Student Learning Target (SLT) Guidance and Sample Templates

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Student Learning Target (SLT) Overview

The Louisiana Educator Advancement and Development System (LEADS) is designed to support continuous professional growth and improved student outcomes. Student Learning Targets (SLTs) are a key component of this system and enable educators to set meaningful goals for student academic progress over a defined period of time. SLTs establish clear expectations for student growth and provide a measure of the impact of instruction on student learning.

SLTs account for 50 percent of the total evaluation score for non-VAM teachers and leaders and 15 percent for teachers who receive Value-Added Model (VAM) results. All educators must have at least two SLTs as part of their evaluation.

The Louisiana Department of Education (LDOE) seeks to support educators in creating ambitious, measurable, and appropriate SLTs that align with course standards, high-quality instructional materials (HQIM), and expected student outcomes. The purpose of this guidance is to support educators and evaluators in developing meaningful targets that focus on student growth and positively impact student learning.

In accordance with Bulletin 130, SLTs must be discussed in a meeting between the evaluator and the evaluatee. This meeting may occur during scheduled teacher collaboration time, provided there is an opportunity for direct discussion and alignment between the evaluator and evaluatee. SLTs that are not discussed shall not be used in an educator's evaluation.

While systems may establish consistent SLT focus areas across schools and classrooms for educators with similar assignments (e.g., all first-grade teachers include an SLT on phonemic awareness based on identified need), the targets must allow for flexibility to address the specific needs of students in each classroom. Individual student goals and growth ranges should be differentiated based on baseline data to ensure targets are meaningful and appropriate.

What SLTs Are and Are Not

SLTs Are	SLTs Are Not
• A measure of student growth over time, grounded in baseline data • Aligned to grade-level or course standards and meaningful learning outcomes • Used to inform instruction through ongoing progress monitoring • Individualized to reflect differences in students' starting points and learning needs • A tool to support reflection, adjustment, and continuous improvement • A reflection of student growth based on teacher-led instruction and support	• A one-time assessment or end-of-year snapshot • Identical growth expectations for all students • A replacement for daily formative assessment or classroom instruction • Set-and-forget goals that are revisited only at the end of the year • Focused solely on compliance rather than student learning and growth • Based **only** on a computer-adaptive program and monitored **solely** through a program's data and reporting tools.

SLTs for Teachers

SLTs are a key component of LEADS and are designed to focus instruction on meaningful student growth. High-quality SLTs are grounded in baseline data, aligned to grade-level or course standards, and used to measure student progress over time. **Ongoing progress monitoring is essential to this process**, as it allows teachers to regularly analyze student data and make timely instructional adjustments that support acceleration, intervention, or enrichment.

While SLTs may be developed around a common assessment or focus area, growth targets should be individualized to reflect each student's starting point and learning needs, ensuring SLTs serve their intended purpose: supporting continuous improvement in teaching and learning for all students.

SLTs reflect a teacher's impact on students based on the instruction that teacher provides. Computer-adaptive programs rely heavily on an algorithm to customize skills and complexity for students and do not fully encompass the student's entire skill set or consider teacher input. If a computer-adaptive program is being utilized for goal-setting, teacher-led instruction should accompany the online portion of the class.

Measures of Growth in Student Learning: a Step-by-Step Process

The following steps outline a process that systems can use to determine measures of student learning to maximize student growth. The Student Learning (SLT) Template can help you complete this process. Before starting the goal-setting process, evaluators and evaluatees should review system and school goals, including, but not limited to, the local System Strategic Plan, School Improvement Plan, Literacy Plan, etc.

Step 1: Identify what students are expected to know and be able to do.

- Begin with the Louisiana Student Standards (national or local standards may be used when state standards are not available for specific courses) to answer the question, "What do we expect our students to know and be able to do as a result of the instruction received in each content/course/grade that is offered in our system?"
    - The Louisiana Connector Standards may be referenced for educators of students with significant cognitive disabilities.
    - Starting with this question helps educators think concretely about what they want to accomplish with their instruction and what they aspire for their students.

Step 2: Select a state-approved assessment from those listed in this guide that is applicable, aligned with the educator's role and content area, and will be used to evaluate student learning throughout the school year.

- Per Bulletin 130, state-approved assessments shall be included in the body of evidence used to measure attainment of learning targets.
- For grades and subjects where no high-quality or state-approved assessment exists, school systems identify assessments commonly used across multiple schools/grades/courses to measure what students know and can do. The purpose of this step is to help systems identify the assessments that measure student learning across the system.*
    - Once assessments have been identified, systems may use the following questions to select the assessments that will be considered in educator evaluation:
        - Which assessments best measure student progress toward system/school/course learning expectations described in Step 1?
        - Which assessments will provide educators with information to help inform their instructional decisions?

**State-approved assessments and guidance will continue to be added for grade levels and subject areas through 2030.*

Step 3: Teachers and evaluators meet to analyze data to set individualized student goals.
Before setting the student goals, teachers should review all available assessment information for their students, including but not limited to

- Prior-year grades;
- End-of-year assessments;
- Beginning-of-year assessments;
- Trend data (student, cohort, school, system); and
- Other relevant academic data.

This triangulation of data helps ensure the selected goal is accurate and rigorous while aligning with overall school and system goals.

Step 4: Set the SLT goal.
Based on the data analysis, set a reasonable and rigorous SLT goal that reflects proficient instruction and its impact on student learning. Proficient instruction is expected to move students forward by at least one year of academic growth over the learning year. Therefore, SLT goals should be designed to capture whether students make this expected progress from their baseline.

Step 5: Set the appropriate achievement range for your SLT.
When setting ranges, consider baseline and trend data from Step 3 to develop reasonable goals and growth toward proficiency. Systems may set standardized ranges for SLTs that include individual student goals; however, adjustments for individual circumstances should be considered.

SLTs are rated on a 5.0 scale. The five scoring categories are outlined below. The SLT goal is set at the low end of the Proficient (3-point) range (see Sample Sets in Appendix C).

Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target.	**Emerging** (2 points) Demonstrated some impact on student learning, but did not meet the target.	**Proficient** (3 points) Demonstrated a considerable impact on student learning by meeting the target.	**Highly Effective** (4 points) Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	**Exemplary** (5 points) Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:	Achievement Range:

Types of SLTs for Teachers

The LDOE will continue to work collaboratively with workgroups and gather feedback from educators and leaders across the state to refine and expand guidance on SLT types. This work will be ongoing, with updated guidance released through 2028. The information outlined below reflects the current SLT types

and will continue to be updated and released as refinements are made to ensure clarity, usability, and alignment with instructional practice.

K-2 Literacy

Early literacy is foundational to long-term academic success. As part of Louisiana's revised accountability system, the Grow and Achieve components emphasize ensuring that students develop strong reading skills in the early grades. K–2 literacy teachers (including special education, EL, interventionists, etc.) should have at least one DIBELS-based SLT, which measures key foundational reading skills and provides meaningful data on student progress.

DIBELS allows educators to set growth targets based on students' starting points and monitor progress throughout the year. Regular progress monitoring helps teachers identify students who need additional support and adjust instruction to ensure early learners develop the foundational literacy skills needed for future success.

Students develop literacy skills through reading, writing, speaking, and listening. Louisiana's Student Standards for ELA: Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, Language, as well as Reading Standards for Foundational Skills, support this progression. When considering SLTs, teachers should address the full scope of the standards through intentional, teacher-led instruction.

SLT 1	SLT 2
DIBELS Composite Growth Target	• Knowledge strand for standards-based HQIM-embedded assessments • Class-wide proficiency goal in DIBELS (minimum of 80%; see research in TPLS)
An interventionist with no other teaching assignments may have one DIBELS Composite Growth Target SLT and one SLT based on a DIBELS component.	

Using DIBELS Composite Score for an SLT

When using the DIBELS Composite Score in mCLASS as the measure for a Student Learning Target (SLT), educators may set targets across two assessment periods to account for how mCLASS generates student growth targets.

Beginning of Year to Middle of Year

At the beginning of the year (BOY), use each student's BOY DIBELS Composite Score and the corresponding mCLASS MOY target to establish the expected growth for the first assessment period. Following the MOY assessment, determine the percentage of students who met or exceeded their established MOY targets. Use this result to determine the SLT rating for the first assessment period.

Middle of Year to End of Year

Following the MOY assessment, use each student's MOY DIBELS Composite Score and the corresponding mCLASS EOY target to establish the expected growth for the second assessment period.
Following the EOY assessment, determine the percentage of students who met or exceeded their established EOY targets. Use this result to determine the SLT rating for the second assessment period.

Determining the Final SLT Rating

The ratings from the two assessment periods are averaged to determine the final rating for the SLT.

Example: A teacher earns a rating of **3** based on students' attainment of their BOY-to-MOY targets and a rating of **4** based on students' attainment of their MOY-to-EOY targets.

Final SLT rating: (3 + 4) ÷ 2 = 3.5. This process allows the DIBELS Composite Score to measure student growth across the full school year while using the student-specific growth targets mCLASS provides during each assessment period.

Making Adjustments for Goals and Zones of Growth within mCLASS
The mCLASS platform automatically assigns each student a goal based on their BOY benchmark score relative to peers (Zones of Growth). Teachers should review each student's assigned zone and determine if it is appropriate based on available data (e.g., BOY results, classroom performance, intervention history). If a teacher believes a student's zone should be adjusted (e.g., from Well Above to Above), the decision should be made in collaboration with the School Building Level Committee (SBLC) and/or the Special Education or English Learner Teacher Lead. The adjusted goal should still be at least half of an achievement level. Once goals are confirmed, teachers should use the mCLASS progress monitoring graph throughout the year to track whether students are on pace and adjust instruction as needed to ensure students are progressing toward their goals.

For more information and support, please see the course Using DIBELS to Drive K-3 Core and Intervention on the Louisiana Professional Learning Platform, Module 5: Establishing Student Literacy Goals Using DIBELS Data (Click "Join Course" and enter course code: 0A79DU34).

Career and Technical Education (CTE)

CTE SLTs support Louisiana's commitment to preparing students for success beyond high school. As part of the revised accountability system, the Thrive component emphasizes students earning credentials and demonstrating readiness for high-wage, high-demand careers.

SLTs for CTE teachers focus on measurable outcomes tied to course standards and industry expectations, including the attainment of Industry-Based Credentials (IBCs) or progress toward credential-aligned skills. These SLTs allow educators to set meaningful goals for student achievement while ensuring that instruction is aligned to workforce readiness and real-world application of knowledge and skills.

SLT 1	SLT 2
IBC Pass Rate	• Pass Rate of the IBC of a course other than the one used in SLT 1 • Performance Profile • Culminating Performance Project (outside scorers with rubric)

Keep in mind the following details when writing CTE SLTs:
- The previous grades of the students in the subject areas that relate to the course
- The Graduation Pathway
- Prerequisite courses required

Teachers of Multiple IBC Courses
- If a teacher instructs multiple CTE courses, SLTs should be written for the courses that culminate in an IBC.
- If a teacher instructs multiple CTE courses that culminate in an IBC, one SLT should be based on an IBC of high value from the IBC State Focus List.

Teachers of Non-IBC Courses
If the course includes an IBC component, the SLT can be written upon issuance of that component. If the CTE course does not culminate in an IBC or a component of an IBC, the SLTs should be written using the SLT 2 menu.

Course	Optional Culminating Activity To Score for SLT
Food and Nutrition	Create a balanced menu plan that can be evaluated by a local restaurant and/or the local nutrition department
Entrepreneurship	Create a business plan that can be reviewed/scored by the local chamber, police jury, or business
Cosmetology	Create a business plan evaluated by the local chamber, police jury, or business; sanitation processes, skill performance tasks (e.g., cut, roll) evaluated by a local cosmetologist or cosmetology school
Quest for Success	Career exploration presentation (develop IGP, resume writing, soft skills, job interviews, etc.) scored by local system leaders, business, chamber, etc.

If a teacher doesn't fall into any of the categories listed in the **CTE section** of this document, please email LEADS@la.gov for further guidance.

Scenarios

Context	Example of Choices for SLTs
Teaches Welding 1 and Welding 2	SLT 1: Issuance of IBC in Welding 2 (all periods combined) SLT 2: Issuance of IBC in Welding 1 (all periods combined)
Teaches HVAC Excellence	SLT 1: Issuance of IBC - in HVAC Excellence Employment Ready (Advanced) SLT 2: Issuance of IBC in Air Conditioning Employment Ready (Basic)
Teaches all Carpentry 1	SLT 1: Issuance of IBC in Carpentry 1 (all periods combined) SLT 2: Culminating Performance Project (e.g., school system showcase/competition with judges using a rubric)
Teaches Cosmetology 1 and Cosmetology 2	SLT 1: Culminating Performance Project for Cosmetology 1 (e.g., sanitation project, beauty and wellness application) SLT 2: Culminating Performance Project for Cosmetology 2 (e.g., setting up a storefront)

Continuous Monitoring of Student Learning

Ongoing progress monitoring is essential to ensure student learning stays on track throughout the year. By regularly analyzing student data, educators can determine whether students are making sufficient progress toward their goals and make timely adjustments to instruction, supports, and interventions to better meet student needs. This continuous cycle of data use and instructional response is a core

component of effective teaching and a key expectation in Louisiana's evaluation systems, which emphasize using evidence and student outcomes to drive improvement.

Purpose of Continuous Monitoring

Continuous monitoring ensures that Student Learning Targets (SLTs) remain active, responsive tools rather than static goals set at the beginning of the year.

Through consistent review of student performance, educators are able to

- identify trends in student learning, including strengths and areas of need;
- determine whether students are on track to meet established growth targets;
- adjust pacing, instructional strategies, or materials in real time;
- provide targeted interventions or enrichment opportunities; and
- reflect on instructional effectiveness and refine practice.

This process aligns with the broader goals of the Louisiana Educator Advancement and Development System (LEADS), which prioritizes timely, actionable feedback and continuous improvement in teaching and learning to positively impact students.

SLTs for Counselors

School counselors play a critical role in supporting student success through academic guidance, college and career readiness, and overall development. SLTs for counselors are designed to measure the impact of counseling practices on student outcomes and align with the school's broader goals.

Counselor SLTs should align with the school's overall improvement goals while also reflecting the counselor's unique role and the specific needs of the students they serve. Using school data and the identified areas of need, counselors should develop SLTs that focus on outcomes they directly influence through their work with students, families, and school staff. This alignment ensures that counseling efforts contribute to schoolwide priorities while addressing targeted supports that improve student success.

By establishing clear goals and monitoring progress throughout the year, counselor SLTs help ensure that counseling programs remain responsive to student needs and support continuous improvement within the school community.

Setting SLTs

The counselor's SLTs are designed to align with the counselor's specific role and the school's overall goals. As members of the school leadership team, counselors contribute to the school's broader goals. When developing SLTs, counselors should

- review relevant data (current and trend data over the last 3-5 years);
- review the school improvement plan;
- identify an area where counseling supports can positively impact student success; and
- select a goal that focuses on outcomes that counselors can influence through their work with students, families, and school staff.

Elementary and Middle School Counselors

Elementary and Middle School Counselor SLTs should support the school improvement plan while aligning their actions with the Louisiana Counselor Rubric.

Elementary	Middle
• Targeted Attendance • Targeted Behavior/Discipline • Targeted Academics • Targeted Well-being • Career Awareness • Counseling Curriculum Assessment • Parental Engagement	• Individual Graduation Plans (IGPs) • Targeted Attendance • Targeted Behavior/Discipline • Targeted Academics • Career Exploration • Counseling Curriculum Assessment • Parental Engagement

- **Targeted Academics** -Use data (e.g., failure report, D/F list, current and cumulative GPA reports, needs assessments, etc.) to identify group(s). Provide individual counseling, small group counseling, and/or classroom lessons that address barriers and improve academic outcomes (e.g., executive functioning, study habits, study skills, etc.). Collaborate with teachers and parents to develop student support plans. Assist students with setting goals, progress monitoring, and reinforcing expectations for academic success.
- **Individual Graduation Plans (IGPs)**- Ensuring that all students starting in Grade 8 have a plan that guides their high school coursework and postsecondary goals. Counselors/Career Coaches should meet with the parent or legal guardian yearly to explain how any changes would impact graduation

and career goals. In addition, at least one career-related activity and interest inventory should be documented. (ACT 144) (R.S. 17:2925)

High School Counselors

High School Counselor SLTs should support the school improvement plan while aligning their actions with the Louisiana Counselor Rubric. One SLT should come from the Thrive category and one from the counseling category.

SLT 1	SLT 2
Thrive	Counseling
• Increasing college readiness through DE, AP, or honors enrollment and completion • Targeted IBC Completion • Supporting Work-Based Learning • ACT/ASVAB/WorkKeys/CLT Subgroup • Cohort Promotion Rate	• Individual Graduation Plans (IGPs) • Targeted Attendance • Targeted Behavior/Discipline • Targeted Academics • Counseling Curriculum Assessment • Parental Engagement

- **Targeted IBC Completion** - supporting teachers and students who may be struggling by recommending academic supports and implementing strategic interventions such as identifying tutoring resources, engaging with parents, and providing counseling on topics such as goal setting and study skills.
- **Supporting Work-Based Learning** - Increasing work-based learning opportunities by reaching out to businesses and industry for partnerships, setting up opportunities for students to engage with industry professionals and learn workforce readiness skills, and ensuring the best alignment between students and available resources.
- **ACT/ASVAB/WorkKeys/CLT Subgroup** - use baseline data to set group and improvement levels. Provide guidance and resources to assist students in working toward improvement and monitor progress. SLT may go through summer testing.
- **Parental Engagement** - communication and touchpoints with guardians aligned to the school goal. Can be measured by feedback surveys, sign-in sheets, etc.

SLTs for Leaders

Two SLTs are required for leaders.

- Per Bulletin 130, administrators are required to include one student learning target based on overall school performance improvement in the current year, as measured by the School Performance Score (SPS), and a second learning target shall be based on growth in a component of the SPS (e.g., ELA or math improvement).
    - Principals at schools with special populations (e.g., alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g., Pre-K schools) may define learning targets based on the guidance provided in this document.

A goal-setting toolkit is available in the LEADS Library (under the Louisiana Leader Evaluation Header, under the Student Learning Target dropdown document list) to help leaders set goals. This toolkit is updated each spring. Leaders may use the most current published toolkit to set meaningful goals for students by understanding the school results and reflecting on and defining student learning expectations (goals).

School System Best Practices

School systems are encouraged to use the following timeframe to guide planning, communication, monitoring, and deadline setting at both the system and school levels. Maintaining coherence across these components throughout the year ensures systemwide goals remain aligned and consistently translate into classroom practice and student outcomes.

Before the Start of the Year

- Meet over the summer to create guidance for each group of educators
- Review End-of-Year (EOY) data to inform system priorities and planning
- Review the school system-provided template (evaluator and evaluatee) to ensure consistency in expectations

Beginning of the Year

- Communicate guidance and timelines for SLT development and submission, as well as system goals to ensure alignment
- Monitor completion of SLT entries in LES; use the SLT report to ensure timely and accurate data entry (see section below)

Middle of the Year

- Ensure evaluators hold Middle-of-Year (MOY) meetings to revisit goals and support progress monitoring
- Monitor completion of SLT entries in LES; use the SLT report to ensure timely and accurate data entry (see section below)
- Ensure educators report SLT results, and evaluators rate SLTs **for single-semester SLTs**

End of the Year

- Ensure educators report SLT results, and evaluators rate SLTs
- Monitor SLT finalizations in LES; use the SLT report to ensure timely and accurate data entry (see section below)
- System leaders and supervisors hold data meetings to review and analyze progress towards school and district goals, and begin planning for the upcoming year

Monitoring Completion of SLTs in the Louisiana Evaluation System (LES)

All evaluation data, including SLT data, is reported in the Louisiana Evaluation System (LES). School administrators and school system LES administrators should monitor completion to ensure data entry follows the suggested timeline. Throughout the year, evaluators are encouraged to monitor progress toward the student learning target, using tools such as the SLT report to track the stages of the SLT. The recommended timeline for setting SLTs is between Fall and early Winter to allow time to obtain baseline data and monitor student growth throughout the year. **If a teacher begins later in the school year or changes teaching assignments, the SLT formula is structured to accommodate the limited timeframe. Teachers should rate student learning targets before the end of the school year.**

The SLT report helps monitor SLT data. The report shows the current stage of each SLT to aid monitoring.

System Leaders

System leaders should set clear internal expectations for Student Learning Targets (SLTs) within their system. This includes communicating timelines and ensuring schools understand the required steps in the SLT process. System leaders should regularly monitor system reports to confirm SLTs are in the correct stage for the time of year (e.g., created, submitted, accepted, or reported). When issues arise, they should work with schools to address them and ensure progress toward completion.

Evaluators

Evaluators begin the SLT process by conducting an SLT meeting with each educator to discuss goals, expectations, and timelines, ensuring SLTs are created and submitted in alignment with system requirements. Once submitted, evaluators review SLTs for accuracy and alignment, accept them in the data system, and rate them when results are available. Evaluators also communicate with educators if revisions or follow-up actions are needed.

Educators

Educators should create and submit their SLTs in the system according to the established timeline. The SLT should reflect meaningful student learning goals connected to individual instructional responsibilities. At the end of the SLT cycle, educators report SLT results in the data system.

Appendix A
Terms

Trend Data - Data collected over time that shows patterns in performance. Data is tracked across multiple points to identify growth, declines, or consistent patterns that inform decision-making. Trend data may include information on teachers, student cohorts, or state performance.

High-Quality Assessments - Tools used to measure student learning that are aligned to standards, accurately reflect what students should know and be able to do, and provide meaningful, reliable data. These assessments are rigorous, valid, and designed to inform instruction by identifying strengths, gaps, and next steps for both teaching and learning.

State-Approved Assessments - Assessments listed in the menus in this document.

School Building Level Committee (SBLC) - A school-based team that reviews student data and supports decisions about academic and behavioral interventions. The committee typically includes educators and specialists who collaborate to identify student needs, monitor progress, and recommend supports or referrals (such as interventions, accommodations, or evaluations) to ensure student success.

mCLASS - Platform and intervention suite that uses DIBELS 8th Edition literacy screener to measure phonological awareness, phonics, fluency, and comprehension to provide targeted instruction as well as progress monitoring

Zones of Growth - A goal-setting tool in mCLASS that combines students' baseline DIBELS data with normative data on average and above-average growth for students with similar initial skill levels.

TPLS - Tiered Pathways for Literacy Support - the Louisiana Department of Education's framework to support strategic and tiered literacy instruction for all students.

High-Value IBC - An IBC that leads to a high-wage, high-demand occupation, as defined by LA Works Five-Star Occupations.

IBC Bundle - A Basic Bundle is a set of stackable credentials, where each earned credential adds value to a student's qualifications, enhancing their competitiveness in the job market. While individual credentials may have limited value on their own, earning a bundle of industry-validated credentials shows that a student has a comprehensive set of technical skills employers value.

Performance Profile - A structured assessment tool that identifies a student's strengths and weaknesses across technical and functional requirements and defines desired outcomes for course completion.

Work-based Learning (WBL) - offers Career and Technical Education (CTE) students on-the-job training and classroom instruction, helping them develop job skills, explore career interests, and gain real-world experience. WBL experiences now include cooperative education, paid internships, and structured on-the-job training through Registered Apprenticeships recognized by LA Works.

Industry-Based Credential (IBC) - an independent, third-party credential that is industry-accepted and results from a process in which an individual's knowledge and/or skills in a particular area are verified against a set of predetermined standards.

Classic Learning Test (CLT) - an alternative to the SAT and ACT, consisting of a two-hour online exam that assesses reading, grammar, writing, and math.

Appendix B

Blank Template

SLT Title:				
Student Learning Target:				
Interval of Instruction:		**Student Count:**		
Course Category:		**Grade:**		
Student Assessment Name:		**Other:**		
Rationale for SLT:				
Baseline Data:				
Scoring Categories				
Ineffective (1 point) Demonstrated an insufficient impact on student learning by falling far short of the target.	**Emerging (2 points)** Demonstrated some impact on student learning, but did not meet the target.	**Proficient (3 points)** Demonstrated a considerable impact on student learning by meeting the target.	**Highly Effective (4 points)** Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.	**Exemplary (5 points)** Demonstrated an exceptional impact on student learning by surpassing the target by an outstanding margin.
Achievement Range:	**Achievement Range:**	**Achievement Range:**	**Achievement Range:**	**Achievement Range:**
By signing this document, I acknowledge that this student learning target was discussed in a meeting between the evaluator and evaluatee. **Evaluator Signature: _____ Date_____** **Evaluatee Signature: _____ Date_____**				

Appendix C

SLT Sample Sets

The following are sample sets that can be used as examples, rather than exemplars.

Counseling SLT Sample Set
CTE Teacher SLT Sample Set
K-2 Literacy Teacher SLT Sample Set (Coming Soon)

Appendix D

SLT FAQ

Who is required to write SLTs?
A minimum of two student learning targets shall be identified for all LEADS evaluations, per Bulletin 130.

Should a teacher or administrator who starts mid-year write SLTs?
Yes. SLTs can be set from the date of hire. The formula can be used as follows in any circumstance: X outcome in X amount of time on X assessment for X number of students.

Can an SLT be revised after it is submitted?
Yes. Evaluators and evaluatees may revisit SLTs under careful consideration.

Can a school or school system prescribe SLTs for teachers?
Yes. School systems or schools may define consistent student learning targets across schools and classrooms for teachers with similar assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom and are discussed in a meeting. Bulletin 130 requires that student learning targets be discussed in a meeting between the evaluator and the evaluatee, and that student learning targets that are not discussed between a person and their evaluator shall not be used in the evaluation.

What happens if no meeting takes place between an evaluator and the evaluatee to discuss student learning targets?
If no meeting occurs between the evaluator and the evaluatee to discuss student learning targets, the targets shall not be used in the evaluation, and a local grievance may be filed.

How do systems document that a meeting occurred between an evaluator and the evaluatee to discuss SLTs?
Evaluators and evaluatees may sign off, indicating that a meeting has taken place on the SLT template form, which can be found in Appendix B. The LDOE recommends filing this documentation in personnel files along with other completed evaluation documents. Educators are also prompted in LES to acknowledge that a meeting took place before submitting SLTs.

As a regular education teacher, am I required to include students with disabilities in my SLT when the special education teacher already includes those students?
Yes. SLTs should reflect the performance of all students taught in the class or course, as student goals and teacher SLTs are individualized. This can be done in conjunction with the special education teacher.

What assessments can be used to write SLTs for students with disabilities?
In most cases, teachers should use the same assessments as indicated in this guide, taking into consideration any additional data as defined by the student's individual education plan (IEP) when setting goals. IEP goals can also be used to set SLTs in collaboration with the School Building Level Committee (SBLC) and/or the Special Education Teacher Lead.

Can students be removed from SLTs due to absences?
Per Bulletin 130, students who have missed at least ten days in **one semester** should be excluded from SLTs.