



QUESTIONS and Answers from Chad Rice?

If a teacher, who teaches in a self contained ED class, only has 3 students, must she do SLOs?

For these teachers that do not have enough students to capture

The 6 FTE students, they will rely on the teacher performance side of OTES solely.

For a teacher who teaches in a multi-handicap classroom and does not have six students in one grade, does she do grade band SLOs?

Yes. It is recommended that his teacher write a grade band SLO in order to capture the 6 FTE students.

Due to the low academic functioning of some MH students, would the teacher base her assessment on the Extended Standards?

Yes, the standards would need to match the academic standards that the student would be required to have.

I am an intervention specialist. Several of my students are on alternate assessments. What must I do? What should I consider?

In this case, since the alternate assessment does not yet provide a value added report, the teacher will need to write 2-4 SLOs representative of the teacher's schedule. This teacher would be advised to use tiered targets to ensure s/he is addressing the needs of the students and establishing developmentally appropriate targets. Grouping the students into similar skill areas based upon their baseline, trend, and/or pre-assessment data will help the teacher determine the most appropriate targets. (**Continue on next slide**)

An additional consideration might be the setting where the students receive services. If the students are pulled out of the regular classroom into a resource room setting and receive instruction only from the intervention specialist, then that intervention specialist will create SLOs for these students. If the students are in the regular classroom inclusion setting and instruction is shared, the regular education teacher would use tiered targets and include these students as well.

How can a special education teacher plan to improve a class when we might not have the same class the next year? For example, I do not have Math 4 this year, but last year I did.

If a teacher has enough students to receive a value added report, this report will always be one year behind due to scoring and the receipt of the data. So if I had math last year, in the current year my district will use the value added report they received this fall (from the test administered the previous year) as part of my SGM side of my teacher evaluation. If I did not have enough students last year to constitute a value added report and I do not have an ODE approved vendor assessment this year, then I will have to write SLOs for my current school year.

If a special ed. student or at-risk student has to take the reading OAA or OGT, and that student is not reading at grade level, how can that student show growth?

Value added information from the OAA does calibrate the metric so that growth is shown even if the student is reading below grade level. If the student is on an alternative assessment, then no value added score is given. Also, the OGT is not used for value added calculations.

I am in search of some information regarding the new SLO's and special education students who are on Alternate Assessment. How does this look for students with multiple disabilities in an Multiple disabilities/Life Skills classroom? Should a target SLO be in place in this type of classroom with students performing on multiple levels?

You would still use a broad SLO and simply identify individual targets for each of your students.

I am currently teaching a classroom of 7 students who are under the categories of: SLD, OHI, MD, and CD. How do I create specific growth targets with students of so many levels?

You will likely use “tiered targets” as the best option here. You can group the students based on their baseline data or simply identify a target for each student. Essentially, this is what regular ed teachers will have to do. We are encouraging them to group all 100+ students into groups based on the students’ baseline scores. This could end up as 4-6 groups for which they will have to establish targets

Can the Alternate Assessment be used to evaluate student growth?

The new Alternate Assessment was operational/field tested this spring. This will be the baseline year. From that point on, it will show Value Added as it was designed to show growth. Therefore, these teachers must write SLOs until the value added measure is operational.

If I am an ED teacher servicing multi-grade students in a self-contained classroom and I have Value Added for some of my students, do I create SLOs for those students that I do not have Value Added?

Yes.

For music, art, PE and library, does every student need to be included in an SLO? Do those teachers create an SLO for each grade?

Every effort should be made to include all students instructed by the teacher. The teacher does not necessarily. They could write grade band (K-2, 3-5, etc.) SLOs to capture as many students as possible in their required minimum 2 SLOs. It's understood the content and assessment pieces could be rather complex. This is the same recommendation we make for the special education teachers who may not have 6 students at each grade level. They should write grade band SLOs as well to try to capture the minimum size of 6.

The state says that teachers are to have a minimum of two SLOs. Do both of those have to be done in the fall. For example if I am teaching a Math class and I do one overarching SLO and then I want to do a targeted SLO for geometry, do I have to have the targeted one completed in the fall if I do not teach geometry maybe until January?

If they are teaching a yearlong course, they must have one broad, course SLO that addresses the overarching content for the yearlong course (which likely includes geometry). Their targeted, or narrow, SLO, must also cover the yearlong content and it's assessments, like the broad SLO must cover the yearlong content they are focusing on.

If they are on a semester schedule and teach, let's say Algebra the first semester and geometry during the second semester course, they could write one SLO for algebra the first semester schedule and the second one on the semester course, geometry.

On the STAR reading test it is stated that accommodations are not to be made to IEP students. If the student's IEP states that he is to receive accommodations on state and district testing, would those accommodations interfere with the validity of the growth measure since the vendor specifically states not to give accommodations

This would need to be looked at as a local decision. Remember that in order to receive a value added score from a vendor approved assessment, it would need to be given in the way that is described by the vendor in order to receive a value added measure. The test would need to be given when and how the vendor has designed.

Should there be a correlation between IEP goals, specially designed instruction, and targeted SLOs? Should they align?

Somewhat, but remember that IEP's cannot be used for teacher performance. They are individualized goals and pertain to specific students. That being said targeted SLOs could be used to target those students that are deficient in a skill(s) that are pertinent to the course. They could be IEP or other.

What does an intervention specialist do when she does inclusion?

If a teacher does full inclusion, she would do an SLO around these specific students. The content area teacher might have this subgroup excluded from their SLO since they are being covered by the special education teacher.

What about a teacher who teaches only students who have been identified as having a behavioral disorder. She teaches multiple grades and multiple subjects.

Teachers who teach broad grade levels and subjects would do an SLO covering all students and then tier the targets based upon grade levels or do grade band SLOs. Think of Phys. Ed. teachers that cover multiple grade levels, they would do one per grade bands and then cater their SLO to match the criteria and tiers of the students.

Can IEP goals be used for Student Learning Objectives?

OEC says you really can't because IEP goals are individualized and highly personal for individual students, whereas SLOs are long term academic goals for groups of students. Though there may be overlap in the content or assessments, the IEP goals can not be directly fed into SLOs. Looking at broad trends identified across several students' IEPs will inform a teacher's focus in developing the SLO.

Can SLOs for SWS have a different target for growth?

The target for students in any SLO may be differentiated because of the baseline (starting point of learning) and academic data. It is important to keep in mind that targets for all students, regardless of any special education classification, should be differentiated because of baseline data and not because of any special education classification.

Can intervention specialists use the Key Math for their pre and post test?

This would be a district decision. You could use this assessment for your SLO with district approval.