

## SLO Guidelines for Licensed Professionals Other than Classroom Teachers and SSPs

All DCTA bargaining unit employees will write at least one and up to two Student Learning Objectives (SLOs). For those DCTA bargaining unit employees who are *neither SSPs, nor classroom teachers\**, the general guidelines for each step in the SLO process are outlined below. These employees should collaborate with their supervisors throughout the SLO process to determine if further modifications are needed. These roles should use the SLO application and the “other” profile.

### SLO Process

#### STEP 1: Create an Objective Statement

- ▶ Describe a job-based outcome that reflects a major goal of your position. The statement should focus on those things that are most directly linked to student achievement and growth.

#### STEP 2: Determine Performance Criteria

- ▶ Write clear, specific, measurable statements that describe expectations for evidence that you met your Objective. It may be the case that this step is inapplicable to your position.

#### STEP 3: Collection of Baseline Data

- ▶ Collect and analyze appropriate Baseline Data as it relates to your Objective. At least two sources of Baseline Data should be used.

#### STEP 4: Set Targets or Utilize a Learning Progression Rubric

- ▶ Specify measurable end of year outcomes as they relate to your Objective. Or, if applicable utilize a learning progression rubric similar to those used by teachers.

#### STEP 5: Plan and Collect Body of Evidence

- ▶ Use multiple, high quality data sources to measure progress towards your Objective throughout the year.

#### STEP 6: Evaluate and Reflect on Student Growth

- ▶ Evaluate and reflect on the quality of your Body of the Evidence and outcomes.

*\*This list includes, but is not limited to: student advisors, facilitators, TOSAs, and administrative assistants.*