

SLO Implementation Quick-Start Guide

Activities before the school year:

- 1) Understand the SLO purpose and process (SLO Training, **SLO Teacher Implementation Guide**)
- 2) Schedule a teacher SLO orientation (approximately a half-day) – **Orientation Materials** provided by TEA
- 3) Determine who will support the SLO process at the district and campus levels (both coaching quality and overseeing the process)
- 4) Build an SLO timeline for teachers and appraisers
- 5) Keep **Teacher Implementation Guide and Administrator Guide**, near to deepen understanding of each step of the process that follows

Staff Development/First Two Weeks of School:

- 1) Provide teachers an orientation of the basic SLO purpose and process (why SLOs, SLOs role in appraisal, thinking process, tools to support process) – **Orientation Materials** provided by TEA
- 2) If applicable, determine team time for teachers working together – when will they meet at the start of the process, when will they meet throughout the process (PLCs, common planning periods, etc.)
- 3) *Teachers work on first two tasks – Identify the SLO focus and SLO Skill Statement (content and skill), and develop the Initial Skill Profile (what do I assume my students can do with this skill when they enter my class) using the SLO process, **SLO Form**, and the **SLO Success Criteria** to guide and capture their thinking.
Consider summer planning for teachers. Consider summer testing for students.

Weeks Three through Eight:

- 1) *Teachers collect student in-class data to determine where students actually are with the selected focus skill for the class selected
- 2) *Teachers analyze the multiple sources of collected data to place selected students on the Initial Skill Profile
- 3) *Teachers create the Targeted Skill Profile to describe the anticipated skill levels for all students by the end of the year with respect to the SLO Skill Statement
- 4) *Teachers analyze other data (student attendance, proficiency in other courses, past assessment results, etc.) and synthesize with beginning skill level to determine end of year Skill Targets for each student covered
- 5) *Teachers capture Targeted Growth Goals on the **Student Growth Tracker**
- 6) *Teachers determine how they will begin to differentiate instruction for the upper and lower tails of their class distribution
- 7) *Teachers determine what performance measures they will use to determine end-of-year skill level for students and what they will include in the body of evidence (BOE).

Week Nine

- 1) Teachers and Appraisers meet to discuss and approve **SLO Form (can be approved in team setting, if applicable)** – see **Conference Guide**
- 2) Once approved, teachers move to Phase Two in SLO process – Monitoring Progress to Drive Instruction
- 3) *Create/maintain teacher collaboration schedule so teachers can discuss SLO progress, share instructional strategies and discuss current status of their BOE with each other at least monthly

Mid-Year:

- 1) Teachers monitor and adjust instruction in an ongoing basis throughout the SLO interval.
- 2) Teachers and appraisers hold their middle of year conference. --see **Conference Guide**. Teacher and appraiser review progress on BOE, sample student work, and the up-to-date **Student Growth Tracker** to discuss SLO progress.
- 3) Teachers and appraisers discuss adjustments implemented or needed to both instructional practices and SLO support structure
- 4) Best practice: Teachers communicate with students and families to update them on how student is progressing in terms of being “on-track” or “off track” to meet their Targeted Growth Goal

End-of-Year (Mid-March to Early May):

- 1) Plan End-of-Year SLO closeout to occur during the T-TESS/appraisal End-of-Year Conference – see **Conference Guide**
- 2) Teachers collect multiple sources of data on end-of-year skill level for students and determine final skill level for students and calculate percentages based on BOE for each student
- 3) Teachers submit to appraisers prior to End-of-Year Conference the **Student Growth Tracker** and a copy of the assessments/tasks/projects etc. used to determine end-of-year skill level
- 4) Teachers prepare for conference by doing **Teacher Reflection** (in the **Teacher Implementation Guide**) on the SLO process and results so refinement areas can be synthesized into T-TESS/appraisal goal-setting and professional development plans for the following year
Conduct End-of-Year conference – see **Conference Guide**
- 5) Close out SLO process by rating teacher on the **SLO Rating Rubric**