

## Student Population

### Number of Students

- Will there be a required minimum number of students for an SLO?
- Will both Class and Targeted Group SLOs be permitted?
- Should the student population include students seen during one instructional period or should multiple sections be included?
- What percentage of a teacher's course load should be included in an SLO?

### Knowledge of Students

- What aspects of students should teachers describe in their SLOs?
- Will rosters or some other mechanism be used to clarify which students are in an SLO?
- What types of data points should be included on the student rosters? Should special populations be identified on the roster?

## Learning Content

### Proportion of Standards to be Included

- Should the learning content be the whole set of course standards or a part?
- Should there be a minimum number of standards suggested for courses?

### District Direction for Learning Content Selection

- What will be the district role in deciding what is considered the most important learning for each content area?
- Will certain clusters of standards be suggested to teachers by content area experts?
- Must or should the district's learning content priorities be included in every SLO?
- To what extent should/must the *Common Core Standards* be included in an SLO?

### Role of Student Need

- Should the focus be on essential standards or on identified student need for specific content, or a blend of these two approaches?
- If student need is to be the basis for selection, how many data sources must be reviewed to determine need?

### Course Standards Source

- What source(s) of standards will be used for the course/content area(s)?
- Will standards be cited by reference, using verbatim wording of the standards, paraphrased, or written in another form?

### Vertical Alignment or College and Career Readiness

- Should the SLO include a justification for the selection based on preparedness for future coursework or college and career readiness skills?

## Interval of Instruction

- What options will be permitted for interval (i.e., year, semester, quarter, or varied)?
- To what extent should pacing and sequencing of key learning experiences be referenced in this section?

## Assessments

### Approval Process

- Should there be a separate workflow for the approval of assessments?
- Will a quality assurance committee at the school or district level review all assessments before usage in terms of their alignment, administration, usage, and approval processes?
- Must pre- and post-assessments be approved before teachers administer them in the classroom with students and the SLO be completed?

### Assessment Selections

- For what courses should State or district assessments be used?
- For which courses must pre- and post-assessments be developed, and by whom?
- Should assessments be standardized at the district, school, or department/grade level?
- To what extent will teacher-developed assessments be used for SLOs?

### Assessment Reporting

- Will the assessments selected provide the needed scoring specificity, or will additional reports be required?
- If additional reports are needed, can and/or how will they be produced?
- Which department or staff position is responsible to disseminate needed assessment reports?
- When will the needed reports be made available to the teachers and schools?

### Pre- and Post-Assessments

- Can a pre-assessment be the same as a post-assessment?
- How strongly should the structure, format, and content of the pre-assessment parallel the post-assessment?
- How strongly should the pre- and post-assessments be aligned to the learning content? How will alignment be documented?
- Should SLO-related instruction take place before administration? If so, to what extent will it be permitted?

### Assessment Administration

- What documentation of administration accommodations is expected?
- For real-time assessments will proctors, random visits, video-recordings or other mechanisms be established to ensure administration integrity?
- How many additional administrations (re-tests) will be permitted? If re-tests are allowed, under what conditions (just "low" performers, must re-test with different administrator, must use already approved alternate version of the assessment)?
- How will consistency in administration across a common assessment be facilitated?

### Scoring

- Which staff members will be permitted to score the pre- and post-assessments? To what extent will scores be verified?
- Where will scoring calculations be made explicit?

### Multiple Measures

- Will multiple measures be required and/or recommended for pre- and post-assessments? If multiple pre-assessment measures are used, what guidance on weighting should be provided?

## Instructional Strategies

- Will there be a common list of instructional strategies for each course/content area?
- To what extent must the evidence based for the strategies be documented?
- Should teachers be guided to indicate frequency or degree of emphasis for the strategies?
- Must strategies be described in how they will be used?

## Student Growth Targets

### Baseline Data

- How many data sources beyond the pre-assessments are needed to establish a baseline?
- Must individual student baselines be recorded, average performance on the baseline, or both? Should other data sources used to establish baselines be recorded in this format as well?

### Growth

- What types of student growth will be computed (i.e., average growth, percentage of students achieving targets, etc.)
- Will a year's worth of growth be defined for each course? If so, who will make these determinations and how will they be made?
- Will proficiency and growth be blended to determine appropriate growth levels?

### Target Setting

- What types of approaches will be permitted/encouraged for target-setting? (i.e., common growth, growth to mastery, banding, etc.)
- Will there targets be set for individuals, collective groups, or some other method?
- Will there be a minimum threshold for the percentage of students that must meet targets?
- Will there be a minimum threshold for individual student targets?

### Factors of influence

- What impact will dosage (amount of time a staff member has with each student) have on target-setting?
- What process will be used to decide how to set targets for special student populations?
- How might expectations be different for students who are behind grade level?

## General Decisions

### Approval Processes

- How will the approval process for SLOs be structured?
- Who will be permitted to approve SLOs?
- How will approvals be documented?
- How will disputes within the SLO approval process be handled?
- How will the SLO workflow be managed (i.e., electronic platform, hard copies, electronic documents via email)?

### Due Dates

- What due dates need to be established (i.e., training, development, approvals, revisions, post-assessing, reporting results)? How will these dates be communicated?
- How will compliance with due dates be monitored? What will be the result if due dates are missed?

## General Decisions (continued)

### Quality Control SLOs

- Will there be a quality monitoring process?
- Will a rubric be used in assessing the quality of SLOs in order to determine rigor and comparability?
- When will the quality control process be completed?
- What will be the outcome if the SLO is rated too low?

### Calculating Outcomes

- How will SLO results translate to teacher outcomes? (e.g., Will each SLO comprise a percentage of an evaluation score? A certain amount of points?)
- When multiple SLOs are used, how will they be weighted?
- What aspects of the SLO results will be a factor? (e.g., SLO quality, percentage of students meeting targets, average growth, proximity to targets)

### Training

- What training will be provided to district staff and schools?
- To what extent is it required? How will make-up trainings and late-hires be handled during the year?
- What will the content, format (face-to-face, virtual) and timeframe be for the training?
- Will there be provisions for a help desk or follow-up training as needed?

### Departmental Considerations

- How can initiatives be integrated, such as SIPs, CCSS, etc.?
- What departments will be most affected and require additional support?
- Who will be the central point person(s) to ensure the success of the initiative?

### Data Entry

- Must assessments be attached as part of the SLO?
- Must assessments be described, such as by indicating types of items in the SLO?
- Will rosters be used to connect teachers with the students included in the SLO?

### Overarching Consideration

- Will differences in class sizes, school levels, instructional time (dosage), special needs etc. warrant separate or additional consideration to ensure fairness and equity?

### Flexibility vs. Standardization

- Will the district preference be to allow for greater flexibility from school to school and teacher to teacher or to standardize the process where feasible?

### Breadth of Involvement

- Who will be expected to craft SLOs? Which of the following categories of staff members will be included: tested and non-tested teachers, counselors, psychologists, social workers, itinerant teachers, part-time teachers, teaching assistant principals, academic coaches, or facilitators?
- How many SLOs will each individual be expected to complete in an academic year?
- Who (which departments/personnel) will be expected to assist in the SLO development process? How will this assistance be offered to the sites?