those are not applicable for a given subject or grade, LEAs can choose to use other assessments provided by national testing vendors and approved for use in Ohio. For subjects in which traditional assessments are not an option – such as art or music – LEAs should establish a process to create student learning objectives (SLOs) to measure student progress in those courses.

Implementation

Q: Q: Do all teachers have to write student learning objectives?

A: No. According to law, teachers exclusively instructing Value-Added courses must use their teacher-level report as the full 50 percent for the student growth measure beginning July 2014. All other teachers can use student learning objectives as part of their student growth measures per the district plan.

Q: Does the Department approve the student learning objectives?

A: The Department will not collect or approve student learning objectives at the state level. It recommends that an existing district or building committee become trained to review, provide feedback, and ultimately approve student learning objectives. The composition of this approval committee is a local decision.

Q: How many student learning objectives do I have to write?

A: If you are using student learning objectives as a growth measure, the Department requires a minimum of two and recommends no more than four which are representative of your schedule and student population. This guideline also applies to both Category B and Category A2 teachers if your district or school has determined these teachers will also be using local measures.

Q: Do I have to write a student learning objective for each course that I teach?

A: Not necessarily. The student learning objectives should be representative of your teaching schedule and student population. Whenever feasible, all students you instruct should be covered by a student learning objective. Within the guideline of two to four student learning objectives, it is a local decision as to the exact number you will write and which courses should be covered. For example, for a self-contained 3rd grade teacher who instructs all four core subjects, a district may make a local decision to focus student learning objectives on reading and math only.

Q: What is the average length of a student learning objective?

A: The length is not the important factor. Quality over quantity is the consideration. The focus of the student learning

objective is on the content. When writing the student learning objective, you should use the provided checklist to ensure it contains all of the required information needed for approval at the local level.

Baseline and Trend Data

Q: The baseline and trend data section is sometimes written vaguely using "most," "several," and "struggled". Is this acceptable?

A: If used alone, vague words like those mentioned in the question above are insufficient to describe baseline data. Whenever possible, the description of the baseline and trend data should include student performance data, such as a table showing the range and frequency of student scores. You should make written observations based on the data in this section. However, there must be data included.

Q: What if my data are unrelated to my subject or do not exist?

A: All teachers can find data relevant to their course. The rare exception to this may be a first year teacher or a teacher new to a course. Data may be from related subjects if the subject is new to students. For example, biology teachers may glean useful information from reviewing last year's environmental science examination. In addition, although students may not have received formal instruction in a subject, students may have background knowledge acquired from outside the school setting. A brief survey could also provide information about students' background knowledge. You should use the first couple of weeks to gather data about your students. During this time, give a pre-assessment or the first chapter or unit exam to provide valuable data for the student learning objective.

Q: Should student learning objectives be based on data from standardized tests or teacher-created assessments?

A: Student learning objectives should be based on data from multiple sources when available such as standardized tests, portfolios of student work, and district-created assessments.

Q: Can I use data that is two or three years old?

A: Yes. Using performance data from multiple years can provide valuable information. For example, trend data may show that students in your class for the past three years struggled with converting fractions. Based upon this finding, you might include this skill in your student learning objective and then seek new instructional strategies for teaching fractions.

Q: Do I create student learning objectives after the school year has started and after I have given assessments to determine a baseline?

A: Student learning objectives are typically developed after the school year has begun so that you can use your diagnostics or pre-assessments to develop the student learning objectives. However, sections of the student learning objective, such as "standards and content" and "assessment," may be completed prior to the start of the school year.

Q: Should I use prior content or current content to create baseline data?

A: Your baseline data will vary based on the subject and the availability of data. You may use a pre-assessment as a source of baseline data. The pre-assessment will contain the content and skills to be taught during the upcoming year. Other sources of data are end-of-course assessments from the prior year, which are not being based on the current content but may be good proxies for the current course.

Student Population

Q: How do I determine the student population? What portion of my student population or roster do I include?

A: The student population includes all the students enrolled in a course whenever possible. An additional "focused" or "targeted" student learning objective may be created for a subgroup of students within the course who need targeted assistance. At least one of your student learning objectives must cover all the students enrolled in a course except in rare cases when you may have a very large student population.

Q: Can I exclude students with disabilities from my student learning objective?

A: Difficulty in achieving the targets is not a reason to exclude any subgroup of students.

Q: What if a student joins my class late in the year or withdraws from my class early?

A: The expectation is that all students entering a course throughout the year receive a pre-assessment to determine any gaps in learning. Every effort should be made to administer the post-assessment to each student enrolled in the course. These data are extremely beneficial to the next year's teacher. The Department expects each district to determine the minimum interval of instruction for student learning objectives. Understandably, you and your principal will need to discuss whether certain students meet these minimum requirements determined by your district.

Q: What if students in my student population are absent frequently? Will they be excluded from the calculation of my student learning objective score?

A: Currently, per Ohio law, students who have 60 or more unexcused absences are excluded from final calculations of your score for Value-Added. Districts should remove students with sixty or more unexcused absences from their Approved Vendor Assessment and LEA measures. Additionally, for student learning objectives, districts should utilize the relevant interval of instruction as defined by the LEA.

Q: What happens if I teach a class where my students change on a regular basis? What if I have different students every quarter or every few weeks?

A: The Department expects each district to determine the minimum interval of instruction for student learning objectives. It is understood that you and your principal will need to discuss whether certain students meet these minimum requirements. Therefore, this situation requires some flexibility within the district's student growth measure plan because your schedule and assignment may require adaptions to the student learning objective process. Adaptions can be put in place to make the process work for you. The danger is that some students are not included in the student learning objective. Teachers, principals, and districts should try to avoid this. Remember that you should strive to show growth in as many students as possible. You should avoid any situations that exclude particular students who are low or high performing.

If you are a teacher who sees students for various lengths of time and at various points throughout the year, you can design a student learning objective around big ideas and content. Then you establish tiered targets based on the amount of time a student receives instruction. Expectations for students who are in the course for longer periods of time should be different than those for students on shorter intervals. This means that you should keep a roster of all students, possibly sorted by length of instruction throughout the school year.

Q: How do I write a student learning objective as a teacher of 450 students?

A: In cases where a teacher has large student populations, it is recommended that the district plan guides the administration and you to focus the student learning objective in a manner that encompasses as many students as possible. The district plan should strive for comparability and consistency across subject and grade levels regarding the total number of student learning objectives per teacher as well as the size of the student population.

Interval of Instruction

Q: **Is the interval of instruction one curriculum unit or the entire school year?**

A: Match the interval of instruction with the length of the course. This may be a year, semester, trimester, or a quarter. Districts with buildings using intervals of instruction other than a typical school year will need multiple approval periods for their student learning objectives. For instance, in a high school using semesters, the approval committee would meet both at the beginning of the school year and again at the new semester to approve student learning objectives for their teachers.

Q: **My school year ends on June 1. Does this mean my interval of instruction for my yearlong course ends on June 1?**

A: No. State law requires the completion of the evaluation process by May 1. The Department recommends that you administer your post-assessments on or around April 15. This will allow adequate time to score the assessments, complete the Student Learning Objective Scoring Template, and submit the data to the evaluator by May 1.

Q: **I am a high school teacher instructing Algebra I and Algebra II in year-long courses. I also teach Trigonometry first semester and Calculus second semester. My district has decided all high school teachers will write only two student learning objectives. How do I decide on which courses to focus my two student learning objectives?**

A: If you instruct large numbers of courses, the district plan should guide the administration to work with you to identify the required courses as a focus for the student learning objectives. If this does not help narrow the focus to the required number of student learning objectives, the focus should next be on the courses with the highest student enrollment. The district plan should strive for comparability and consistency among teachers across subjects and grade levels regarding the total number of required student learning objectives.

Standards and Content

Q: **Should student learning objectives be aligned primarily to course curriculum or Common Core State Standards?**

A: Align student learning objectives in the following order:
1. Common Core State Standards
2. Ohio Academic Content Standards
3. National standards put forth by education organizations

Q: **Can I list the standards in the Standards and Content section or do I need to write a narrative?**

A: You can list the standards in this section, but you also need to articulate the content of the standards. For example, simply listing "CCSS.ELA-Literacy.W.4.4" is not enough information. In this section you will need to explain the core knowledge and skills students must attain and why you identified those standards as the most important.

Q: **Should student learning objectives cover multiple standards or just one?**

A: You must have at least one student learning objective that covers the overarching standards that represent the breadth of the course. For example, if the course is a year-long course, the standards and content section must reflect the overarching standards for that year-long course. Once this course-level student learning objective is in place, you may then choose to write a targeted student learning objective, in which you focus on a subgroup of students (the low-achieving, for example) and also narrow the content to only those standards that these students have yet to master.

Assessment(s)

Q: **What is stretch?**

A: To have sufficient stretch, an assessment must contain questions that vary in difficulty. The assessment should contain both basic and advanced knowledge and skill questions so that both low-performing and high-performing students can demonstrate growth.

Q: **Is it the intent of the student learning objective process to use the same instrument for pre-assessment and post-assessment to accurately measure student growth?**

Using the same instrument as a pre- and post-assessment is not ideal. In fact, using the same assessment multiple times within the same year may decrease the validity of results since students will have seen the questions before. A well-written pre-assessment (used in conjunction with other forms of baseline data) can be a valuable source of data, because it should closely align with the post-assessment to measure growth. Pre-assessments should assess the same general content as the post-assessment, be comparable in rigor, and should be reviewed by content experts for validity and reliability.

Q: **What types of assessments can be used with student learning objectives?**

A:

- District-approved, locally developed assessments
- Pre/Post assessments
- Performance-based assessments
- Portfolios
- Vendor assessments not on the ODE approved list

Q: **Should all modifications for students with disabilities be included in this section?**

A: The Student Learning Objective Template Checklist does not specify that modifications must be listed in the assessment section. However, articulating that modifications are being provided to your students in accordance with their IEPs is an important fact as it demonstrates knowledge of your students.

Q: **Do teachers grade the assessments?**

A: This is a local decision. It might be useful to consider grading tests in teams so you are grading your colleagues' students, not your own students. Collaborative grading is used in many schools with established student learning objectives. Your district may wish to address this issue in the local Student Growth Measures Plan.

Q: **How do I know that my teacher-designed assessments are valid and reliable?**

A: It is certainly more challenging to determine if a teacher-designed assessment is valid and reliable. However, districts can put procedures in place to help increase assessment validity and reliability. Using the checklist provided by the Department in the *Guidance on Selecting Assessments for Student Learning Objectives* is a good first step. In addition, having content and assessment experts from the district or the local Educational Service Center review the assessments can help ensure that tests capture the information needed about student performance and are fair to all students. Standardized scoring procedures can also increase a test's validity and reliability.

Q: **Can I create the assessment for my student learning objective?**

A: The Department strongly advises against an individual teacher creating an assessment. In rare cases where a team of teachers cannot create an assessment, you should develop the assessment in conjunction with an instructional coach, curriculum supervisor, special education teacher, English Language Learner teacher, and administrator or other faculty member with assessment expertise.

Q: **Can I use my quarterly assessments or my mid-term exam as part of my post-assessment?**

A: This is not acceptable as it would not meet the requirement for demonstrating growth between **two** points in time. If the student learning objective content covers an entire semester or year, the pre- and post-assessment should also cover the same content for the entire semester or year. Using quarterly assessments would only assess the content for the quarter. Since the student learning objective covers much more content than a quarter, it is not acceptable to use these assessments as pre and post-assessments. These assessments would simply be used as formative checks for you to determine whether your students are making appropriate progress toward their established growth targets at the end of the course. You can modify various questions from each of these assessments to create an overall pre- and post-assessment that would indeed measure the content for the entire course.

Q: **What if the pre-assessment used in the submitted student learning objective is not very strong?**

A: This is a learning process. Evaluators can suggest how to improve the pre-assessment for next year. The goal is to learn from the process in these early years. Districts and schools should have clear expectations regarding assessments to ensure quality pre- and post-assessments.

Growth Targets

Q: **Will all growth targets be tiered?**

A: Instances may exist where one growth target may be acceptable for all students, but this is rare. For example, you may have a small course, such as an honors seminar, in which students start the year with similar background knowledge and skill sets. In this situation, one growth target for all students may be appropriate. The Department recommends setting tiered growth targets to ensure you are addressing the needs of both the high- and low-performing students. Ultimately, every student will have a target within the established tiers.

Q: **If a student is well below proficiency level, is it appropriate to set a growth target of proficiency?**

A: Targets should first be developmentally appropriate and then rigorous and attainable. Expecting a student to grow from below basic to proficient in one year may be very difficult. However, in some cases, more than a year's worth of growth is necessary to close the achievement gap. The student learning objective process asks you to set high expectations for students and to establish these targets based upon the analysis of baseline data. You should consult with colleagues, curriculum directors, administrators, and instructional coaches when determining appropriate growth targets.

Q: **At what point can a teacher revise his or her growth targets?**

A: In most cases, you cannot revise growth targets once the student learning objective has been approved. If students are showing greater than expected progress, the teacher can extend the assessment to more fully capture the extent of student growth. However, the growth targets do not change. Similarly, if a student is not making sufficient progress toward his or her growth target, you can alter or supplement the instructional strategies. But, again, the growth target

does not change. In some extenuating circumstances, such as after a natural disaster, outbreak of serious illness, or an unplanned extended absence, you may be able to revise your student learning objective with district approval.

Q: **How will the Ohio Department of Education and districts ensure that growth targets are rigorous across schools?**

A: The review and approval process helps ensure rigor and comparability at the local level. The Department recommends those approving student learning objectives complete a calibration process to ensure all team members are upholding rigorous standards for every student learning objective within the district. The state will monitor the implementation of student learning objectives by conducting random audits.

Rationale for Growth Targets

Q: **I feel like I am repeating a lot of information when I attempt to complete the Rationale for Growth Targets section. Am I doing this wrong?**

A: Rationales must include strong justifications for why the growth targets are appropriate and achievable for the student population, and, therefore, must be based on student data and the content of the student learning objective. The rationale ties everything together, and, as a result, it touches on every component that came before it. Rationales explain why this learning is important by making connections to school and district goals.

Student Growth Measures- General Information

Q: **I need more information on student growth measures. Where do I find that information?**

A: Here is a link for an overview of student growth measures, the Department approved list of assessments, student learning objectives information and tools, and steps for designing local student growth measures plans for evaluation. Information is added to the website regularly.

Business Rules for Student Growth Measures

Q: **I need more information on the Business Rules for Student Growth Measures. Where do I find that information?**

The *Business Rules for Student Growth Measures* addresses technical questions about Student Growth Measures, including those regarding teachers with highly mobile student populations or extremely high or low numbers of students. Districts and schools should assume all teachers included in the new evaluation system, per state law, will have growth measures unless these business rules state otherwise. Click here to visit the business rules.

Section 6: Frequently Asked Questions

6

1. **What is the Wisconsin Educator Effectiveness System?**
   In 2011, the Wisconsin Educator Effectiveness System was legislatively mandated in Wisconsin Act 166. The purpose is to provide a fair, valid, and reliable state evaluation model for teachers and principals that supports continuous improvement of educator practice which results in improved student learning.

2. **How was the Educator Effectiveness System developed?**

   State Superintendent Tony Evers initiated the Educator Effectiveness System Development Team in 2011 which included legislators, DPI staff, and volunteers from participating organizations; administrators, school board members, teachers and others. A full list of participating organizations is available on the DPI website. The Design Team's main recommendations were embraced in Act 166.

3. **How will the Educator Effectiveness System be implemented?**
   The Educator Effectiveness System will be implemented in 3 stages over 4 years:
   Stage 1: 2011-12: Evaluation process developed for a) teacher evaluation of practice; b) teacher developed Student Learning Objectives; c) principal evaluation of practice
   Stage 2: 2012-13: Developmental Pilot test of the 3 evaluation processes *in school districts that have volunteered to participate* and provide feedback for improvement
   2013-14: Full Pilot test of the Educator Effectiveness models for Teacher Effectiveness and Principal Effectiveness. These models will be revised based on developmental pilot feedback and include new outcome measures. The operational pilot will occur in a sample of schools in all districts
   Stage 3: 2014-15: Educator Effectiveness System implemented statewide

4. **What are Student/School Learning Objectives (SLOs)?**
   SLOs are goals for student learning growth (set by teachers individually or in teams) or school growth (set by building administrators) that are aligned to appropriate standards, are rigorous yet attainable, and can be set by individual educators or teams.

5. **How will training around the SLO process be provided in Wisconsin?**
   A training session will be held in the fall of 2012 for those districts participating in the SLO pilot. Content from this training will be made available and revised in several ways, including print materials available on the DPI Educator Effectiveness website (http://dpi.wi.gov/tepdl/edueff.html). Additional training opportunities around the SLO process will also be developed and modified as the full statewide pilot of Wisconsin's Educator Effectiveness system occurs in 2013-14. Feedback from the pilot districts will result in improvements to the SLO process and training for SLOs.

6. **What content areas and standards should be addressed by an SLO?**
   Educators are encouraged to develop SLOs that align to Common Core Standards, Wisconsin Model Academic Standards, and/or 21st Century Skills/College and Career Readiness standards, although final determination regarding the most appropriate standard(s) to be addressed is a local decision.

7. **What is the duration of an SLO?**
   SLOs are generally year-long, although other options are possible (e.g., a semester or a quarter). SLOs longer than one year would not be allowed, although the same SLO could be set for multiple years, with the understanding that the approval process is completed each year and sufficient justification for using the same SLO is provided.

8. **How early in the year should SLOs be set, in order to strike a balance between identifying appropriate student needs and allowing the maximum time to demonstrate growth?**
   Year-long SLOs should be developed six to eight weeks after the first day of school and finished approximately October 31. This deadline could be adjusted upon mutual agreement of the educator and supervisor, for example, for situations in which courses are nine weeks or one semester in length.

9. **How many SLOs are required of principals?**

1 SLO	Both state *and* district standardized assessment data are available (e.g., an elementary or middle school which administers MAP or a comparable district-wide standardized assessment).
2 SLOs	Either state *or* district assessment data are available, but not both (e.g., a school which has WKCE-tested grades or MAP-tested grades, but not both).
3 SLOs	Neither state nor district assessment data are available (e.g., a high school which does not administer MAP).

10. **How many SLOs are required of teachers?**

1 SLO	Both state *and* district standardized assessment data are available (e.g., an elementary or middle school teacher who teaches grades/subjects for which both WKCE and MAP data are available).
2 SLOs	Either state *or* district assessment data are available, but not both (e.g., a teacher in grades/subjects for which WKCE or MAP data are available, but not both.
3 SLOs	Neither state nor district assessment data are available (e.g., a high school teacher in a school/grade which does not administer MAP).

11. Are Team SLOs required?

Team SLOs are encouraged where appropriate, but not required, for both teachers and administrative teams. Team SLOs are particularly encouraged in instances where educators are required to prepare multiple SLOs (see below); in these instances, both individual and team SLOs, where appropriate, are encouraged.

12. Do SLOs have to apply to all of the students in a class?

SLOs do not need to apply to 100% of students in a class, although clear justification for focusing on a selected subgroup of students must be provided by the educator and approved by the supervisor.

13. How do I establish SLOs if I'm a new teacher or principal?

New teachers and principals will obviously have less familiarity with specific student learning needs than will be the case for their veteran colleagues. A number of options exist for how new teachers might set meaningful SLOs, including setting team SLOs for groups of teachers or working with a mentor to identify possible SLOs.

14. To what content/expectations/goals should principals align their SLOs?

Typically, principal SLOs would be aligned with pre-existing goal-setting processes such as district strategic plans, school improvement plans, or other district goals, with a specific focus on one key area of need documented in the strategic plan/school improvement plan (for example, increasing graduation rates by X%).

15. Can a School Learning Objective set by a principal be for a subgroup of students, or must it apply to an entire school?

The general notion between principals' School Learning Objectives is that they should be goals set for an entire school; examples would be improvement in schoolwide attendance or graduation rates. There may be situations in which the successful attainment of a schoolwide goal is best accomplished by focusing on a specific subgroup of students for which the schoolwide goal is particularly problematic. One example here would be improving schoolwide graduation rates by focusing on at-risk 9th grade boys, if data indicates that this is the population which is most essential to target in order to improve this problem for the school as a whole.

16. Can the SLO be the same from year to year?

Generally no, although there may be rare circumstances where this is appropriate based on locally-determined needs. Appropriate justification must be provided in such situations on the Selection/Approval Form.

17. What are appropriate evidence sources for measuring SLOs?

SLO evidence should generally be kept separate from measures that are already part of the student outcomes portion of the overall effectiveness score, meaning that state standardized test data (WKCE) and district standardized assessment data (for example, MAP) would not generally be used as sources of evidence for measuring student growth under an SLO. More appropriate sources of evidence for measuring student growth under the SLO process would include teacher-developed assessments, district common assessments, work samples/portfolios, or other sources approved by the SLO evaluator. It IS appropriate and encouraged to use relevant standardized test data (WKCE, MAP, etc.) for determining student learning needs under the SLO process.

18. Who approves the SLO?

SLOs are approved by supervisors or their designee; for teachers, this will typically be the principal or assistant principal (perhaps utilizing feedback from an appropriate content-area specialist, while for principals this will be the superintendent or her/his designee.

19. Can a supervisor assign or "impose" an SLO upon a principal or teacher?

The SLO process is designed to be a collaborative process which identifies specific student learning needs along with strategies for addressing them. In most cases, there should be strong alignment in the review of data at the beginning of the year between learning needs and the needs for most classrooms (e.g., if deficiencies in mathematical reasoning are evident from looking at data, it is likely that this same need will emerge for individual classrooms as well). Since School Learning Objectives set by principals cannot cover all areas of student need, however, teachers or teacher teams should be allowed to set Student Learning Objectives that reflect the unique needs of their students as long as the SLO meets each of the criteria described on the Selection/Approval form (must be based on clear evidence of need, target population and baseline/pre-test measure must be specified, etc.).

20. Must SLO goals be based on growth, or could mastery/attainment SLOs ever be allowable?

SLOs in general are intended to emphasize growth. SLOs that are based on mastery/attainment goals could be allowable as long as there is a meaningful way of knowing where students are at the beginning of the year and if jointly agreed upon by the educator and supervisor. The major issue to consider in setting an SLO with a mastery/attainment goal is that without an appropriate baseline measure of student learning, it will generally be difficult to determine the extent to which the level of mastery at the end of the SLO is attributable to the work of the educator.

21. How, if at all, does the SLO process differ for educators who have substantial numbers of special needs students (special education students, English Language Learners, or other students with exceptional learning needs)?

Separate guidance is being prepared for how the SLO process may differ for these educators. In general, the same principles will hold true for all educators who prepare SLOs: reviewing data to determine student learning needs, aligning content to appropriate standards, identifying expected levels of growth and appropriate evidence sources, etc. However, there may be some guidance which is unique to those who work with special populations, such as the following two questions:

22. Are SLO goals for special education students the same as IEP goals?

Generally, no; IEP goals are individualized and highly personalized for individual students, whereas SLOs are long-term academic goals for groups of students. Though there may be overlap in the content, assessments or evidence used for SLOs, IEP goals cannot be directly fed into Student Learning Objectives, and it is important to keep the two systems and related goals distinct.

23. Can SLO growth goals for special education students be based on behavioral, rather than academic, measures?

Not exclusively; behavioral goals are allowable only to the extent that they are integrated with and support clearly-defined academic goals for the growth of special education students.

24. Are SLOs required every year?

Yes. SLOs will be required each year for all educators in Wisconsin beginning in 2014-15, even if full summative evaluations aren't conducted each year (e.g., tenured teachers might receive a full summative evaluation every 3 years, with portions of the process – including SLOs - conducted each year).

25. Can/should there be a mid-year review/adjustment of an SLO?

Mid-year review is an important part of the SLO process, and mid-year adjustment of SLO growth targets would be allowable based upon clear rationale and evidence of need if agreed to by both the educator and supervisor.

26. What is the SLO scoring/evaluation process?

The educator submits the final results of the SLO(s) to the supervisor prior to the end of the year, noting the percentage of the targeted population that met/did not meet the targeted amount of growth. Each SLO will receive a score of 1-4, with scores of 0 reserved for instances in which the educator did not engage in the process or provided incomplete, inaccurate, or unreliable evidence of student growth.

27. If more than one SLO is required, how are the SLOs weighted?

A method of combining all evidence that is part of Wisconsin's Educator Effectiveness system (observation of practice data + all student outcome measures) will be developed during the 2012-13 school year. For educators who will be responsible for preparing multiple SLOs (due to the lack of either state or district standardized assessment data), each SLO will be weighted equally under this method, up to the appropriate overall weight for SLOs for that educator (e.g., if SLOs represent 15% of an educator's overall evaluation score, and the educator prepares two SLOs, each will weight equally [7.5%] in the final score).

28. When there is more than one SLO required, is each evaluated separately, or are they considered as a whole?

Each SLO is evaluated separately.

29. How are mitigating or unforeseen circumstances noted?

The evaluation form will include space for unforeseen or mitigating circumstances, as well as the mutual agreement of the educator and supervisor as to how the situation was handled in deriving the final score for the SLO. Examples of mitigating circumstances might include (but are not limited to) a teacher who is gone on an extended medical leave, an excessive number of students who leave mid-year, or an event that significantly changes the school culture.

30. How should high rates of absenteeism or student mobility be handled in scoring of SLOs?

As noted above, all students in the target group should be included in the final scoring of SLOs, but high rates of absenteeism may be noted as mitigating circumstances.

31. Should I save my SLO Selection/Approval Form and Evaluation/Scoring Form?

Yes, these documents should be saved by both the educator and supervisor. For the 2012-13 SLO developmental pilot, these documents will be reviewed by an external evaluator for use in improving the SLO process in future years, but not for any type of accountability. In future years, an automated process for capturing, storing, and reporting SLO data will be developed using the state's information systems.

teacher and evaluator. It is not intended to require a principal to conduct several individual meetings with every teacher in his or her building. In order to increase the quality of SLTs and the efficiency of the process, LEAs are encouraged to, where possible; consider recommending particular assessments or growth measures for groups of teachers in the same grade or content area. Additionally, school and district leaders may convene groups of teachers to create SLTs collaboratively, rather than each working in isolation with their evaluator. Principals should leverage Professional Learning Communities (PLCs) and cluster or teaming meetings already in their schedules to support teachers in this work. Finally, principals need not be the only evaluators of SLTs on a campus. Other school leadership team members (e.g., assistant principals, deans, etc.) may be designated and certified as evaluators and aid in the process of setting SLTs.

A summary of key responsibilities for educators in the roles of teacher, evaluator, and LEA leader is provided below.

Figure 14: SLT Process Roles and Responsibilities

Teacher Role	Evaluator Role	LEA Role
•**Consult** with evaluator to determine local guidance •**Collaborate** with colleagues to define ambitious, achievable SLTs •**Write** at least two SLTs per year* •**Agree** upon targets and scoring plan with evaluator* •**Monitor** student progress •**Update** SLTs, if needed* •**Collect and present evidence** of student progress	•**Inform** teachers of local guidance relative to SLTs and assessments •**Review** SLTs and provide feedback, as needed, to ensure SLTs have three key characteristics* •**Agree** upon targets and scoring plan with teachers if they have three key characteristics* •**Approve** updated SLTs, if teacher assignments or their student population shifts significantly, and the SLTs have three key characteristics* •**Assess** evidence of student progress •**Rate** each SLT according to its scoring plan*	•**Provide guidance to educators** relative to: •**Recommended Assessments** •**Standardized SLTs** for teachers with certain assignments •Opportunities and/or structures for educator **collaboration** on SLTs •**Local timelines/deadlines** for SLT process •**Parameters for revising SLTs**

Items marked with an asterisk (*) represent actions supported by the HCIS.

Additional Resources

A variety of LDOE-provided resources are available to help teachers and evaluators make SLTs a powerful tool to ensure students are meeting rigorous goals. Please see the *Resources for Educators* section to access them. The LDOE website will be continuously updated over the coming months to provide additional resources relating to SLTs.

Frequently Asked Questions: SLTs

Q: What do I do if there are no common assessments for my course?

A: Teachers of courses for which no common assessments have been identified by the LDOE or LEA should select or develop the most appropriate assessment for measuring students' progress against their target, given students' needs. In some cases, this may be an assessment created collaboratively with other teachers in similar assignments in the same school or district. For courses in which the final student assessment involves a performance task of some kind, (i.e., performing a piece of music, demonstrating proper form in tennis, delivering a monologue), the assessment may be a teacher-created rubric.

Q: How do I set SLTs as a teacher of students with special needs?

A: Teachers of students with special needs follow the same general steps to set SLTs, while taking into consideration the unique needs of their students when selecting priority content, determining rigor, and identifying an assessment. Teachers of students with special needs are encouraged to provide any relevant student background information that would help evaluators understand the rigor of the target set. [Examples of SLTs addressing students with special needs](#) are available on the LDOE website.

Q: How do teachers in alternative schools set SLTs?

A: Teachers in alternative settings often have transient student populations, which prevents them from being able to set a meaningful goal for a single group of students for the entire year. Teachers in such settings should work with their evaluators to determine appropriate targets, given the configuration of their classes and degree of turnover with their student population. These targets may set an expectation for growth with a particular group of students over a short period of time or articulate a general expectation for the progress the teacher expects to make with any individual student entering his/her class.

Q: What are my key responsibilities as an evaluator when it comes to SLTs?

A: Evaluators serve as thought partners to teachers as they work to set rigorous SLTs; they uphold a common standard for rigorous, meaningful goals; and they serve as objective evaluators of student progress in assigning ratings at the end of the year. While evaluators are ultimately responsible for assigning teachers' SLT scores, they are encouraged to provide feedback to teachers and support them in the process of developing and monitoring the progress of their SLTs.

VALUE-ADDED MODEL (VAM)

While all teachers will set SLTs as part of establishing a vision for student achievement and measuring student success each year, some teachers will also have value-added data available to provide a measure of student growth. Their Student Growth scores will be based on the value-added data, not SLT attainment. To measure teachers' impact on students' growth, Louisiana's VAM considers student-specific information to determine the typical growth for individual students. At the end of the year, the actual achievement for each student is compared to the "typical" growth to determine if a student has made more, less, or the typical amount of progress. The results for all students on a teacher's roster are then combined for that teacher.

The value-added model considers the following factors when estimating a student's typical score:

- Available prior achievement data (up to three years)
- Gifted status
- 504 status
- Attendance
- Disability status
- Free and reduced meal eligibility
- Limited English proficiency
- Prior discipline history
- Classroom composition variables