

Overview

Student learning targets (SLTs) are tools that enable teachers to set meaningful goals for academic progress over a given period of time. SLTs set an expectation of student growth and provide a metric of teacher evaluation. Below are answers to frequently asked questions about student learning targets (SLTs).

Who is required to write SLTs?

A minimum of two student learning targets shall be identified for teachers and administrators 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.

How often and under what circumstances can an SLT be revised by a teacher/leader after it is submitted?

Teacher: The revision of SLTs can be made December through January during the mid-year review for year-long SLTs and October through November or March through April for semester-long SLTs.

Principal: Revisions to SLTs are unable to be made as SLTs are based on overall school performance improvement and growth in a component (ELA or Math) of the school performance score.

What are the types of teacher SLTs?

The three main types of SLTs are tiered, individual, and targeted. Additional information and sample SLTs can be found in the [Teacher Student Learning Target \(SLT\) Guidance and Sample Templates](#).

Can tiered or individual SLTs be used for whole-class SLTs, and when can a targeted SLT be written?

Tiered and individual growth targets are suggested when setting SLTs for the whole class. Targeted growth targets are an appropriate measure to use as a second SLT when the first includes all students.

How do you determine the achievement ranges?

Teachers: Achievement ranges are determined by the school system.

Principal: See the [K-8 Goal Setting Targets](#), [High School Goal Setting Targets](#), or the [Combination Principal Goal Setting Toolkit](#) for guidance on setting achievement ranges. Additional requirements may also be determined by the LEA or school system.

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. [Act 333](#) and BESE policy require 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 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 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 the [Teacher Student Learning Target \(SLT\) Guidance and Sample Templates](#) or on a local conference form. The LDOE recommends filing this documentation in personnel files along with other completed evaluation documents. Educators will also initial in CIS acknowledging that a meeting took place prior to submitting SLTs. For systems who upload evaluation data via the spreadsheet, the CIS administrator will sign off acknowledging that all student learning targets were discussed in a meeting between evaluator and evaluatee.

Can you list all appropriate assessments that can be used to write SLTs?

The [Student Learning Target Assessment Identification Guidebook](#) provides a list of approved assessments for each grade band and subject. The use of high quality curriculum assessments is encouraged when available. For grades K-2, approved literacy screeners may be used. Because LEAP 2025 is already included in teacher evaluation through VAM, the LDOE encourages systems to use curriculum-based assessments that also allow for progress monitoring.

What is the best data to use when writing SLTs?

The [Student Learning Target Assessment Identification Guidebook](#) provides a list of suggested baseline data appropriate for each grade band and subject.

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. It is recommended that SLTs reflect performance of all students taught in the class or course. However, regular education and special education teachers can work collaboratively to create SLTs.

What assessments can be used to write SLTs for students with disabilities?

Teachers should use the same assessments as indicated in the [Student Learning Target Assessment Identification Guidebook](#) taking into consideration any additional data as defined by the student's individual education plan (IEP).

Additional Resources

[Understanding the Evaluation Framework: SLTs and VAM](#)

[Student Learning Target \(SLT\) Reflection Tool](#)

[CIS User Guide \(Student Learning Targets\)](#)

[Bulletin 130](#)