Student Learning Objectives

Considerations for Special Educators

AIR® American Institutes for Research®

Ohio Department of Education

Introductory Activity: Anticipation Guide

- Review the statements on the anticipation guide and check whether you agree or disagree with each. (**Blue Handout)**
- Folder contents
- Please pull up this link:

  https://todaysmeet.com/SLO1218

**We will use this for Q & A as the day progresses*

AIR® American Institutes for Research®

Ohio | Department of Education

Intended Outcomes

Today's goals and outcomes include the following:

- Understand how student learning objectives (SLOs) fit into the work of teachers of students with disabilities (SWDs).
- Consider key factors for developing SLOs for SWDs.
- Examine the relationship between SLOs and individualized education programs (IEPs) and determine how IEPs inform SLOs.
- Develop a plan to support teachers of SWDs as they write and implement SLOs.

Training Norms

- Be present.
- Actively participate in the activities.
- Respect time boundaries.
- Recognize the need for quiet while working.
- Use electronics respectfully and appropriately when prompted.
- Return to large-group attention when signaled.

AIR® American Institutes for Research®

Ohio | Department of Education

Who Is Responsible for Writing SLOs?

Ohio Revised Code and Teacher Evaluation

"…Any person who is employed under a teacher license issued under this chapter, or under a professional or permanent teacher's certificate issued under former section 3319.222 of the Revised Code, and who spends at least fifty percent of the time employed providing student instruction."

19.111

Continuum of Special Education Services

Inclusion | **Resource** | **Self-contained**

Consultative Model | Push In | Co-Teaching | Pull-out | Self-contained: Gen. Ed | Self-Contained Modified Standards

Least Restrictive — *Most Restrictive*

LEGEND

Special Education Teacher Type	Approach Relevant to This Role?
Inclusion (I)	✓
Resource (R)	
Self-contained (SC)	

I	R	SC
✓		

Considerations in this Module

- There are various caveats to writing SLOs for special educators.
- No one-size-fits-all model exists.
- This module is an extension of the regular SLO training modules 1-4.
- This is not an all-inclusive list of the different scenarios that may exist in the field.

Teacher Types

Special education teachers may fall into one of four categories of teachers:

Category	How a Special Education Teacher Might Fit in This Category
Category A1	• A special education teacher who coteaches only sixth-grade mathematics with a general education teacher • A special education teacher who teaches a grade band (e.g., 6–8) and is responsible for English language arts (ELA) and/or mathematics
Category A2	• A special education teacher who coteaches sixth-grade mathematics with a general teacher and also spends half of his or her time providing pull-out instruction to students in middle school science • A special education teacher who teaches a grade band (e.g., 6–8) and is responsible for ELA, mathematics, social studies, and science

Teacher Types

Category	How a Special Education Teacher Might Fit in This Category
Category B	• A special education teacher who provides support to students across all of the core subjects, including ELA and mathematics, where the district uses approved vendor assessments (e.g., Scholastic Reading Inventory and Scholastic Math Inventory)
Category C	• A special education teacher who pushes in to high school social studies classes • A teacher of students with multiple disabilities in a self-contained classroom where the students take the alternate assessment and work toward the extended standards

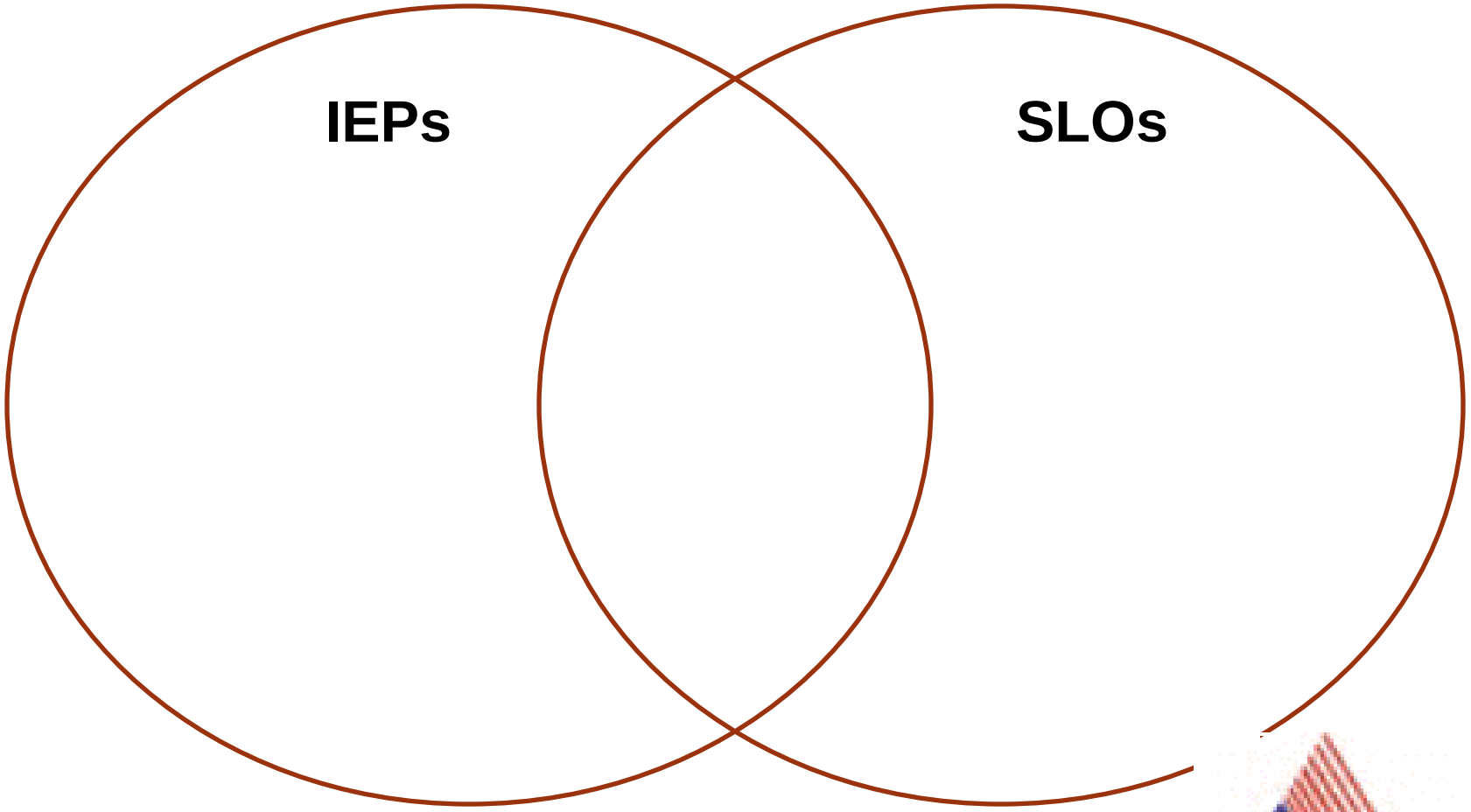
SLO Requirements for Students with Disabilities

- The Ohio Department of Education (ODE) requires a minimum of **two** SLOs for teachers using SLOs as a growth measure.
- ODE guidance states that two to four SLOs should be representative of a teacher's schedule and student population.

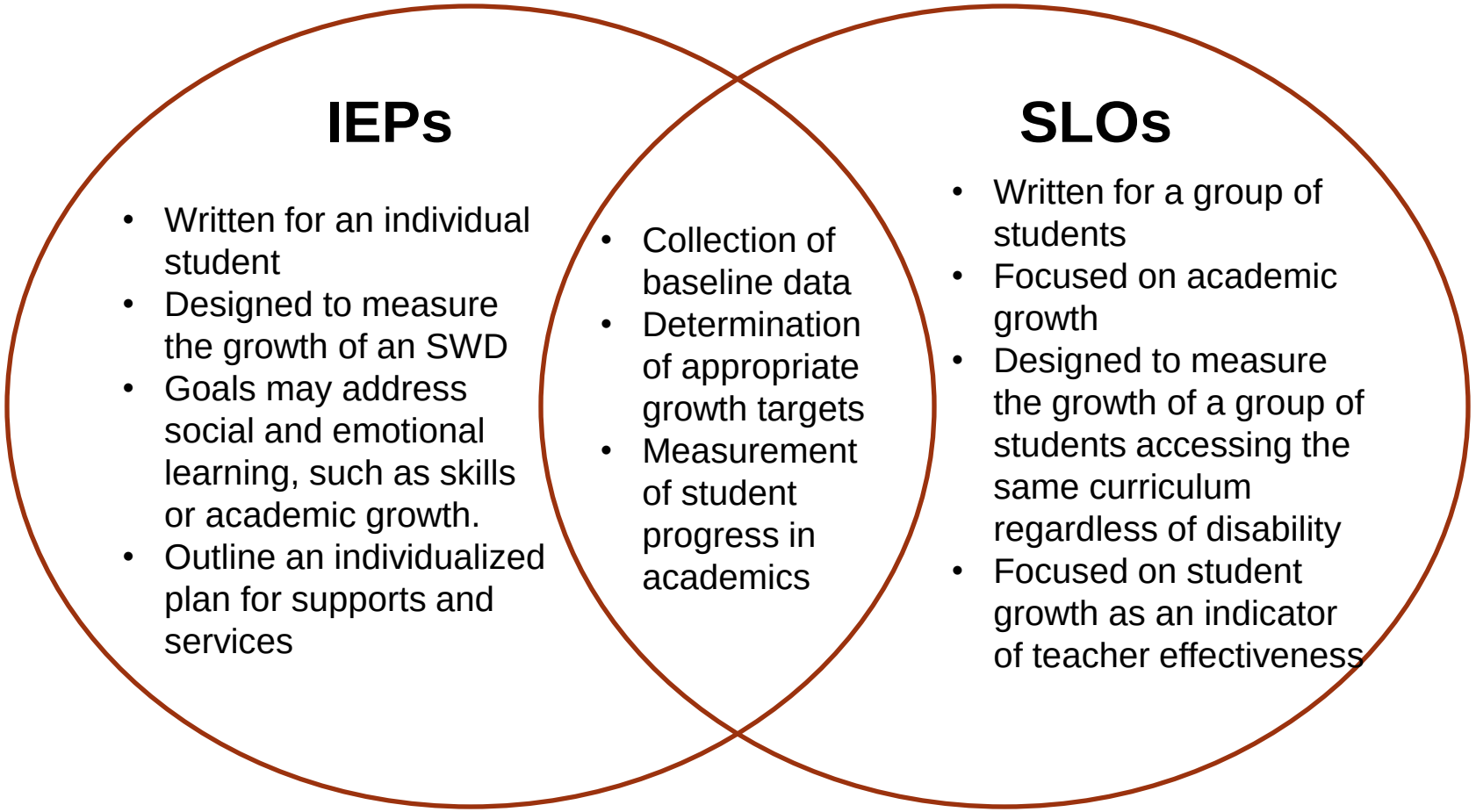
AIR® American Institutes for Research®

Ohio | Department of Education

The Relationship Between IEPs and SLOs



The Relationship Between IEPs and SLOs



Guiding Principle 1

SLOs should support the participation of SWDs in the general education curriculum to the maximum extent possible.

**Think back to the continuum of services slide and consider how you service your population.*

Consideration 1

- SLOs should **not** be based on the attainment of IEP goals.
  - SWDs, when appropriate, should be instructed and assessed using the same standards as their general education peers.

Consideration 1 (cont)

- In 2012, the Council for Exceptional Children published a *Position on Special Education Teacher Evaluation* containing the following recommendation relevant to SLOs:

"When measuring student growth, evaluations should not use a student's progress on their goals, objectives, or benchmarks on the individualized education program (IEP) as a measure of a special education teacher's contribution to student growth. Doing so may compromise the integrity of the IEP, shifting its focus from what is designed to be a child-centered document to the performance of the teacher."

(See http://www.cec.sped.org/~/media/Files/Policy/CEC%20Professional%20Policies%20and%20Positions/Position_on_Special_Education_Teacher_Evaluation_Background.pdf)

Consideration 2

- SLOs should focus on academic standards.
  - SLOs are written for academic content area standards (e.g., Common Core ELA or mathematics standards).
  - Special education is not a content area. Therefore, all teachers should design SLOs for all students toward meeting the academic standards. What may be different for SWDs is the learning target and the types of supports and services necessary to help them achieve the target.

Consideration 3

- Parts of the IEP process can inform the development of SLOs.
  - IEPs and SLOs require many of the same elements.
    - Collection of baseline data
    - Determination of growth targets
    - Measurement of student progress
    - Supports and accommodations
  - Special education teachers can leverage work that is already done within the context of specialized instruction specified on IEPs to gather data for SLOs.
    - Progress monitoring
    - Specialized assessments

Guiding Principle 2

SLOs should be developed in a way that holds all teachers accountable for the academic growth of SWDs.

Consideration 1

- Teachers of SWDs should use the same SLO template and process that is used by other teachers in the district.
  - A unified template and process reinforces the expectation that all teachers are accountable for student growth.

Consideration 2

- In coteaching situations, general education teachers and special education teachers should collaborate to create, implement, and monitor SLOs. In many cases, coteachers can share the same SLO.

Consideration 3

- SLOs for special education teachers must reflect the diverse educational settings found in the continuum of special education services—from the least restrictive to the most restrictive.

Extended Standards

- Only students that will be taking the alternate assessment should be instructed using the extended standards.
- **This applies to a very small number of students.**
- Check with district administrators for students that will be taking the alternate assessment.

High-Quality SLOs

High-quality SLOs include or address the following criteria (see **SLO Template Checklist**):

- Baseline and trend data
- Student population
- Interval of instruction
- Standards and content
- Assessment(s)
- Growth target(s)
- Rationale for growth target(s)

Activity Overview

- We will cover considerations for special education teachers in each SLO component.

- We will utilize the **sample SLO** in your folder to review and analyze the SLO components.

Baseline and Trend Data

Baseline and Trend Data for Special Education Teacher SLOs

- The pretest scores and growth trends of students should be considered.

- Past student progress on IEP goals can help teachers identify student growth trends and help inform the setting of growth targets.

I	R	SC
✓	✓	✓

- Special education teachers must describe the strengths and weaknesses of each student in this section.

I	R	SC
✓	✓	✓

Activity: Baseline and Trend Data

- Use the SLO checklist as a guide.

- Analyze the Baseline and Trend data section from your sample SLO.

Student Population

Student Population

- "Growth measures must include a minimum effective *n* size of six students. There is no maximum number of students. Measures should include as much student data as possible, while considering consistency of requirements among teachers."

  (From *Business Rules for Student Growth Measures*, page 8)

- Teachers should be linked with the students to whom they provide instruction.
- The ODE recommendation is that all students in a school are covered by the student growth measure of at least one teacher.

Student Population

- If general education and special education teachers both provide instruction to SWDs, it is appropriate for those students to be included in both teachers' SLOs.

I	R	SC
✓	✓	

- If special education teachers provide all of the instruction for a group of students, those students should be covered by their SLO.

I	R	SC
		✓

= Guidelines around this topic are a district decision.

Special Education Teacher SLO Example: Student Population

"Mr. Adams is the special education teacher for five students in fifth grade and three students in sixth grade for math and reading. He teaches in an inclusion model but also pulls out these students to provide additional support, as needed, in his own classroom. Because Mr. Adams does not have six students in each grade that he instructs, he will not receive a teacher-level Value-Added report. Therefore, he must use local measures, which could mean the special education students he serves will be included on both his SLOs as well as the regular classroom teacher's SLOs."

(From *Business Rules for Student Growth Measures*, page 4)

Activity: Student Population

- Use the SLO checklist as a guide.

- Analyze the Student Population section from your sample SLO.

Interval of Instruction

Interval of Instruction

- The interval of instruction of an SLO is the same between general education and special education.
  - What is the length of the course?
  - Include dates for the administration of assessments, if known.

How does this look on your sample SLO?

Standards and Content

Standards and Content

What are the unique characteristics of standards and content?

- Specify which standards are covered in an SLO.
- Represent the big concepts and domains of the content.
- Identify core knowledge and skills that students should attain.

Standards and Content: Challenges for Special Education Teachers

- Special education teachers may instruct multiple grade levels or bands.

- Students' instructional needs may vary widely.

Standards and Content for Special Education Teacher SLOs

- SLOs should focus on academic growth, not behavioral or social goals or IEP goals.

I	R	SC
✓	✓	✓

- If students work toward general education standards, SLOs should align with those general education standards.

I	R	SC
✓	✓	✓

- If students work toward extended standards, SLOs should align with those extended standards.

I	R	SC
		✓

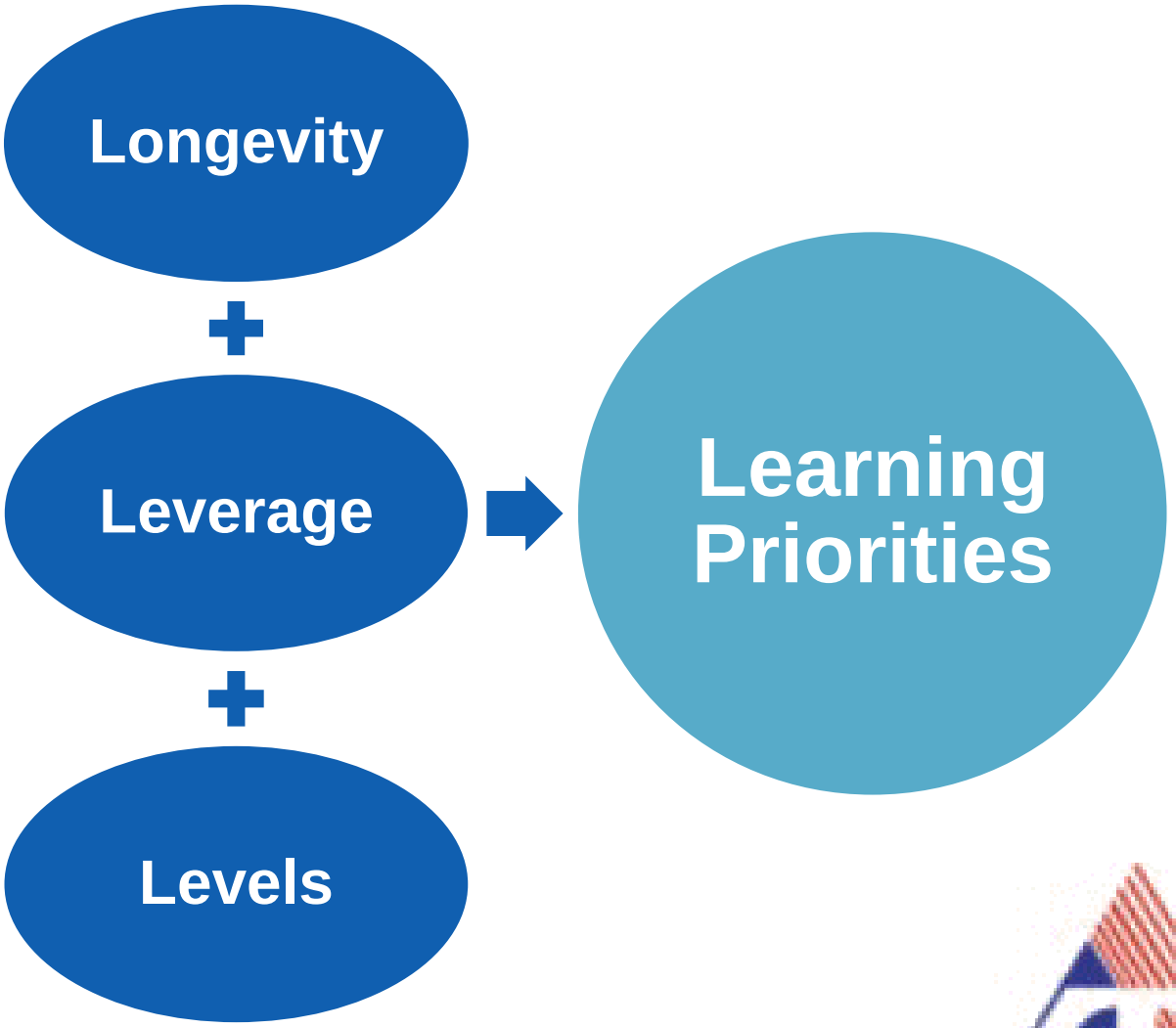
Writing an SLO for a Group of Students at Multiple Levels

- Focus on priority standards, concepts, and skills.
  - Work with colleagues and specialists to determine these standards.
- Focus on the progression of skills.
- Depending on the number of grade levels covered in an SLO, students may be working on different sets of standards.

Focus on Priority Standards, Concepts, and Skills

- Priority standards, concepts, and skills have the following characteristics:
  - May be identified by the district
  - Are known as “power standards”
    - Big ideas
    - Concepts
    - Skills
  - Are identified through “unpacking”

Focus on Priority Standards, Concepts, and Skills



How Extensions Will Be Displayed

Ohio Academic Content Standards

Reading Standards for Literature — Grades K – 2

Kindergarten	Grade 1	Grade 2
Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	***Key Ideas and Details*** 1. Ask and answer questions about key details and events in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.	***Key Ideas and Details*** 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and events in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.
Craft and Structure 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	***Craft and Structure*** 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text.	***Craft and Structure*** 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	***Integration of Knowledge and Ideas*** 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories.	***Integration of Knowledge and Ideas*** 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.	***Range of Reading and Level of Text Complexity*** 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	***Range of Reading and Level of Text Complexity*** 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Description

- The above standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
- The complexity options for these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.

Ohio Academic Content Standards - Extensions

Reading Standards for Literature Extended Standards — Grades K – 2

Essence of the Standards:

- Identify details and key ideas in text
- Recognize and use text structures to support understanding
- Recognize and use illustrations to support understanding
- Actively engage with various types of age appropriate literature

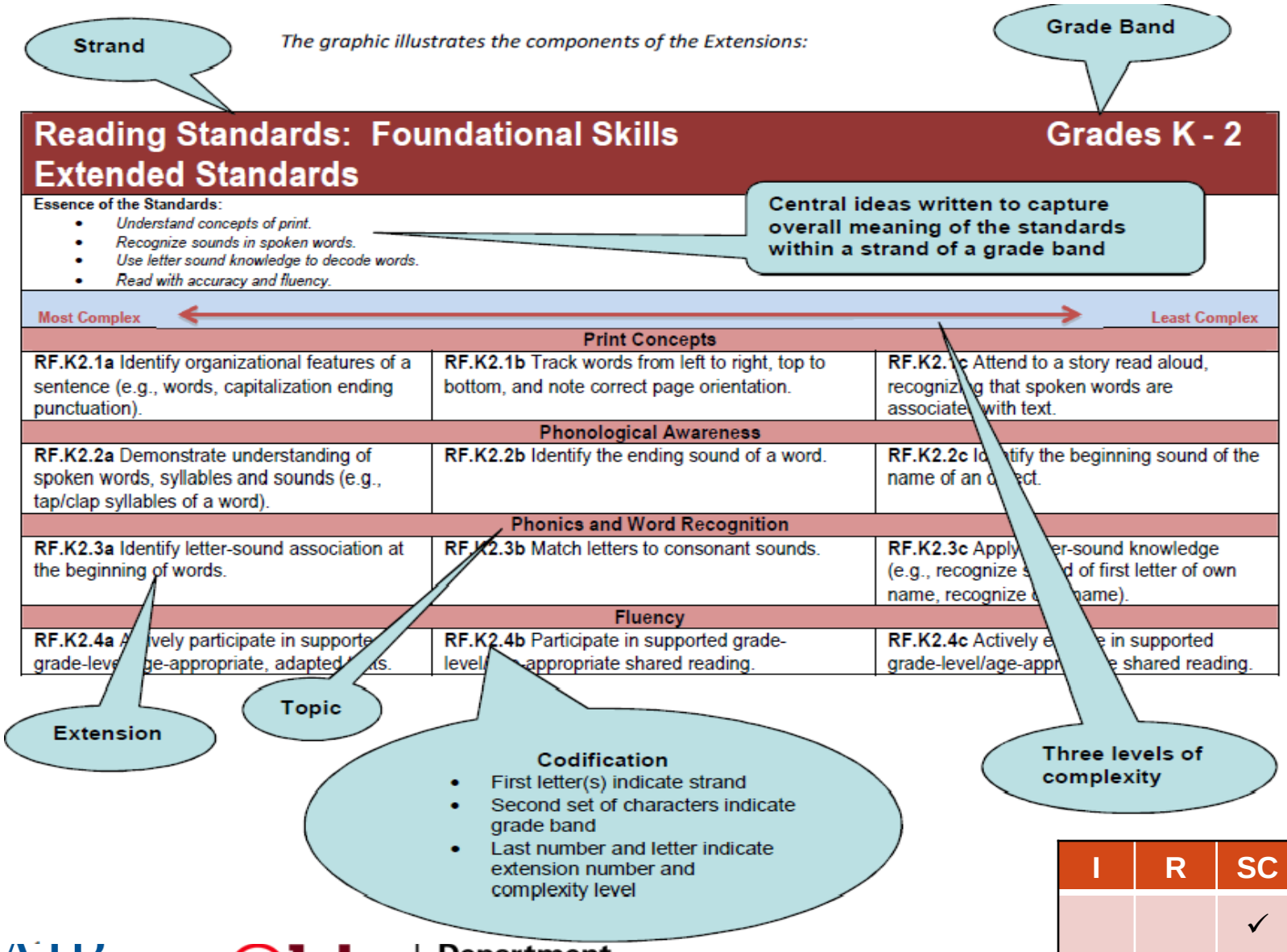
Most Complex ⟵ ⟶ Least Complex

Key Ideas and Details • Ask and answer who, what, where, when, why and how questions about text. • Retell a story including the central message and supporting details. • Describe characters, settings and events in a story. ***Craft and Structure*** • Identify repeated words, phrases in a story, poem, or song that contribute to the meaning. • Describe how the beginning introduces and the ending concludes a story. • Identify the point of view/attitude of various characters. ***Integration of Knowledge and Ideas*** • Use illustrations and details from a story to describe the characters, setting, or events. • Describe similarities and differences between two versions of a story. ***Range of Reading and Level of Text Complexity*** • *Independently read grade level/age appropriate literature materials that are adapted to the students' reading level.*	***Key Ideas and Details*** • Ask and answer who, what, where and when questions about text. • Retell a story including the central message. • Identify characters, settings or events in a story. ***Craft and Structure*** • Identify words or phrases in a story, poem or song that suggest feelings. • Explain the difference between text that tells stories and text that gives information. • Identify the point of view/attitude of a character. ***Integration of Knowledge and Ideas*** • Identify illustrations that show or describe characters or events from a story. • Match similarities of characters and events between two versions of a story. ***Range of Reading and Level of Text Complexity*** • *Read supported and shared grade level/age appropriate literature materials that are adapted to the students' reading level.*	***Key Ideas and Details*** • Answer who or what questions about text. • Retell a story including key details. • Identify characters in a story. ***Craft and Structure*** • Identify words and phrases that suggest feelings. • Recognize the difference between a story and a poem or a play. • Identify who is telling a story. ***Integration of Knowledge and Ideas*** • Identify illustrations from a story. • Identify two books that have similar characters or themes. ***Range of Reading and Level of Text Complexity*** • *Actively participate in supported grade level/age appropriate literature materials that are adapted to the students' ability level.*

AIR® American Institutes for Research®

Ohio Department of Education

Progression on Extended Standards



Recap

When choosing standards and content for an SLO, the following guidelines apply:

- Focus on the commonality of skills among the group based on data analysis.
- Focus on the big ideas across multiple grade levels.
- Focus on closing achievement gaps.
- Align standards and content with district and building goals.

Activity: Standards and Content

- Use the SLO checklist as a guide.
- At your table, analyze the priority skills and concepts for this SLO.

Assessments

Assessments for Special Education Teacher SLOs—Best Options

- If students work toward general education standards, teachers should use assessments and questions from general education assessments.

I	R	SC
✓	✓	✓

- Teachers should use common assessments as general education teacher.
  - Teacher-team created assessments
  - Vendor assessments
  - Grade-band assessments
  - Multiple assessments

I	R	SC
✓	✓	✓

Assessments for Special Education Teacher SLOs—Other Options

- If teachers have students who span several grade levels, teachers should first consider certain vendor assessments that allow for stretch across multiple grade levels.

I	R	SC
✓	✓	✓

- Teachers are allowed to use a different assessment for each grade level because students are assessed on different standards by grade level.

Grade-Band Assessments

- If feasible, teachers can create grade-band assessments that cover the required standards and provides the stretch necessary for each student to show growth
  - Test items can come from the general education assessments with differentiated levels of complexity to account for different levels of cognitive demand.
  - Must be done with content and assessment experts

Assessments for Special Education Teacher SLOs

In their summative SLO assessment, special education teachers should not use assessments typically employed to identify for special education.

Description of Assessment

- The SLO template in the activity contains a description of the assessment.
- Take a moment to review the assessment description.

Growth Targets

Growth Targets for Special Education Teachers

- The basic principles of growth targets also apply to special education teachers.
- Growth targets should have the following characteristics:
  - Be informed by baseline or, in some cases, trend data.
  - Include specific indicators of growth that demonstrate an increase in learning between two points in time.
  - Be tiered whenever possible and appropriate.
  - Be set so that all students can demonstrate *developmentally appropriate* growth.

I	R	SC
✓	✓	✓

One Approach to Setting Growth Targets

- **Step 1:** Determine your baseline data sources and select a high-quality posttest.
- **Step 2:** Determine performance tiers for the baseline data and posttest by establishing score ranges.
- **Step 3:** Categorize the students by their performance on the baseline assessments by the tiers established in Step 2.
- **Step 4:** Determine what growth expectations are reasonable according to pretest or trend data.
- **Step 5:** Set your growth targets on the basis of the information available to you.

I	R	SC
✓	✓	✓

Growth Targets—Step 1: Determine Baseline Data Sources

- Special education teachers should gather baseline data on their students:
  - Pretest data
  - Test scores from prior years in the same subject
  - Test scores from prior years in related subjects
  - Relevant information from IEPs
  - Attendance records
  - Trend data on the assessment used

I	R	SC
✓	✓	✓

Example: Student Baseline Data

Name: Shane
Grade: 1
Disability: Autism

DIBELS Nonsense Word Fluency

- First grade (Fall 2013): 19
- Kindergarten (Spring 2013): 16
- Kindergarten (Fall 2012): 6

Supplemental Services and Accommodations:

- Special education teacher provides push-in academic support in the general education core classes through small-group instruction.
- Has a behavior intervention plan. The behavioral specialist conducts daily check-ins.
- Meets with the speech language pathologist for 30 minutes twice a week.

Context:
Student has frequent doctor appointments that cause him to miss an average of 12 days of school per year.

Growth Targets—Step 2: Setting Performance Tiers on Assessments

- Performance tiers on assessments should not change for SWDs.
  - The passing score on an assessment should remain consistent.
  - Focus on bringing students to proficiency.
- Consider having more tiers if there are many students who fall into a particular tier.

I	R	SC
✓	✓	✓

Growth Targets—Step 3: Determining Growth Expectations

- Focus on moving students toward proficiency.
- Determine prior growth on a similar assessment.
- Determine how far behind or ahead a student is in terms of grade-level knowledge and skills.
- Consider additional supports that will be available to students.
- Consider contextual factors.

I	R	SC
✓	✓	✓

Example: Determining Growth Expectations

Student has shown some gains through kindergarten and into first grade; however, the student is still below grade level.

Student has shown some gains through kindergarten and into first grade; however, the student is still below grade level.

The student has support systems in place. The student is in the general education classroom and is receiving supplemental instruction in the form of reading intervention and behavioral support. Working with the behavioral specialist has improved Shane's behavior in the classroom.

Think about how absenteeism will affect the growth target.

Name: Shane
Grade: 1
Disability: Autism

DIBELS Nonsense Word Fluency
- First grade (Fall 2013): 19
- Kindergarten (Spring 2013): 16
- Kindergarten (Fall 2012): 6

Supplemental Services and Accommodations:
- Special education teacher provides push-in academic support in the general education core classes through small-group instruction.
- Has a behavior intervention plan. The behavioral specialist conducts daily check-ins.
- Meets with the speech language pathologist for 30 minutes twice a week.

Context:
Student has frequent doctor appointments that cause him to miss an average of 12 days of school per year.

Additional Considerations

- Setting tiered or individual growth targets
  - Take into account each student's circumstance.

I	R	SC
✓	✓	✓

- Working collaboratively
  - General education teachers
  - Specialists (speech pathologists, social workers, and so on)
  - Student's prior teachers

I	R	SC
✓	✓	✓

I	R	SC
✓	✓	✓

Activity: Write Growth Targets

- The students will be taking a district reading assessment.
- Look at the data and the context descriptions for the six students in **Handouts 3, 4, and 5.**
- Set tiered or individual growth targets given the baseline and trend data and write these growth targets in the SLO template.
- Use the SLO checklist as a guide.

Rationale for Growth Targets

Rationales for Growth Targets

What are the rationales for growth targets for all teachers?

- Demonstrate teacher knowledge of student and content.
- Explain why a target is appropriate for the population of students.
- Address observed student needs.
- Explain how targets align with broader school and district goals.
- Set rigorous expectations for students and teacher(s).

Additional Considerations for Special Education Teachers

- Describe additional supports that students will receive, including accommodations in their IEPs.
  - Testing accommodations
- Explain adjusted growth targets based on student context.
- Explain how growth targets align with broader special education department goals.

Example: Information to Include in the Rationales for Growth Targets

Target Score on District End-of-Year Assessment in Reading: 60

Rationales:

- The special education department has put emphasis on reading.
- Shane is below grade level. These growth targets will help bring him at or closer to grade level.
- Shane has made gains in previous years. His behavior has improved in class; the targets are rigorous yet attainable.
- Shane is receiving additional supports.
- Shane has a lower target than other students because of absenteeism.

Name: Shane
Grade: 1
Disability: Autism

DIBELS Nonsense Word Fluency

- First grade (Fall 2013): 19
- Kindergarten (Spring 2013): 16
- Kindergarten (Fall 2012): 6

Supplemental Services and Accommodations:

- Special education teacher provides push-in academic support in the general education core classes through small-group instruction.
- Has a behavior intervention plan. The behavioral specialist conducts daily check-ins.
- Meets with the speech language pathologist for 30 minutes twice a week.

Context:
Student has frequent doctor appointments that cause him to miss an average of 12 days of school per year.

Activity: Write Growth Target Rationales

- Consider the growth targets you set for the six students in the activity.
- Write rationales for your growth targets, taking into consideration the following questions:
  - How did you use baseline or trend data to set your growth targets?
  - What additional instructional supports will the students be receiving? Are there any testing accommodations? If so, what are they?
  - Did you make growth target adjustments based on student context?
  - How do your growth targets align with district, school, and department goals?

Activity: Reviewing SLOs

Activity: Reviewing SLOs

Purpose:

- Practice reviewing and providing feedback on a partner's SLO.
- Check understanding of SLOs and special education.

Directions:

- Find a partner near you and swap SLOs.
- Use the checklist and knowledge from today's session to review and provide feedback on the SLO.
- Meet with your partner and share feedback from your review.
- If time permits, switch with another partner.

Recap and Resources

Anticipation Guide

- Review your answers to the anticipation guide.
  - Were there any misconceptions?
  - What additional information was learned or clarified from today's training?

Resources

- Business Rules on Student Growth Measures
- Mathematics K-2 Sample SLO
- Literacy K-2 Sample SLO
- Gifted and Talented Sample SLO
- SLO template and checklist
- SLO guidebook
- ODE frequently asked questions on SLOs

Questions?

Contact Information

Winsome Waite
wwaite@air.org

Cassandra Meyer
cmeyer@air.org

Lindsey Hayes
lhayes@air.org

Monica Mean
mmean@air.org