

Teacher Orientation Manual



**STUDENT
LEARNING
OBJECTIVES**

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6 Big Questions

What is the
focus for my
SLO?

Who are my
students?

How will I
guide these
students
toward
growth?

What are my
expectations
for these
students?

Are students
progressing
toward
targets?

Did students
grow and
what did I
learn from the
process?

SLO Skill Statement Exemplars

Group One

5th Grade Science

Students will be able to analyze information from multiple pieces of evidence, draw accurate conclusions, and justify their conclusions both verbally and in writing.

2nd Grade Math

Students will be able to apply addition and subtraction strategies, with justification, to generate and solve one and two step word problems.

7th grade ELA

Using literary and informational texts, students can write informative/explanatory essays that analyze a topic and convey ideas in an organized and detailed manner using supporting evidence from the text.

Group Two

HS Visual Art I (Drawing)

Students will use the elements and principals of design to create individual drawings that apply the five key principals of observational drawing: a) lines, b) spaces and shapes, c) relationships, d) lighting and shading, and e) composition.

HS Welding

Students will understand the basic principles behind shielded metal arc welding, inert gas welding, oxyacetylene welding, and plasma arc cutting and be able to perform entry level welding tasks using each method, according to safety guidelines. (Note: entry level welding tasks are performance tasks assessed with a rubric.)

Pre-Kindergarten Literacy

Students apply phonemic awareness to discriminate smaller and smaller units of sound and demonstrate emergent reading skills such as retelling stories and comprehending and interacting during read alouds and book conversations.

Group Three

Algebra I

Students will solve multistep algebraic problems, including one variable linear equations and inequalities, accurately and with appropriately defined units, scales and models (such as graphs, tables, data displays)

HS World Geography

Using geographic concepts, models, and spatial data, students will be able to explain verbally in writing the processes and patterns of the physical world, including how human actions impact and interact with natural systems.

7th grade PE

Students will implement their self-designed personal physical fitness plan based on the 4 main training principles (frequency, intensity, type and time) and incorporating the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) in order to meet their personal fitness goals.

SLO Skill Statement Non-Exemplars

Group One

3rd Grade Math - Students will summarize data with multiple categories using a frequency table, dot plot, pictograph, and bar graph with scale intervals. They will also solve one and two step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

French I - Students will speak and write responses to questions presenting in French using appropriate vocabulary and grammar when responding to questions about French culture.

Culinary Arts 101- Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.

Group Two

Communications - Problem-Solving and Communication – Students will use both written and verbal communication to design and clearly articulate a project plan.

US History - Critical Thinking – Students will use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.

8th Grade Science - Investigation and Reasoning – Students will use critical thinking and scientific problem solving to make informed decisions.

Group Three

Advanced Jazz Ensemble - All students are expected to improve their improvisational skills as measured by a rubric, as well as their background knowledge of historical context as measured by a written test.

9th Grade English I - Students will summarize and draw conclusions using a variety of primary and secondary sources (science, social studies, health, fine arts), documenting with supporting evidence from the texts.

5th Grade Music- Students will demonstrate knowledge of the basic principles of meter, rhythm, tonality, chords and harmonic progressions in a given musical composition.

SLO Success Criteria

Initial Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience

ISP Exemplars 5th Grade Science

Skill Statement - Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.

Initial Student Skill Profile		
SLO Skill Focus	Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Student is able to analyze multiple sources of information and write a conclusion of their findings using at least two pieces of evidence in their justification.	
Above typical skill	Student is able to analyze multiple sources of information write a conclusion of their findings using one piece of evidence in their justification.	
Typical skill	Student is able to analyze basic data and verbally communicate a valid conclusion using one piece of evidence.	
Below typical skill	Student is able to identify factual information using one piece of direct evidence but struggles to analyze data from multiple sources and is unable to verbally communicate a conclusion.	
Well below typical skill	Student has difficulty identifying factual information from one piece of evidence and cannot analyze data in order to verbally communicate a conclusion.	

ISP Exemplars 8th Grade ELA

Skill Statement - Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.

Initial Student Skill Profile		
SLO Skill Focus	Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Students can summarize the most significant information with informational texts, consistently make accurate inferences, and can often connect inferences with appropriate textual evidence, although written explanation of evidence is often weak or underdeveloped.	
Above typical skill	Students can summarize the most significant information with informational texts and often make accurate inferences, although they struggle to connect inferences with appropriate textual evidence.	
Typical skill	Students can comprehend informational texts with consistent success summarizing the most significant information, although students often fail to make accurate inferences.	
Below typical skill	Students can comprehend informational texts but struggle to summarize the most significant information.	
Well below typical skill	Students struggle to comprehend informational texts and are generally unable to summarize the most significant information.	

Practice ISP Non-Exemplar #1

Initial Student Skill Profile		
7th Grade Science	Students will be able to design and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Student is able to follow directions to complete an experiment independently, answer a series of questions about the outcome of the experiment accurately supporting with evidence from the study, as well as draw reasonable conclusions from the outcome.	
Above typical skill	Student is able to follow directions to complete an experiment with assistance from the teacher, and answer a series of questions about the outcome of the experiment accurately most of the time, supporting with evidence collected.	
Typical skill	Student is able to follow directions to complete an experiment with assistance from the teacher and answer a series of questions about the outcome of the experiment accurately most of the time.	
Below typical skill	Student is able to follow directions to complete an experiment with close supervision from the teacher, and makes an effort to answer questions about the outcome of the experiment, although not always accurately.	
Well below typical skill	Student has difficulty following directions to complete an experiment with the assistance of the teacher and makes only a minimal attempt to answer questions about the outcome of the experiment.	

Practice ISP Non-Exemplar #2

Initial Student Skill Profile		
Culinary Arts	Students will be able to plan and prepare a nutritionally sound meal, applying industry standard cooking techniques and using American Culinary Federation Education Standards for sanitation and safety.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Students have considerable experience with cooking, report often cooking the family meals. STAAR results indicate that students are performing at or above grade level in all subjects.	
Above typical skill	Students have cooked one or two meals independently. STAAR results indicate that students are performing at grade level in most subjects, with a few above grade level scores.	
Typical skill	Students have some cooking experience, typically including baking cookies and making breakfast. STAAR results indicate that students are performing at grade level in most subjects.	
Below typical skill	Students have a little cooking experience, typically assisting family members as they prepare meals. STAAR results indicate that students are performing at grade level in most, although not all courses.	
Well below typical skill	Students have no cooking experience and STAAR results indicate that students are struggling to meet proficiency levels in most courses.	

Practice ISP Non-Exemplar #3

Initial Student Skill Profile		
French 1	Students will be able to apply comprehension of French I vocabulary and structures in order to converse in a culturally appropriate way about everyday topics such as greetings, food, family, etc.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Students have had considerable exposure to French and are able to provide correct translations for more than 10 words. Students' reading and writing are above grade level and demonstrate particularly strong skills at using language conventions and reading informational texts.	
Above typical skill	Students have had some exposure to French and are able to provide correct translations from 6-8 words. Students' reading and writing are at or above grade levels.	
Typical skill	Students have limited exposure to French and are able to provide correct translations for 3-5 words. Students' reading and writing are at grade level.	
Below typical skill	Students have no familiarity with French beyond commonly used words such as merci and bonjour, with fewer than 3 words. Students' reading and writing are at or just below grade level.	
Well below typical skill	Students have no familiarity with French. Students' reading and writing are below grade level.	

Practice ISP Non-Exemplar #4

Initial Student Skill Profile		
3rd Grade Math	Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Students respond accurately to all of the questions, with minimal errors in understanding the graphs, communicating, interpreting and solving.	
Above typical skill	Students provide answers to some questions with some misunderstandings present in interpreting and communicating data.	
Typical skill	Students provide partial responses to some questions, but responses are minimal and indicate some misunderstandings.	
Below typical skill	Students provide answers to a few questions, but responses are minimal, indicating clear misunderstandings.	
Well below typical skill	Student does not provide accurate answers to the questions, clearly misunderstands all the areas of interpreting and communicating data.	

Revised ISP 3rd Grade Math

Initial Student Skill Profile		
3rd Grade Math	Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Student can multiply independently but are not able to use multiplication skills to solve one or two step word problems.	
Above typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers independently, without support	
Typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers when given support like manipulatives.	
Below typical skill	Students can add and subtract four-digit numbers with difficulty and often without accuracy. Students understand groupings of numbers but cannot multiply numbers.	
Well below typical skill	Students can add four-digit numbers but struggle with subtraction and regrouping.	

Write your own ISP

You will do this on your own SLO Form in the Google folder provided. Use this space for notes.

Initial Student Skill Profile		
SLO Skill Focus		
Level	Descriptors	Number of Students in this level
Well above typical skill		
Above typical skill		
Typical skill		
Below typical skill		
Well below typical skill		

ISP Student Work Samples-
3rd Grade Math

Show what you know!

Name: Elias

Date: _____
Use the models to help you solve these multiplication

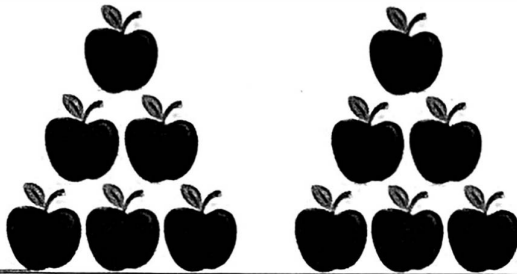
problems:

$4 \times 3 = \underline{7}$



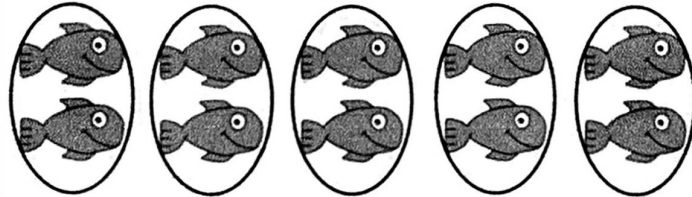
$2 \times 6 = \underline{8}$

=



$5 \times 2 = \underline{7}$

=



Solve these any way you know

how: $3 \times 6 = \underline{9}$

=

$2 \times 5 = \underline{7}$

=

$4 \times 5 = \underline{9}$

$4,323 + 1,251 = \underline{5,574}$

$$\begin{array}{r} 4323 \\ + 1251 \\ \hline 5574 \end{array}$$

$3,625 + 2,379 = \underline{6,994}$

$$\begin{array}{r} 3625 \\ + 2379 \\ \hline 6994 \end{array}$$

$8,493 - 231 = \underline{6,183}$

$$\begin{array}{r} 8493 \\ - 231 \\ \hline 6183 \end{array}$$

$7,322 - 4,761 = \underline{3,441}$

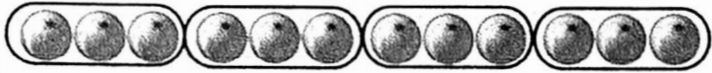
$$\begin{array}{r} 7322 \\ - 4761 \\ \hline 3441 \end{array}$$

Show what you know!

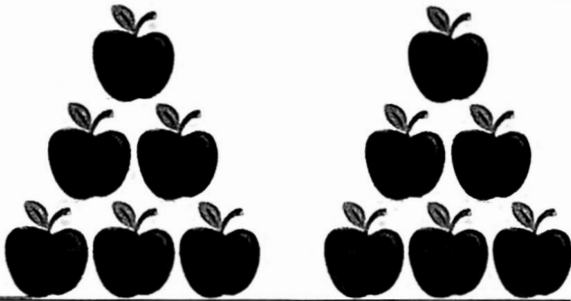
Name: Vanessa Date: _____

Use the models to help you solve these multiplication problems:

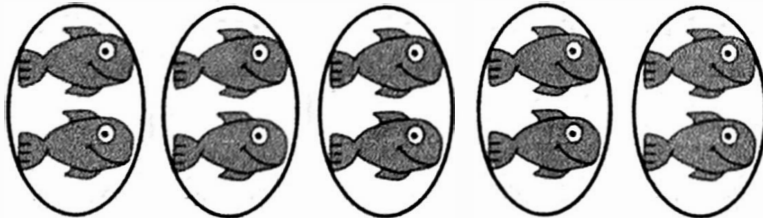
$4 \times 3 = \underline{12}$



$2 \times 6 = \underline{12}$

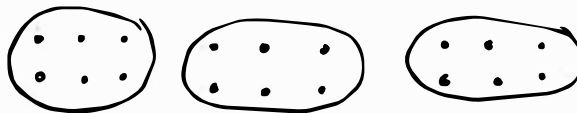


$5 \times 2 = \underline{10}$

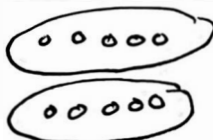


Solve these any way you know how:

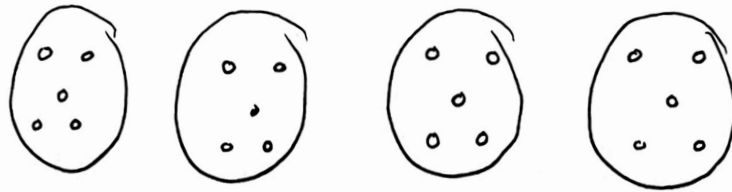
$3 \times 6 = \underline{18}$



$2 \times 5 = \underline{8}$



$4 \times 5 = \underline{15}$



$4,323 + 1,251 = \underline{5,574}$

	Th	H	T	O
4,323	0000	000	00	000
1,251	0	00	00000	0
	5	5	7	4

$3,625 + 2,379 = \underline{6,004}$

	Th	H	T	O
3,625	000	000000	00	000000
2,379	00	000000	000000	000000
	6	0	0	4

Note: In the original image, arrows indicate that 10 units from the hundreds place of 3,625 and 10 units from the hundreds place of 2,379 are combined to form 20 units in the thousands place.

$8,493 - 231 = \underline{8,262}$

	Th	H	T	O
8493	0000	00XX	000000	00X
- 231	0000	00XX	XXX	00X
	8	2	6	2

$7,322 - 4,761 = \underline{2,561}$

	Th	H	T	O
7322	XXX	XXX	XX	XX
- 4761	XXX	XXX	XXXX	XX
	2	5	6	1

Note: In the original image, arrows indicate that 10 units from the hundreds place of 7,322 and 10 units from the hundreds place of 4,761 are combined to form 20 units in the thousands place.

Show what you know!

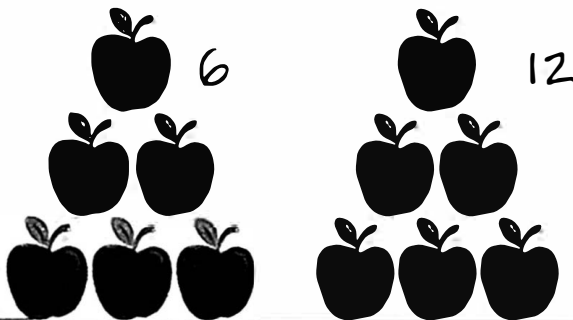
Name: Josh Date: _____

Use the models to help you solve these multiplication problems:

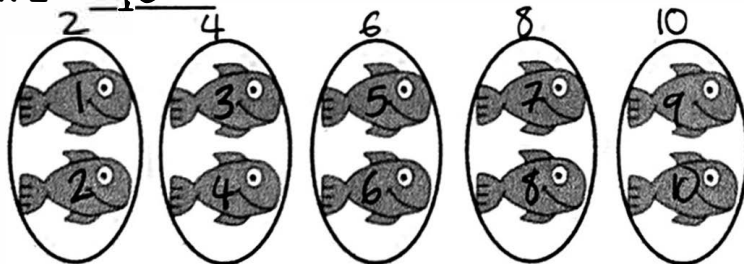
$4 \times 3 = \underline{12}$



$2 \times 6 = \underline{12}$

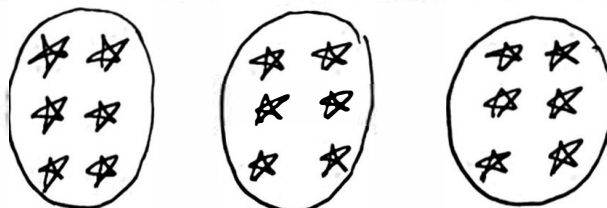


$5 \times 2 = \underline{10}$



Solve these any way you know how:

$3 \times 6 = \underline{18}$



$2 \times 5 = \underline{10}$



$4 \times 5 = \underline{20}$



$4,323 + 1,251 = \underline{5,574}$

$$\begin{array}{r} 4,323 \\ + 1,251 \\ \hline 5,574 \end{array}$$

$3,625 + 2,379 = \underline{6,004}$

$$\begin{array}{r} 3,625 \\ + 2,379 \\ \hline 6,004 \end{array}$$

$8,493 - 231 = \underline{8,262}$



$$\begin{array}{r} 8,493 \\ - 231 \\ \hline 8,262 \end{array}$$

$7,322 - 4,761 = \underline{2,561}$

$$\begin{array}{r} 7,322 \\ - 4,761 \\ \hline 2,561 \end{array}$$

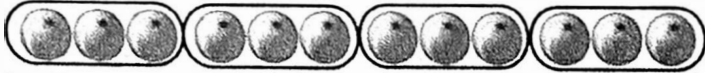
Show what you know!

Name: Reina

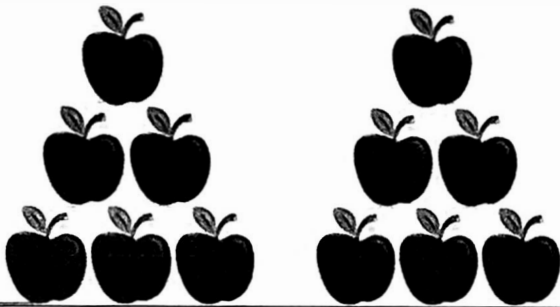
Name: Reina Date: _____

Use the models to help you solve these multiplication problems:

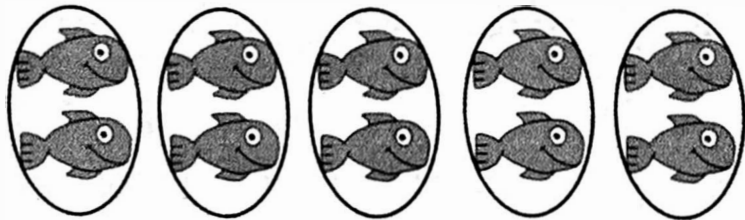
$4 \times 3 = \underline{7}$



$2 \times 6 = \underline{12}$



$5 \times 2 = \underline{7}$



Solve these any way you know how:

$3 \times 6 = \underline{?}$

$2 \times 5 = \underline{?}$

$4 \times 5 = ?$

$4,323 + 1,251 = \underline{5,574}$

Th	H	T	O
0000	000	00	000
0	00	00000	0
5	5	7	4

$3,625 + 2,379 = \underline{5,994}$

Th	H	T	O
000	000000	00	00000
00	000	0000000	000000 000
5	9	9	14

$8,493 - 231 = \underline{6,183}$

Th	H	T	O
00000	0000 0	0000	000
0000		000000	
6	1	8	3

$7,322 - 4,761 = \underline{3,001}$

T	H	T	O
0000	000	00	0
000			
3	0	0	1

Show what you know!

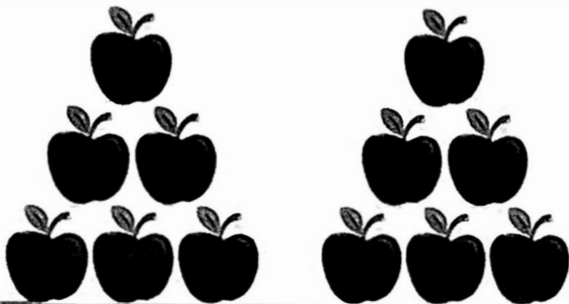
Name: Maria Date: _____

Use the models to help you solve these multiplication problems:

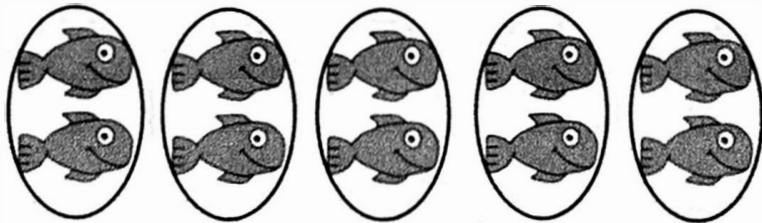
$4 \times 3 = \underline{12}$



$2 \times 6 = \underline{12}$



$5 \times 2 = \underline{10}$



Solve these any way you know how:

$3 \times 6 = \underline{9}$

$2 \times 5 = \underline{10}$

$4 \times 5 = \underline{20}$

$4,323 + 1,251 = \underline{5,574}$

$$\begin{array}{r} 4323 \\ + 1251 \\ \hline 5574 \end{array}$$

$3,625 + 2,379 = \underline{6,004}$

$$\begin{array}{r} 3,625 \\ + 2,379 \\ \hline 6,004 \end{array}$$

$8,493 - 231 = \underline{8,262}$

$$\begin{array}{r} 8,493 \\ - 231 \\ \hline 8,262 \end{array}$$

$7,322 - 4,761 = \underline{2,561}$

$$\begin{array}{r} 7,322 \\ - 4,761 \\ \hline 2,561 \end{array}$$

Mapping 3rd Grade Math Students' ISP Levels

	Add 4-digit numbers	Subtract 4-digit numbers	Regrouping	Multiplication when given manipulatives	Multiplication without manipulatives
Elias					
Vanessa					
Josh					
Reina					
Maria					

Initial Student Skill Profile		
3 rd Grade Math	Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Student can multiply independently but are not able to use multiplication skills to solve one or two step word problems.	
Above typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers independently, without support	
Typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers when given support like manipulatives.	
Below typical skill	Students can add and subtract four-digit numbers with difficulty and often without accuracy. Students understand groupings of numbers but cannot multiply numbers.	
Well below typical skill	Students can add four-digit numbers but struggle with subtraction and regrouping.	

SLO Success Criteria

Targeted Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher’s class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth

Revised TSP Exemplar 5th Grade Science

SLO Skill Statement- Students will be able to analyze information from multiple pieces of evidence, draw accurate conclusions about their findings, and justify their conclusions both verbally and in writing.

Well above typical	Using multiple sources of evidence, the student is able to make inferences, draw accurate conclusions and justify their conclusions verbally and in writing. Student is able to use the evidence to make a connection between their conclusion and a real-world example.
Above typical	Using relevant evidence, the student is able to make inferences, draw accurate conclusions and justify their conclusions verbally and in writing. Student sometimes is able to make a connection between their conclusion and a real-world example.
Typical	Using evidence, the student is able to make inferences, draw accurate conclusions, and justify their conclusion verbally and in writing.
Below typical	Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from multiple pieces of evidence, but struggles to make inferences
Well below typical	Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence. Conclusion may be inaccurate and/or supported with irrelevant evidence.

TSP Exemplar 8th Grade ELA

SLO - Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.
Level	Expectations
Well above typical skill	Students can draw accurate conclusions from above grade-level informational texts and support conclusions with optimal evidence that deepens conclusions.
Above typical skill	Students can draw accurate conclusions from above grade-level informational texts and support conclusions with appropriate although not always optimal evidence.
Typical skill	Students can draw accurate conclusions from grade level informational texts and support conclusions with appropriate although not always optimal evidence.
Below typical skill	Students can draw accurate conclusions most of the time from grade-level informational texts and attempt to support conclusions with textual evidence, but the evidence isn't always appropriate.
Well below typical skill	Students can draw accurate conclusions some of the time from grade-level informational texts, but don't attempt to support conclusions or, when prompted, support conclusions with inappropriate evidence.

Practice TSP
Non-Exemplar #1
7th Grade Science

Targeted Student Skill Profile	
7 th Grade Science	Students will be able to design and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.
Level	Expectations
Well above typical skill	Student develops and implements novel approaches for investigating a variety of topics using laboratory and technology tools, including devising testable hypotheses, determining the meaning of the outcome, and drawing conclusions using data tables, graphs, and descriptive statistics to explain the outcome. Lab reports are well-written and offer insight into additional experiments that could bring deeper understanding of the topic.
Above typical skill	Student plans and develops experiments for investigating a variety of topics using laboratory and technology tools, including devising testable hypotheses, determining the meaning of the outcome, and drawing conclusions citing evidence to support findings. Lab reports are well-written follow the protocol provided.
Typical skill	Student plans and implements experiments using a variety of laboratory and technology tools to investigate key topics discussed, including devising testable hypotheses, determining the meaning of the outcome of the experiment and drawing reasonable conclusions. Lab reports protocols are followed.
Below typical skill	Student plans and implements experiments with minimal guidance from the teacher using a variety of laboratory and technology tools to investigate key topics discussed, including devising testable hypotheses, determining the meaning of the outcome of the experiment and drawing reasonable conclusions. Lab report protocols are mostly followed.
Well below typical skill	Student must be guided through the development and implementation of experiments, use laboratory and technology tools with some difficulty to investigate key topics as assigned, and require considerable coaching to determine hypotheses. Outcome interpretation and conclusions are often incorrect. Student attempts to follow the lab protocols.

**Practice TSP
Non-Exemplar #2
Culinary Arts**

Targeted Student Skill Profile	
Culinary Arts	Students will be able to plan and prepare a nutritionally sound meal, applying industry standard cooking techniques and using American Culinary Federation Education Standards for sanitation and safety.
Level	Expectations
Well above typical skill	Students develop a nutritionally sound plan and prepare all courses of a meal, improving upon recipes with additional flavorings that are appropriate and appealing to the meal. The meal is well- prepared, hygienic techniques are followed, and the meal presentation is appealing and innovative. Meals receive strong praise from diners.
Above typical skill	Students develop a nutritionally sound plan and prepare all courses of a meal, accurately, following recipes, using appropriate hygienic principles, and presenting the meal at the table in a highly appealing manner. All components of the meal are appropriately prepared and the meal is well-received by diners.
Typical skill	Students develop a nutritionally sound plan and prepare all courses of a meal, accurately following recipes, using appropriate hygienic techniques, and presenting the meal at the table in an appropriate and visually appealing manner. Some components of the meal may be slightly over or under-cooked, but diners report that food is good.
Below typical skill	Students develop a meal plan that is not nutritionally balanced. All courses of the meal are prepared, with occasional lapses in following recipes as well as several dishes that are over or under cooked making some dishes inedible. Hygiene principles are not consistently followed. Table presentation lacks appeal.
Well below typical skill	Students can't develop a meal plan, prepare courses of a meal, or follow proper hygiene principles. Table presentation lacks appeal.

**Practice TSP
Non-Exemplar #3
French I**

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to apply comprehension of French I vocabulary and structures in order to converse in a culturally appropriate way about everyday topics such as greetings, food, family, etc.
Level	Expectations
Well above typical skill	On the final exam, students respond to almost all written and oral questions about culture (presented in French) with French 1 vocabulary words and appropriate grammatical structure, including proper use of the present, past, and future tenses. Few errors are seen in grammatical structure and tense usage. Uses complex sentences in responses, elaborates on responses, and with proper inflection and diction in oral responses.
Above typical skill	On the final exam, students respond to most written and oral questions about culture (presented in French) with French 1 vocabulary words and appropriate grammatical structure, including proper use of the present, past and future tenses. Few errors are seen in grammatical structure and tense usage, uses complex sentences in responses. A few errors in diction and inflection occur in oral responses.
Typical skill	On the final exam, students respond to the majority of written and oral questions about culture (presented in French) with French 1 vocabulary words and largely appropriate grammatical structure, including proper use of the present, past and future tenses. Sentences are brief. Oral responses are grammatically correct but diction and inflection are weak.
Below typical skill	On the final exam, students respond to some written and oral questions about culture (presented in French) with French 1 vocabulary words and occasional errors in word selection. Grammatical structure is weak with occasional errors intense and sentence structure. Oral responses include grammatical, diction, and inflection errors.
Well below typical skill	On the final exam, students respond inaccurately to many written and oral questions about culture (presented in French) with frequent errors in word selection. Grammatical structure is poor, with misuse of tense, and poor sentence structure. Oral responses are weak, brief and often not in the form of a sentence.

Practice TSP
Non-Exemplar #4
3rd Grade Math

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.
Level	Expectations
Well above typical skill	Students can read and interpret a variety of complex data/graph sets independently. They can identify the steps and equations through both visual representation and a mathematical algorithm. They are able to consistently solve multi-step problems without assistance.
Above typical skill	Students can read and interpret a variety of complex data/graph sets independently. They can identify the steps and equations through both visual representation and a mathematical algorithm most of the time. They are able to consistently solve multi-step problems without assistance.
Typical skill	Students can consistently interpret a variety of data/graphs with increasing complexity that requires minimal assistance. They can solve one step problems independently by setting up either a visual representation or using a mathematical algorithm but minimal prompting is required for the additional steps.
Below typical skill	Students are able to interpret simple data/graph sets consistently. They can solve one step problems by setting up either a visual representation or using a mathematical algorithm some of the time. Two step problems require assistance/prompting on the second step some of the time.
Well below typical skill	Students are able to interpret simple data/graph sets most of the time. More complex graphs/data may require assistance in interpretation. Students can solve simple one step problems using visual representation but may not be able to use a mathematical algorithm. Two step problems require assistance/prompting on the second step most of the time.

Write your own TSP

You will do this on the your own SLO Form in the Google folder provided. Use this space for notes.

Targeted Student Skill Profile	
SLO Skill Focus	
Level	Expectations
Well above typical skill	
Above typical skill	
Typical skill	
Below typical skill	
Well below typical skill	

TSP Student Work Samples- 3rd Grade Math

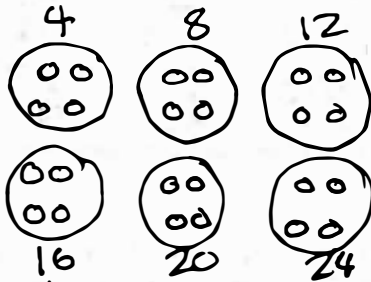
Name Elias

Date _____

1. Aunt Korina and her 3 friends decide to share a cab to go to the mall. If they each spent \$6, how much did the cab ride cost altogether? Write an equation using a letter to represent the unknown. Solve.

$6 \times 4 = n$

→ Note: Equation was given by the teacher because Elias was stuck.



$n = \$24$

For the teacher: Was student able to verbally explain how the solved this problem? Yes ___ No

2. Aunt Korina's 3 friends each order pasta and a lemonade for lunch. Aunt Korina orders only chicken salad.

- a. Use the menu to find how much they spend altogether. Write equations using letters to represent the unknown. Solve.

Lunch Menu	
Pasta	\$7
Chicken Salad	\$9
Lemonade	\$2

Step 1: $7 + 2 = \square$ → pasta + lemonade
 Step 2: $\square \times 3 = \heartsuit$ → cost of friend's food
 Step 3: $\heartsuit + 9 = \underline{\quad}$ → total

$7 + 2 = 9$
 $9 \times 3 = 27$
 $27 + 9 = 36$

Given by the teacher because Elias was stuck.

For the teacher: Was student able to verbally explain how the solved this problem? Yes ___ No

3. Write a word problem that you could solve using this equation: $p = 5 \times 2$

?

Name Vanessa

Date _____

1. Aunt Korina and her 3 friends decide to share a cab to go to the mall. If they each spent \$6, how much did the cab ride cost altogether? Write an equation using a letter to represent the unknown. Solve.

Aunt Korina + 3 friends = 4 people

$$4 \times 6 = 24$$

They spent \$24.

```
graph TD; A["Aunt Korina + 3 friends = 4 people"] --> B1["$6"]; A --> B2["$6"]; A --> B3["$6"]; A --> B4["$6"]; B1 --> C["$12"]; B2 --> C; B3 --> D["$12"]; B4 --> D; C --> E["$24"]; D --> E;
```

For the teacher: Was student able to verbally explain how she solved this problem? Yes No

↳ w/ some support (questions)

2. Aunt Korina's 3 friends each order pasta and a lemonade for lunch. Aunt Korina orders only chicken salad.

- a. Use the menu to find how much they spend altogether. Write equations using letters to represent the unknown. Solve.

Lunch Menu	
Pasta	\$7
Chicken Salad	\$9
Lemonade	\$2

\$9

Aunt Korina - \$9

Friend 1 - \$9

Friend 2 - \$9

Friend 3 - \$9

\$18

\$18

\$36

$$4 \times 9 = 36$$

They spent \$36.

For the teacher: Was student able to verbally explain how she solved this problem? Yes No

↳ w/ some support (questions)

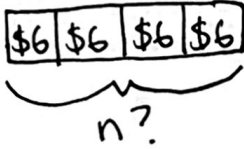
3. Write a word problem that you could solve using this equation: $p = 5 \times 2$

I don't know.

Name Josh

Date _____

1. Aunt Korina and her 3 friends decide to share a cab to go to the mall. If they each spent \$6, how much did the cab ride cost altogether? Write an equation using a letter to represent the unknown. Solve.



$$4 \times 6 = n$$
$$n = 24$$

$n =$ the total cost of the cab ride

The cab ride costs \$24.

For the teacher: Was student able to verbally explain how the solved this problem? Yes No

2. Aunt Korina's 3 friends each order pasta and a lemonade for lunch. Aunt Korina orders only chicken salad.

- a. Use the menu to find how much they spend altogether. Write equations using letters to represent the unknown. Solve.

$F =$ the amount spent by Aunt Korina's friends

$$F = \$27$$

$K =$ the amount spent by aunt Korina

$$K = \$9$$

Lunch Menu	
Pasta	\$7
Chicken Salad	\$9
Lemonade	\$2

$$F + K = 27 + 9 = \$36$$

They spent \$36 altogether.

For the teacher: Was student able to verbally explain how the solved this problem? Yes No

3. Write a word problem that you could solve using this equation: $p = 5 \times 2$

I read 2 chapters of my book every day for 5 days. How much did I read in all?

Name Reina

Date _____

1. Aunt Korina and her 3 friends decide to share a cab to go to the mall. If they each spent \$6, how much did the cab ride cost altogether? Write an equation using a letter to represent the unknown.

Solve.

$$6 \times 4 = n \rightarrow$$

Note: Equation was given by the teacher because Reina was stuck



For the teacher: Was student able to verbally explain how she solved this problem? Yes ___ No

2. Aunt Korina's 3 friends each order pasta and a lemonade for lunch. Aunt Korina orders only chicken salad.

- a. Use the menu to find how much they spend altogether. Write equations using letters to represent the unknown. Solve.

Lunch Menu	
Pasta	\$7
Chicken Salad	\$9
Lemonade	\$2

Step 1: $7 + 2 = \square \rightarrow 9$
Step 2: $\square \times 3 = \heartsuit$
Step 3: $\heartsuit + 9 = \text{---}$

$9 \times 3 = 27$
 $27 + 9 = 36$



↳ Given by the teacher because Reina was stuck.

For the teacher: Was student able to verbally explain how she solved this problem? Yes ___ No ___

3. Write a word problem that you could solve using this equation: $p = 5 \times 2$

I don't know

Name Maria

Date _____

1. Aunt Korina and her 3 friends decide to share a cab to go to the mall. If they each spent \$6 how much did the cab ride cost altogether? Write an equation using a letter to represent the unknown. Solve.

$$4 \times 6 = 24$$

For the teacher: Was student able to verbally explain how she solved this problem? Yes No
w/ some support

2. Aunt Korina's 3 friends each order pasta and a lemonade for lunch. Aunt Korina orders only chicken salad.

Lunch Menu	
Pasta	\$7
Chicken Salad	\$9
Lemonade	\$2

- a. Use the menu to find how much they spend altogether. Write equations using letters to represent the unknown. Solve.

$$7 + 2 = 9$$
$$9 \times 3 = 27 \quad \leftarrow \text{friends}$$
$$9 \times 1 = 9 \quad \leftarrow \text{Korina}$$
$$27 + 9 = 36$$

For the teacher: Was student able to verbally explain how she solved this problem? Yes No
w/ some support

3. Write a word problem that you could solve using this equation: $p = 5 \times 2$

I ran for 2 miles and then for 5 more miles. How far did I run?

Mapping 3rd Grade Math Students' TSP Levels

	Solve 1-2 step word problems	Write the equation	Justify the answer with support	Justify the answer without support	Write own word problems
Elias					
Vanessa					
Josh					
Reina					
Maria					

Targeted Student Skill Profile	
3rd Grade Math	Skill Statement: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.
Level	Expectations
Well above typical skill	Students can solve one and two step word problems using multiplication and division strategies and can generate their own word problems.
Above typical skill	Students can write the equation based on a word problem and use multiplication and division of two and three digit numbers in order to solve one and two step word problems, and can justify their answers without prompting.
Typical skill	Students can write the equation based on a word problem and use multiplication and division of two and three digit numbers in order to solve one and two step word problems. With assistance students can justify their strategies.
Below typical skill	Students can solve one and two step multiplication problems when given the equation, but struggle to create the equation based on the word problem.
Well below typical skill	Students can multiply two and three digit numbers with accuracy, but cannot solve one or two step word problems without assistance.

Student Learning Objectives Form

Teacher Name

Date

School

Appraiser Name

Grade

Subject Area

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

b. What is the SLO skill focus statement for this content area or subject?

c. What led to the decision to focus on this content area and the SLO skill focus?

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Focus		
Level	Descriptors	Number of Students in this level
Well above typical skill		
Above typical skill		
Typical skill		
Below typical skill		
Well below typical skill		

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

- c. Match your current students to the descriptions in the Initial Student Skill profile.
- List the total number of students at each level in the right hand column above, and
 - Record the level for each individual student on the Student Growth Tracker.
 - Check here when both tasks are complete:

Step 3: What are my expectations for these students?

a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below

The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Focus	
Level	Expectations
Well above typical skill	
Above typical skill	
Typical skill	
Below typical skill	
Well below typical skill	

b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.

c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources.

d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- b. What strategies will you use to monitor progress? How will you document your body of evidence for each student.
- c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Optional Notes

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	Approved Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

Student Learning Objectives Form

Teacher Name	Ms. Cabell	Date	09/25/2021
School	Koda ISD	Appraiser Name	Ms. Bexar
Grade	8th	Subject Area	ELA

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.

8th Grade English Language Arts- Using informational text to draw accurate conclusions and support those conclusions using text evidence. Reading/Writing

b. What is the SLO skill focus statement for this content area or subject?

Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.

c. What led to the decision to focus on this content area and the SLO skill focus?

Students struggle with their comprehension of informational text over all the other text genres. They can eventually draw accurate conclusions, but are challenged with the skill of supporting conclusions with correct text evidence. In the past, my students have grown in these skills, but I have not structured the class to ensure that they are putting this evidence down on paper and forming clear writing. I chose to focus on this content because these skills are foundational skills that will allow for students to be successful in all subject areas, for high school, and preparing them for college.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.

8.5(F) make inferences and use evidence to support understanding, 8.6(C) use text evidence to support an appropriate response, sub-8.9(A) explain the author's purpose and message within a text

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Focus	Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.	
Level	Descriptors	Number of Students in this level
Well above typical skill	Students can summarize the most significant information with informational texts, consistently make accurate inferences, and can often connect inferences with appropriate textual evidence, although written explanation of evidence is often weak or underdeveloped.	1
Above typical skill	Students can summarize the most significant information with informational texts and often make accurate inferences, although they struggle to connect inferences with appropriate textual evidence.	6
Typical skill	Students can comprehend informational texts with consistent success summarizing the most significant information, although students often fail to make accurate inferences.	12
Below typical skill	Students can comprehend informational texts but struggle to summarize the most significant information.	3
Well below typical skill	Students struggle to comprehend informational texts and are generally unable to summarize the most significant information.	1

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

I will use my 3rd period class (30)
This class has a range of skill levels.

b. What multiple sources of evidence/student work (both current and historical) did you use to map students to the Initial Student Skill Profile?

Student work from the first 4 weeks of class including: • Below grade level informational text (reading comprehension quiz), • On grade level informational text (reading comprehension quiz), • Summarization paragraph, • 7th grade ELA grades • 7th grade ELA test data, • In-class short answer activity on making inferences based on text

c. Match your current students to the descriptions in the Initial Student Skill profile.

- List the total number of students at each level in the right hand column above, and
- Record the level for each individual student on the Student Growth Tracker.
- Check here when both tasks are complete:

Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below

The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.
Level	Expectations
Well above typical skill	Students can draw accurate conclusions from above grade-level informational texts and support conclusions with optimal evidence that deepens conclusions.
Above typical skill	Students can draw accurate conclusions from above grade-level informational texts and support conclusions with appropriate although not always optimal evidence.
Typical skill	Students can draw accurate conclusions from grade level informational texts and support conclusions with appropriate although not always optimal evidence.
Below typical skill	Students can draw accurate conclusions most of the time from grade-level informational texts and attempt to support conclusions with textual evidence, but the evidence isn't always appropriate.
Well below typical skill	Students can draw accurate conclusions some of the time from grade-level informational texts, but don't attempt to support conclusions or, when prompted, support conclusions with inappropriate evidence.

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, current student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.

- c. What evidence did you use to establish a targeted skill level for each student? Include multiple data sources.

I will use the students individual: ISP Skill Level, Amount of growth they made from EOY 6th grade to 7th grade, Ability to ask for help/attend tutoring Independence level , Attendance in ELA, Writing samples from 7th grade, Accommodations

- d. What will you include in the body of evidence (BOE) that will establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

1. In class claim/evidence essay (September), 2. Explain your evidence project, 3. Support your claim assignment, 4. In class claim/evidence essay (February), 5. In class claim/evidence essay (April), 6. Final exam claim/evidence free response, I will use a 5 point scale for grading each piece of evidence from the BOE.

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group? How will you guide all students toward reaching their targeted growth goals?
- What strategies will you use to monitor progress? How will you document your body of evidence for each student.
- Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet? Who will be members of your team and how often will you meet? How will you share notes, best practices, feedback, etc.?

Optional Notes

- Reading supports for informational texts, Supplemental texts to build prior knowledge, Hold bi-weekly writing conferences Refer to rubrics, Hold goal-setting conversations with students Have students' complete individual trackers, Peer Tutoring
- Complete Student Growth Tracker after each piece of evidence is completed and scored, Strategic/Aggressive Monitoring – Monitoring student work in class to close gaps during instruction, Hold bi-weekly writing conferences with individual students (groups of students working on the same writing skill), Frequently revisit writing rubrics with students, Students share work in common folder, Data Meeting/Conferences
- The writing teachers will meet bi-weekly in our after-school PLCs to share student work samples to calibrate scoring., Discuss and share plans for differentiation based on student data. , Discuss non-academic struggles and success

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input checked="" type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
<ol style="list-style-type: none"> 1) Represents a foundational skill that is specific to the content area 2) Persists throughout the course 3) Measurable through a demonstration of student skill 4) Focus on it will lead to student and teacher growth in this course and beyond 5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course
Initial Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience
Targeted Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth
Plan, Monitor, Collaborate
<p>Plan</p> <ol style="list-style-type: none"> 1) Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals 2) Challenges all students regularly 3) Uses evidence of student work/skill levels to drive planning <p>Monitor and Adjust</p> <ol style="list-style-type: none"> 1) Assesses student progress on SLO at least twice per semester 2) Assessments are aligned to SLO Skill Statement in content and rigor 3) Adjusts pedagogy and lesson plans based on assessment results 4) Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement <p>Collaborate</p> <ol style="list-style-type: none"> 1) Collaborates in order to ensure alignment with district and campus expectations

SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all of the students met their expected growth target and most exceeded their expected growth target
Accomplished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target
Proficient	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target
Developing	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year skill profiles using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for students Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence or a body of evidence that unreliably documents students' end of year growth Significantly less than half of the student met their expected growth target
Improvement Needed	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year preparedness levels using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth Very few of the student met or exceeded their expected growth target

Appraiser Comments:

The table below provides guidance for locating evidence to support evaluation of teachers' effectiveness on the criteria included in the rubric.

Rubric Criteria	Supporting evidence location
Quality of the Skill Statement	Skill Statement Success Criteria
Expectations for students	Targeted Skill Profile Success Criteria, and steps 3 and 4 on the SLO Form
Students meeting targeted growth	Completed Student Growth Tracker at the end of the SLO interval

TIA Tip



For districts using SLOs as their student growth measure for TIA, consider using the chart below to align your SLO ratings to the [TIA Statewide Performance Standards for Student Growth](#).

% of Students who exceeded targeted growth (From SLO Growth Tracker)	% of students who met targeted growth (From SLO Growth Tracker)	SLO Teacher Rating Rubric Level	Alignment to TIA Statewide Performance Standards for Student Growth

Appraiser Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

SLO T-TESS Crosswalk

Connections between Student Learning Objectives (SLOs) and Dimensions of the Texas Teacher Evaluation and Support System (T-TESS) Rubric

Dimension	Connection to SLOs	SLO Component	Dimension in Chapter 149
PLANNING			
1.1 Standards and Alignment The teacher designed clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Teachers select focus standards, determine foundational skills, write a skill statement and in select an approach for delivering instruction aligned to the standards and foundational skills.	Phase 1: Standards-aligned SLO Statement	1B
1.2 Data and Assessment The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Teachers analyze data and use formative assessments to monitor each student’s growth and adjust plans for student instruction. Teacher constructs a reliable body of evidence (BOE) of student work to document growth	Phase 1: Student Starting Level Phase 2: Body of Evidence ((BOE)	5C
1.3 Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	Teachers consider students’ abilities and experiences and consult multiple data sources to determine the best instructional approach to address student needs and to set expected growth goals that reflect high expectations	Phase 1: Student Starting Level, Setting Growth Targets	2A
1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Teachers consider the focus area and Skill Statement when planning lesson content and instructional activities so all students can make progress on their targeted growth goal.	Phase 1: Instructional Plan	3E
INSTRUCTION			
2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	The instructional strategies analysis and corresponding adjustments made by the teacher in the SLO process helps teachers differentiate and elicit growth for every student.	Phase 1: Instructional Plan	3D
2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	The SLO planning process for teachers is grounded in the subject matter/discipline and content-specific pedagogy, including opportunity for deeper learning and college and career readiness.	Phase 1: Standard- aligned SLO Statement	3A
2.3 Communication The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	Teachers share SLO expectations for their learning with students; teachers also communicate closely during learning experience to engage students in their learning. Students are involved in tracking their own progress toward growth.	Phase 2: Progress Check-ins	5B

Dimension	Connection to SLOs	SLO Component	Dimension in Chapter 149
2.4 Differentiation The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Teachers adjust instructional practices based on formative assessments of student work throughout the entire SLO process and build valid and reliable body of evidence of student work aligned to the Skill Statement.	Phase 2: Progress Check-ins	1C
2.5 Monitor and Adjust The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Teachers give consideration to all types of student assessment and feedback for use in implementing and adjusting instruction. Teacher makes modifications based on student work.	Phase 2: Progress Check-ins, Body of Evidence	1F
LEARNING ENVIRONMENT			
3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible and efficient classroom.	Teachers identify instructional strategies, selecting evidence-based activities and using all available resources to maximize learning.	Phase 2: Instruction	4B
3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.	Teachers manage student behavior in order to maximize the time spent learning the content.	Phase 2: Instruction	4C
3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.	Teachers create an environment of respect and a culture of growth to convey the learning content effectively and immerse students in the learning. Students are invested in meeting targeted growth.	Phase 2: Instruction	4A
PROFESSIONAL PRACTICES AND RESPONSIBILITIES			
4.1 Professional Demeanor and Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	Teachers complete each phase of the SLO process with integrity and fidelity, meeting deadlines and providing all documentation as requested. Valid and reliable procedures are in place for the administration and scoring of all student work tasks.	Entire SLO process	6D
4.2 Goal Setting The teacher reflects on his/her practice.	Teachers plan instruction with deliberation, set growth targets, and monitor each student's growth. Teachers reflect at all stages on the need for immediate instructional changes in order to guide students toward meeting their targeted growth goals.	Phase 2: Progress Check-ins; Phase 3: Reflection	6A
4.3 Professional Development The teacher enhances the professional community.	Teachers collaborate throughout the SLO process reviewing data, sharing best practices, and providing feedback to one another.	Phase 2: Progress Check-ins Phase 3: Evaluate/Reflect	6B
4.4 School Community Involvement The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	In implementing the SLO process, teachers expand their learning circle and their sphere of influence.	Entire SLO process	6C

Notes:

Notes on SLO Skill Statement

Notes on ISP

Notes on mapping students to the ISP

Notes on TSP

Notes on setting targeted growth goals on the TSP

Notes on Body of Evidence

Notes on Beginning of Year Conference

Notes on Middle of Year Conference

Notes on using the Body of Evidence to measure students' end of year skill level on the TSP

Notes on End of Year Conference

General Notes