

Student Learning Objectives – Teacher Guidance

Statement of Objective	This is a long-term academic goal for students. It should be specific and measureable, based on available prior student learning data, and aligned to state standards (or for subjects where state standards do not exist, other recognized standards, e.g., standards from content groups like the National Council of Teacher of Mathematics). It should represent the most important learning during the interval of instruction. Objectives may be based on progress or mastery. Objectives based on progress must include a baseline for each target. Objectives based on mastery may, but are not required to, include a baseline for each target.
Rationale	The rationale is the explanation for why this particular objective was chosen. The teacher should explain why this particular objective is an appropriate area of focus.
Aligned Standards	The Student Learning Objective should align to state Grade Level and Grade Span Expectations (GSEs and GLEs) and/or the Common Core State Standards (CCSS). Objectives may be broad and aligned to many standards or they may be narrower and aligned to just a few, if the rationale justifies this focus. If the school or district has made particular standards a priority for instruction, those standards should be addressed by the Student Learning Objective(s).
Students	The teacher should identify how many students are included in the objective, and from which classes. All students a teacher teaches should be covered by his or her set of objectives (although not necessarily by a single objective). Elementary teachers who teach all content areas should have at least one Student Learning Objective for ELA and one for mathematics. Secondary teachers should have approximately one Student Learning Objective per different course taught, up to four. If a teacher has more than four preps, they should prioritize based on school or district learning priorities. If the school or district has made it a priority to close gaps between particular groups of students, an objective may address these gaps and focus on a subgroup of students. Though individual objectives may focus on a subgroup, the complete set should cover all of a teacher's students.
Interval of Instruction	The interval of instruction refers to the length of time the teacher will spend teaching the content and skills addressed in the objective. The interval of instruction must represent a significant portion of the instructional period. Usually, the interval of instruction will be one school year. If the teacher teaches a course that is not taught year-long (e.g., a semester-long elective course), he or she may select an interval of instruction that better aligns with the school schedule.
Target(s) & Evidence	<p>The target(s) for the objective are numerical goals for each source of evidence used to assess the objective. Targets should be ambitious but attainable. Teachers should begin with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data, current year classroom assessment data, and/or prior year's grades and assessment data can be used to inform targets. Teachers can use previous classes' performance for the same or other teachers to guide target-setting if data on the current students indicates that the students are academically similar. If previous groups of students are not academically similar, targets may be adjusted accordingly.</p> <p>At least one source of evidence and a corresponding target are required, but multiple sources and targets may be used. If a common assessment exists, it must be used as the primary source of evidence. If the teacher is not using a common assessment, the evidence and how the evidence will be scored or assessed must be approved by the evaluator at the Beginning-of-Year Conference. The priority of content, rigor of target(s), and quality of evidence should be considered when setting and approving Student Objectives.</p>
Rationale for Target(s)	When selecting targets, the teacher should consider any department, grade level, school-wide or district expectations for progress or mastery, as well as any prior student learning data. If a baseline is available for the students covered in the objective, it should be included. Baselines may be based on pre-tests administered at the beginning of the year, assessments administered at the end of the prior year, or other historical data about student learning.
Administration & Scoring	The teacher should explain how the evidence used to assess the objective will be collected and reviewed. The teacher should include detail about how assessments will be administered and scored. The teacher and evaluator should determine the most accurate, fair, and objective scoring process possible.
Approval of Objective	At the Beginning-of-Year Conference, the evaluator will review each objective in terms of its priority of content, rigor of target, and quality of evidence. Objectives rated as Unacceptable in any category must be revised and resubmitted within ten school days.
Results	At the end of the interval of instruction, the teacher should explain the results of all sources of evidence used to assess the objective. The results should be expressed numerically and in relation to the previously set targets. If any official score reports are available for the sources of evidence used (especially for common assessments) they should be submitted to the evaluator prior to the End-of-Year Conference.
Scoring	The evaluator should review all the available evidence related to Student Learning Objectives, noting the degree to which the objective was met on the form. Evaluators will informally rate each objective as Not Met, Met, or Exceeded. The evaluator may provide additional comments about the scoring. These informal ratings will serve as the basis for the holistic scoring. Using the Student Learning Objective scoring guidelines, evaluators will look at the whole body of evidence across all objectives and assign an overall Student Learning Objective rating.