



## Georgia Department of Education Frequently Asked Questions: SLOs for Collaborative and CTAE Teachers

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1. *If there is a co-teaching classroom that has a support teacher and a teacher of record and the support teacher has not previously been identified as the teacher of record, how will the support teacher participate in the SLO process?*

SLOs are assigned to district courses by state course numbers and not to specific teachers and/or their students. If any teacher teaches a course with an SLO attached, the SLO is automatically assigned to that teacher. Support teachers in co-teaching settings should be providing instruction for courses with state course numbers. Therefore, if the support teacher's course has an SLO attached, the support teacher will be responsible for attaining the SLO and any data produced as a result of the SLO. The teacher of record definition for TKES refers to the teacher who is responsible for the student's learning in the course, but not necessarily the teacher who assigns the course grade. With TKES, more than one teacher can be considered the teacher of record. This is especially applicable in co-teaching settings. As a result, many districts are adjusting students' schedules to reflect more than one teacher of record when appropriate.

2. *When determining teacher of record for the SLO process, will the teacher's Highly Qualified (HQ) status be considered?*

No. A teacher's HQ status is not considered when determining teacher of record for SLO purposes.

3. *In a co-teaching classroom model with a special education teacher and a general education teacher, how are the students assigned to each teacher's roster for SLO implementation?*

In a co-teaching classroom model, teachers share accountability and collaboratively serve all of the students. Therefore, the special education teacher **and** the general education teacher would have **all** of the students assigned to each of their rosters. Also, since both teachers are responsible for student learning in the course, the special education teacher and the general education teacher would both be considered the teacher of record.

4. *If a course has fewer than 15 students enrolled throughout the entire instructional day, will the SLO assessment data count toward the teacher's TEM?*

No. The teachers will administer the SLO pre and post assessments. However, the results of the SLO assessment data will not be considered when calculating the teacher's TEM due to the small number of students. This number is sometimes referred to as the n-size.

5. *If a teacher has several sections (classes) of the same course throughout an instructional day, will the number of students in each section be added together to reach the required minimum number of 15 students?*

Yes. When the teacher's course sections have the same name and state course number, the number of students in each section will be added together to reach 15 or more. This would allow the SLO assessment data results to count toward the teacher's TEM.

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**6. *Are SLOs applicable for upper level CTAE courses?***

For the 2013-2014 school year, SLOs are primarily applicable for entry level or Level 1 CTAE courses. However, if a teacher is required to have an SLO and only teaches an upper level CTAE course, an SLO assessment measure must be developed to fulfill the student growth measure requirement. As new CTAE standards are approved, submission requirements for upper level CTAE course SLOs will be expanded.

**7. *Can the End of Pathway Assessment (EOPA) be used as an SLO assessment measure for CTAE courses?***

No. End of Pathway Assessments are administered after the successful completion of several designated courses in the pathway. SLO assessment measures are administered at the beginning and ending of each applicable course.

**8. *Connections classes in middle school usually have very short instructional periods. Are SLOs required for these courses with 4.5 week or 9 week instructional periods?***

Yes. SLOs are applicable for these courses. When determining SLO assessment measures and growth targets for the SLOs, districts should select measures and growth targets that reflect the shorter instructional period.

**9. *Is an SLO required for Math and/or Language Support teachers?***

SLOs **are required** if the support teacher's class is not scheduled in conjunction with the primary course; and, as a result, the support teacher is **not** being measured by the course SLO or held accountable for the student growth percentile (SGP) results from the CRCT or EOCT. SLOs for support teachers are **not required** if the support teacher is being held accountable for the SLO measure or the SGP results from the CRCT or EOCT because the support teacher's course is scheduled in conjunction with the primary course.

**10. *Are locally/regionally developed SLO assessment measures valid and reliable?***

Locally/regionally developed SLO assessment measures were created by teams of educators utilizing a GaDOE Table of Specifications which ensured that the items are aligned to course standards, created at the same cognitive level of the standards, and have the same instructional emphasis as the classroom instruction for the standard. These same teams also applied a GaDOE Criteria Table to evaluate the SLO assessment(s) formatting, validity, administration procedures, scoring procedures, etc. These research-based processes and tools assist the local development teams to create increasingly valid and reliable SLO assessment measures. Furthermore, with SLOs being only one of the multiple sources for triangulation of data and information for TKES, evaluators will have a more robust perspective on which to evaluate teacher performance. The integrity of the SLO process is also strengthened by the use of collaborative teams, multiple scorers, test security, and signed assurance forms.