**General Tips for Gifted Support Teachers when Writing Student Learning Outcomes (SLO)**

1. Use GIEP goals to determine the group of students selected for the SLO. *However,* academic standards will be targeted and used for the SLO—**not** the GIEP goals. Keep the SLO clear and focused. GIEP progress should NEVER be used for the Elective portion (20%) part of the pie. GIEP progress is irrelevant by law for the Gifted Support Teachers elective data.

2. SLO Training would be recommended for background information and a stronger understanding of the process. There are SLO specialists at each IU.

3. Local decisions should be determined for teachers who have N counts of less than 11 students. The smaller your N count, the more performance measures or additional SLOs you may need—perhaps at least 5 Performance Measures in order to increase the validity and reliability of the outcomes. For teachers with N counts of less than 11, see potential option below.

4. Another suggestion would be to focus on one group during this first year to understand the process deeply. If gifted and advanced students are together in one class, an SLO can be written for the whole group since they are working on the same academic standards. The SLO could be one for which both the general education and gifted support teacher collect data.

5. The Goal Statement on the SLO is not written in measureable terms. Think of it as a BIG IDEA. Look for the Big Ideas in the SAS Curriculum Framework and drill down to Concepts and Competencies under the subject and grade level. At the end of the learning cycle, what is the foundational knowledge the teacher wants students to possess? Consider the academic standards to support this foundational knowledge. Understand that this learning has long-term implications. Do not focus on discreet, isolated skills. Consider the assessment throughout the planning process. It is difficult to work through the development of the SLO without having an assessment in mind. Teachers need to “see” the big picture as they create the SLO. They should carefully think through the process before trying to write the SLO on the template.

Another Possible Option—if a district is not requiring the GS teacher to write an SLO:

Many GS teachers have other responsibilities that are not tied directly to standards. Perhaps an option to consider this year would be for gifted support teachers to write a plan that ***mirrors the SLO process*** as a personal professional development opportunity when the N count is too low. If a teacher chooses to write a personal plan or action research for professional development, the results could be offered as evidentiary support for the observational piece of the pie in the applicable Domain.

*For example, development of a tool that aligns to specific standards based criteria and measuring student growth over time against that criteria and having the students self-reflect and self-monitor that progress could be offered by the teacher as evidence in Domain* 3, *component “d” Using Assessment in Instruction.*

This “action research” experience would give teachers an opportunity to talk about the process, look at the data, determine what to do in the classroom based on data, etc. Great personal professional growth can come from using this process, even if it is not formally used as elective data for the teacher.

Only teachers with N counts of 11 or more would use the quantitative data gleaned from a formal Student Learning Outcome (SLO) process in the Teacher Specific and/or Elective Data portions of the pie.