



October 2015

## **PDE Adjusts SLO Requirements for All Classroom Teachers Beginning in 2015-16**

In order to receive approval from the U.S. Department of Education for its recent ESEA Accountability Waiver Application, The Pennsylvania Department of Education (PDE) has agreed to change the Student Learning Objective (SLO) process for the evaluation of classroom teachers beginning in 2015-16.

Although classroom teachers can still use both “mastery” and “growth” measures in an SLO, beginning in 2015-16 **every classroom teacher must include at least one growth measure on the SLO(s)**. This means that classroom teachers must include in their SLO(s) for teacher specific or elective data at least one measure that calculates student achievement between two or more points in time. An SLO may continue to include “mastery” goals (which measure student achievement against a standard at one point in time), but not to the exclusion of at least one “growth” goal. This is a change from 2014-15, when classroom teachers were not required to include at least one “growth” goal on their SLO(s).

PDE is communicating this change to employers and providing technical assistance through Intermediate Units.

PSEA recognizes that classroom teachers put several hours into developing SLOs in 2014-15, and PDE had said that the SLOs developed in 2014-15 could continue to be used in future years. This change in SLO requirements will require classroom teachers to re-write portions of their SLOs. The amount of work needed to comply with this new requirement will vary from teacher to teacher; some SLOs may need slight edits, while others may need to be completely rewritten.

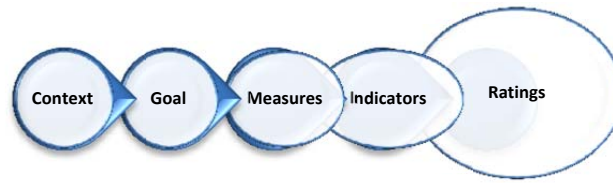
The time required to edit SLOs must be provided to classroom teachers within the parameters of the local Collective Bargaining Agreement; classroom teachers cannot be required by the employer to complete new SLOs or to edit existing SLOs outside of contracted hours.

A copy of the revised SLO template is attached.

For more information, PSEA members may contact Dr. Carla L. Claycomb in PSEA’s Education Services Division, [cclaycomb@psea.org](mailto:cclaycomb@psea.org).

# STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



## 1. Classroom Context

<b>1a. Name</b>		<b>1b. School</b>		<b>1c. District</b>	
<b>1d. Class/ Course Title</b>		<b>1e. Grade Level</b>		<b>1f. Total # of Students</b>	
<b>1g. Typical Class Size</b>		<b>1h. Class Frequency</b>		<b>1i. Typical Class Duration</b>	

## 2. SLO Goal

<b>2a. Goal Statement</b>	
<b>2b. PA Standards</b>	
<b>2c. Rationale</b>	

## 3. Performance Measures (PM)

<b>3a. Name</b>	PM #1: PM #2: PM #3: PM #4: PM #5:	<b>3b. Type</b>	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input type="checkbox"/> Other: _____
<b>3c. Purpose</b>	PM #1: PM #2: PM #3: PM #4: PM #5:	<b>3d. Metric</b>	<input type="checkbox"/> Growth (change in student performance across two or more points in time)* <i>Educators must include at least one growth measure in their SLO</i> <input type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery
<b>3e. Administration Frequency</b>	PM #1: PM #2: PM #3: PM #4: PM #5:	<b>3f. Adaptations/ Accommodations</b>	<input type="checkbox"/> IEP <input type="checkbox"/> Gifted IEP <input type="checkbox"/> ELL <input type="checkbox"/> Other
<b>3g. Resources/ Equipment</b>	PM #1: PM #2: PM #3: PM #4: PM #5:	<b>3h. Scoring Tools</b>	PM #1: PM #2: PM #3: PM #4: PM #5:

<b>3i. Administration &amp; Scoring Personnel</b>	PM #1: PM #2: PM #3: PM #4: PM #5:	<b>3j. Performance Reporting</b>	PM #1: PM #2: PM #3: PM #4: PM #5:
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**4. Performance Indicators (PI)**

<b>4a. PI Targets: All Student Group</b>	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:														
<b>4b. PI Targets: Focused Student Group (optional)</b>	PI Target #1: PI Target #2: PI Target #3: PI Target #4: PI Target #5:														
<b>4c. PI Linked (optional)</b>		<b>4d. PI Weighting (optional)</b>	<table border="1"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr><td>#1</td><td></td></tr> <tr><td>#2</td><td></td></tr> <tr><td>#3</td><td></td></tr> <tr><td>#4</td><td></td></tr> <tr><td>#5</td><td></td></tr> </tbody> </table>	PI	Weight	#1		#2		#3		#4		#5	
PI	Weight														
#1															
#2															
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**5. Elective Rating**

<b>5a. Level</b>	<b><u>Failing</u></b> 0% to ___ % of students will meet the PI targets.	<b><u>Needs Improvement</u></b> ___ % to ___ % of students will meet the PI targets.	<b><u>Proficient</u></b> ___ % to ___ % of students will meet the PI targets.	<b><u>Distinguished</u></b> ___ % to 100% of students will meet the PI targets.
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>5b. Rating</b>	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<b><u>Notes/Explanation</u></b>
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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_