

Date: May 8, 2014

To: Ronn Nozoe, Deputy Superintendent

From: Steve Shiraki, Administrator, Comprehensive Student Support Services Section

Re: Non-Classroom Teacher Student Learning Objective (NCT SLO) Policy Decisions

School year 2013-14 is the first year of implementation of NCT SLOs. NCT SLOs were not part of the initial pilot phase of implementation and were introduced to NCTs for the first time this school year. Non-classroom teachers designed and implemented two goals based on identified needs. Non-classroom teachers will submit an average of the final rating of the two SLOs. Each of the two SLOs center around student or teacher as learner based outcomes or school or system improvement outcomes that span either a semester or a year. Ratings are scored based on the non-classroom teacher-created targets for students or teachers or processes that involve school or system improvement.

The non-classroom teachers represent a wide range of role groups that are each unique in their role and responsibilities. The Teacher Leader Workgroup for non-classroom teachers represents 12 different role groups and their responsibilities vary even within their respective role group.

The NCTs have requested policy changes be made to allow them the opportunity to be fairly evaluated based on their roles and responsibilities which differ from the traditional classroom teacher.

Proposed Options for NCT SLO Template and Process

Option 1: NCTs continue to use the **Student** Learning Objectives template and process.

- (+) It's familiar because they used it this school year
- (+) It meets the needs of NCTs that directly impact students
- (-) Many of the NCT role groups do not directly impact students and cannot write a **Student** Learning Objective
- (-) Writing an objective with a process outcome for school or system improvement does not fit the current SLO template/process.

Option 2: NCTs use an alternate template and process that addresses School or System Improvement and/or the Student Learning Objective template and process.

- (+) Acknowledges and allows for NCT objectives that address school or system improvement instead of student objectives which are often indirect for NCTs.
- (+) Allows for flexibility for NCTs to choose either or both processes that address students and/or school or system improvement.
- (-) Two different forms might create confusion regarding which form to use.

Option 3: Combine the elements of the two processes (Student Learning Objective and School or System Improvement Objective) into one format.

- (+) Easier to have one form for all NCTs
- (-) Does not take into consideration the great number of NCTs who do not have direct student impact.
- (-) Combining the different elements of the two formats might be confusing.

Recommendation

At this time, option 2 would meet the needs of NCTs as they would use one template to address school or system improvement and one template to address student outcomes.

Rationale to Support the Recommendation

Allowing for two different processes that address either student outcomes or school or system improvement outcomes acknowledges the NCTs and their diverse duties and responsibilities and allows them to build a more realistic objective around what they do daily. It would be a more valid evaluation of their performance.

Stakeholder Group	Stakeholder Recommendations/ Comments	Data Analyses Conducted Yes/No/NA	Data Results	National Recommendation	Other
TLW	Many NCTs responded that creating learning objectives with student outcomes was not possible because they did not directly impact students. Many requested for an alternative.			In most states, SLOs are only applicable to counselors and librarians. Other specialist role groups do not include SLOs.	

Proposed options on whether or not NCTs who plan, deliver, and assess instruction for at least one class of students should be required to complete one (1) of the two (2) SLOs for the students they instruct.

Options

Option 1: NCTs who plan, deliver, and assess instruction for at least one class of students **should** be required to complete one (1) of the two (2) SLOs for the students they instruct.

(+) Like classroom teachers, they should be accountable to student outcomes if they teach at least one class of students.

(-) NCTs who may be instructing one class of students will most likely be spending most of their time focused on other duties and it would be more appropriate for them to have the option to select their SLOs.

Option 2: NCTs who plan, deliver, and assess instruction for at least one class of students **should have the option** to complete one (1) of the two (2) SLOs for the students they instruct.

(+) Having the option to choose the focus of the SLO allows for flexibility and selection of more appropriate goals as related to their current duties.

(-) If NCTs are instructing students for any amount of time, they should be evaluated on their direct impact to students as all other classroom teachers do.

Recommendation

The recommendation is to maintain option 2 where NCTs are able to choose what type of SLO to develop based on their current role and responsibilities. They should not be forced to do one of the two SLOs on a classroom teacher SLO if they teach a class.

Rationale to Support the Recommendation

The priority focus for NCTs vary school-to-school based on assigned responsibilities and should not be pre-determined. A NCT who spends most of his/her day with school improvement projects should not be forced to develop a classroom teacher SLO if they instruct at least one class.

Stakeholder Group	Stakeholder Recommendations/ Comments	Data Analyses Conducted Yes/No/NA	Data Results	National Recommendation	Other
TLW	Except for resource teachers, all other role groups overwhelmingly said they should have the option to select whether or not to develop a classroom teacher SLO if they teach at least one class of students.	41 – No, they should not be required to complete one SLO for students they instruct. 22- Yes		In other states, SLOs are not required for role groups that do not instruct students.	