

Guidance for short-term Student Learning Objectives

For teachers who teach students in short intervals, such as DAEP teachers who may have students for only 30 days at a time, or residential treatment center teachers who may have students for a few weeks, the goal of SLOs isn't to document student growth over the course of an entire school year, but rather to document student growth that occurred during the interval when the teacher actually worked with the students. Below is some guidance for using SLOs with teachers who teach students for a short time.

1. For teachers who teach students for a full school year or a full semester, the full SLO process is recommended.
2. Given the short term during which the teachers will have the students, consider what would be a realistic “foundational skill” for the time period covered. This will look very different for short-term teachers compared to semester or yearlong teachers. For example, an Algebra teacher in a yearlong classroom may have an SLO Skill Statement around students being able to use algebraic formulas to graph and solve multi-step algebra problems. Whereas an algebra teacher who has students only for 30 days, may have an SLO Skill Statement around just one step in the problem solving process or one specific skill only, such as students being able to factor polynomials, as opposed to the overarching skill of solving multi-step problems using a variety of algebraic skills.
3. It is not required that short-term teachers include every student they teach. For example a teacher on a DAEP may include only students who remain in their class for 30 days or more, and not include students who only stay for a shorter amount of time, such as students who only remain for 10 days.
4. Based on the experience of the short interval teachers, ask them to describe the skill levels of the students they typically teach. What can the typical student a short-term teacher has in her class typically do with respect to the short-term skill statement when the student arrives? What does the work look like from students (in the short-term setting) who are above typical? Below typical? This will form the basis of the ISP.
5. Based on the experience of the short interval teachers, ask them to define what is a typical amount of growth during the short interval. This will become the TSP, which will look very different from a TSP based on a full year or a full semester of instruction.
6. Consider how the district currently measures the effectiveness of short interval teachers. Are there processes in place already that could be used? Is there an already existing pre-test, essay assignment, in class activity, etc. that could be used to place students on the ISP or to set the targets for where students should be at the end of the interval on the TSP?
7. Within the first week of the short interval, collect baseline data on what students know and can do, and where any gaps may be. This will enable teachers to place students on the ISP.

8. Before the end of the second week of the interval, use current student work, previous student data, such as information from the student's home campus, any assessments/projects/in class work to set expected growth targets for the short-term students.
9. In some cases, a short-term teacher may have some students for a longer time than others. Whenever possible, select the students who will be part of the SLO based on students who will be with the teacher the longest. For example, if a DAEP teacher has some students for only 15 days, and has others for a minimum of 30 days, it is advised to use the students who the teacher will have for 30 days, so there can be enough data to a) set growth targets and b) measure at the end of the 30 days whether students met their growth target or not.
10. Ensure that there are at least 5 pieces of student work in the body of evidence that will be collected during the short interval.
11. Plan for an "End of Interval" conference between the teacher and the appraiser. During this conference, the teacher will present evidence for how she placed students on the ISP, how she set their growth targets on the TSP and the body of evidence for each student used to determine whether students met growth. The appraiser will review all the evidence, ask any related or follow up questions, and ultimately either approve the SLO, or ask for further clarification if needed. (Note: given the short interval, the "End of Interval" conference takes the place of the BOY conference, the MOY conference and the EOY conference, combined.)