2017-18 Student Learning Targets – Evaluator Guide

Introduction
- <u>SLT Framework</u>: The SLT framework for this school year is based around giving evaluators and employees increased options to customize the SLT process. The goal is to have all employees select SLTs that are impactful for their students and will contribute to the overall growth of the school.
- <u>Accountability</u>: Given the additional flexibility, evaluators will have increased responsibility to ensure that employee SLTs are appropriate for their teaching assignments and are entered into CIS accurately.
- <u>Collaboration:</u> Evaluators should set up times to meet with each employee at the start of the school year to review SLT guidance and select SLTs that will best represent the employee's impact on student learning for the school year.
- The following sections provide some guidance for discussion and decision-making that should take place during these meetings.

Flexible Highly Effective Range
- The Highly Effective (4) range is not defined on employee SLT guides for this school year.
- Evaluators and employees should review baseline data as well as any additional information that is available (student historical data, other assessments administered at the start of the year, etc.) to determine what a highly effective impact on student learning should look like for each SLT.
- In making this determination, the evaluator should consider:
  1. *The number of students included in the SLT.* For targets with smaller number of students, each student will represent a larger percentage of the group.
       <u>Example:</u> If an employee is setting an SLT around 2 sections of Algebra I with 65 total students, each student represents 1.5% of the group. For this target, a 9% range would include 6 students.
       If the same employee sets a target for his/her honors Algebra I class with 25 students, each student represents 4% of the group. For this target, a 9% range would only include 2 students, so a larger range may be more appropriate.
  2. *All information available about the students included in the SLT.* This is where evaluators will have the opportunity to customize the SLTs of each employee. If one employee is teaching a class of historically lower-performing students, his/her highly effective range may look different than that of a peer who has an honors, or more advanced, group of students.
  3. *Any school-wide policies and procedures that have been agreed upon.* The administrative team at each school should establish procedures to ensure school-wide consistency, especially in schools with a large number of evaluators. All Compass employees should have access to high-quality conversations that will lead them to set meaningful and rigorous targets.

Small Group SLTs (Teacher Created Assessments)
- Some employees will have the option to target a specific small group(s) within their student population with an SLT.
- Small group SLTs should only be set in a manner consistent with the SLT guidance for the employee's grade and subject.
- Evaluators should work with employees to determine:
  a. *If and when a small group SLT is appropriate*. Small group SLTs may not be the most impactful targets for all employees. Evaluators should guide employees to consider if choosing a small group is appropriate and how it will impact daily instruction.

b. *Which students will be included in the target*. A small group should consist of 6 or more students AND at least 10% of the total number of students if a teacher has more than 60 students in a particular grade/subject. The list of included students should be approved and maintained by the evaluator. Changes to the small group should be communicated with the evaluator to determine the impact on the SLT (ex. students drop or have more than 10 unexcused absences in a semester).

c. *Which small group guidance should be followed*. SLT guidance for small groups is divided into two options. Option 1 is designed for students who are on or above grade level (including "bubble" students). Option 2 is designed for students who are performing below grade level.

SLT Documentation

For each SLT type, the evaluator will be responsible for collecting, approving, and in some cases submitting documentation in addition to what is entered and accepted in CIS.

- Teacher Created Assessments – All assessments (pre- and post-) must be approved by the evaluator PRIOR to being administered to students. **Evaluators should submit a copy of each assessment with the Quality Assessment Checklist to the school's Compass contact.**
- Special Education UNIQUE – The evaluator will need to work with the teacher to determine appropriate individual goals for each student. The list of student goals should be submitted to the evaluator.