

*Student Learning Objective (SLO)  
Implementation Guide for Administrators  
2017-2018*



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This document is designed to provide administrators with guidance for implementing the Student Learning Objectives (SLOs) process. The goal is to provide administrators with key considerations to facilitate each phase of implementation. Additional resources will be provided on the project website: [TEASLOpilot.com](http://TEASLOpilot.com)

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## Vision Statement

The Student Learning Objective (SLO) model in Texas provides a framework for continuous dialogue between students, teachers and principals to support teacher development and student growth throughout the year.

## Guiding Principles

- Support Growth and Development: Provide a meaningful framework to support student growth and teacher development.
- Support Local Autonomy: Provide flexibility for districts, campuses, and classrooms to adapt as needed.

## Design Attributes

- Instructionally Valuable: Support educators to make responsive instructional decisions throughout the year.
- Standards-Aligned: Address academic standards that are critical to student learning.
- Equitable: Meet the unique needs of all students and teachers.
- Transparent: Be clear, concise and easily understood.
- Manageable: Be easily incorporated into and enhance existing methods for measuring student learning.

## Using this Guide...

The purpose of this Student Learning Objective Handbook is to provide implementation guidance for campus administrators. This guidance is not designed as a stand-alone resource for SLO implementation but should accompany training on the SLO process and support throughout the year.

The design of this SLO model was driven by the Texas Student Learning Objective Advisory Committee, comprised of classroom teachers, principals, central office administrators, and Educational Service Center staff. The Texas Education Agency's goal is to assist districts in implementing a model that continually supports teacher development and is instructionally valuable for teachers and students.

## What are Student Learning Objectives?

Excellent teachers regularly set learning goals for their students and use a variety of data sources to monitor progress towards these goals throughout the year. The Student Learning Objectives process aims to capture this best practice as a means to allowing teachers and teacher appraisers to determine and reflect on a teacher's pedagogical strengths and areas for growth.

Student Learning Objectives are:

- Student growth goals
- Set by teachers
- Focused on a foundational student skill that is developed throughout the curriculum
- Tailored to the context of individual students
- Designed to help teachers better understand the impact of their pedagogy
- For the purposes of refining instruction.

## Why use Student Learning Objectives (SLOs) as a Measure of Student Growth?

SLOs drive both teacher practice and student learning by strengthening instruction. The use of SLOs has been associated with improved student outcomes on standardized assessments. Teachers crafting SLOs report improved understanding of how to use data to determine student needs and to measure progress toward goals. SLOs encourage collaboration among teaching peers as well as between teachers and their appraisers. And, SLOs encourage the adoption of a long-term vision for student learning and contribute to more meaningful discussions about vertical planning.

*The SLO Process represents a continuous cycle of improvement embodied in strong teaching practice. Teachers and their appraisers will use SLOs to design strategies to meet their goals for student success, beginning with planning and leading to thoughtful instructional design and delivery. Throughout the year, teachers will collect evidence of student learning and adjust instruction accordingly. At the end of the cycle, teachers will reflect on outcomes and plan to refine their practice for the following year.*

## Getting Started with Student Learning Objectives

Student Learning Objectives provide an effective process for improving instructional practices by encouraging thoughtful, deliberate, and evidence-based decisions that should ultimately result in improved student learning. Like any research-based practice, however, the impact of the process is greatly influenced by the quality of the implementation.

For teachers, the process begins with determining the focus of the SLO and then basically mirrors what we know about effective teaching as it progresses. For administrators, however, the process begins with an informal assessment of current campus capacity in key aspects of the process to guide the development of systems of support to facilitate implementation. The purpose of this guide is to help administrators support teachers in this valuable work.

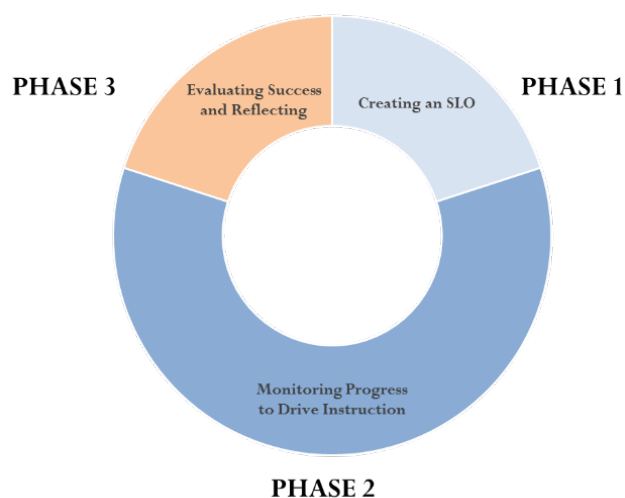
## A special note about a district's first year of SLO implementation...

While SLOs are a mostly intuitive process for teachers, achieving smooth and consistent implementation district-wide works best with a coordinated effort from multiple departments across the organization. For the first year of implementation, districts are strongly encouraged to maintain focus on the core aspects of SLOs and implementing the process with quality, both of which lead to valuable teacher reflection and the resulting adjustment of instructional practice.

# The Texas Student Learning Objective Process

## Process Overview and Planning Considerations

The Student Learning Objective process should be used throughout the school year to help teachers plan backward from an end vision for student success. This process helps encourage regular conversations and collaboration between teachers, students, and appraisers in order to ensure that instruction facilitates students' progress toward growth goals.



The SLO process represents a continuous cycle of improvement embodied in strong teaching practice. Teachers and their appraisers will use SLOs to design strategies to meet their goals for student success, beginning with planning and leading to thoughtful instructional design and delivery. Throughout the year, teachers will collect evidence of student learning and adjust instruction accordingly. At the end of the cycle, teachers will reflect on outcomes and plan to refine their practice for the following year. For ease of understanding, the SLO process has been grouped into three key phases to define the sequence of actions to be taken.

### Phase 1: Creating a Student Learning Objective

The first phase focuses on purposeful planning of instruction. At the beginning of the course, teachers work with each other, their appraisers, and other support staff to identify foundational skills to address, create an instructional plan, and identify student starting points as the SLO is crafted. During this phase, teachers will develop and articulate a clear vision for student growth and strategies to be used to monitor progress toward those goals.

### Phase 2: Monitoring Progress to Drive Instruction

After the Student Learning Objective is completed and approved by the appraiser, teachers will work with each other and their appraiser, engaging in ongoing dialogue about progress toward goals. These discussions will also be opportunities for teachers to receive feedback and support, and to develop strategies to adjust instruction based on progress monitoring findings. To improve efficiency in implementation, SLO processes should be integrated into existing support frameworks at each school.

### Phase 3: Evaluating Success and Reflection

This last phase takes place at the end of the course and includes a conversation between the teacher and his or her appraiser regarding the quality of the SLO, the level of expectations for student growth, the teacher's effectiveness at monitoring students' progress and adjusting instruction, and how well students did in meeting or exceeding growth targets. This conversation results in an overall rating that is based on these factors. The final conversation is designed to help teachers and appraisers reflect on student progress and teacher practice throughout the course in order to plan for the refinement of instruction for the following year.

## Designing and establishing a system of supports for SLO implementation

### Implementation Pre-work

Prior to teachers beginning their work on Phase 1 of the SLO process, campus administrators, working in conjunction with district administration, lay the groundwork for successful implementation of the SLO process through their work on the District- and Campus-Level Decisions worksheets (see Appendices A and B). Although district and campus understanding of the SLO process will continue to develop as the process unfolds, these decisions serve as the foundation that can enhance alignment of the implementation decisions made throughout the year and keep the district on course to reach the desired outcomes.

District and campus leaders should finalize the district approach to the key aspects of the SLO process outlined on the District Planning Worksheet following the initial SLO orientation. Then, campus leaders can begin to plan for the specific supports necessary for successful campus implementation. Throughout the planning process, it may be helpful for administrators to think of these implementation tasks as organized into one of five key elements: Campus Culture and Capacity; Expectations & Procedures; Staff Training; Access to Resources and Data; and Communication, Timeline, and Technology.

The campus administrator's role is pivotal, both for establishing expectations and developing structures to support the work on this process. To ensure a successful launch to the process, allow ample time to introduce the process, building understanding and momentum for doing the work. This will help teachers get started on the right track and reduce any anxiety and ambiguity they may feel associated with a new process.

Throughout the implementation process, it is important for the administrator to establish and to maintain the connection between appraisal and the SLO process. Many of the SLO activities and conferences can and should occur in conjunction with other campus initiatives and components of the appraisal process. More information about these connections is included in each step of this guide. After reviewing this guide, appraisers may wish to create a prioritized Appraisal / SLO Calendar to help ensure that the timing and sequencing of each step reflects the anticipated campus needs for successful implementation.

### Key Elements for Campus Leaders

These five key elements are threaded throughout this guide to assist administrators in organizing and prioritizing the planning process for campus implementation.





## Unpacking the Key Elements

### Campus Culture and Capacity

It is essential that campus leaders consider how the SLO process aligns with existing campus culture and capacity prior to creating an implementation plan. If the SLO process represents a significant change or will require substantial support, campus and district leaders are strongly encouraged to design the rollout process to reflect that reality. Even districts already involved with work similar to SLOs will likely experience some implementation challenges that come from any new process. Administrators should reflect on the following as they consider how the current campus capacity aligns with the SLO process:

- To what extent does the current appraisal process emphasize educator growth and development through reflection and evidence-based feedback?
- To what extent does the campus already engage in similar or related processes such as PLCs, portfolios, or other collaborative processes focused on teacher and student growth?
- What is the current campus capacity and comfort with collaborative planning and constructive, collegial feedback?

By carefully considering current campus capacity, administrators are able to design a more effective implementation strategy that proactively addresses possible obstacles. The SLO process itself is a growth process, and educators will refine and improve implementation as they become more familiar with the process.

### Expectations and Procedures

To implement an SLO process that remains centered on teacher development and student learning, ensure that teachers clearly understand the expectations of the process as well as your own commitment to supporting them throughout the process. Perhaps the most important expectation to convey is that it is the philosophy of the SLO approach that drives the process – not adherence to mechanical procedures. And that key philosophy is this: **An increased focus and awareness of the impact of instructional choices creates opportunities for effective adjustments and improvements to practice, which in turn leads to improved student outcomes.** As administrators plan for implementation, set clear expectations that the process is about increasing reflection on teaching for the purpose of becoming a more thoughtful, deliberate, and evidence-based practitioner.

SLOs are most valuable when implemented with fidelity with the philosophy of the process, not by focusing on perfecting the paperwork. The full SLO cycle takes time, but crafting SLOs still bring benefits even in the early stages. The goal of the first year is to develop a deeper understanding of the thinking behind the SLO process and to embrace and embed that approach into the core culture of the school. Strive to create expectations and structures that allow educators the time necessary to engage in evidence-based reflection on the impact of instructional choices and to apply that insight to future work. Keep in mind that implementation is a cyclical process, with deeper understanding gained as you progress through the process. As with most new things, staff will become more proficient and more comfortable with the process over time as they continue to learn from experience and receive additional training to develop their skills and understanding.

### Staff Training

It should be clear that SLO training is on-going, especially throughout the first year. At the beginning of the year, the training should focus on ensuring educators have a clear understanding of the process and

are able to begin crafting their SLO. The initial training can occur in one session or in a series of trainings, however, it is important to be mindful of the recommended timeline when scheduling a series of trainings. As designed, there can be a separate orientation requiring a limited time commitment of an hour followed by self-study modules that could be reviewed during team, PLC, or planning meetings for Steps 1-4. During Phase 2, as teachers engage in the core aspects of the SLO process – planning, teaching, collecting and analyzing evidence, and then planning again based on that evidence – SLO training may shift to a coaching model to better align with the needs of adult learners. It is also recommended that SLO training and coaching be incorporated into existing frameworks, such as PLCs, to the extent possible. A self-study module reviewing actions teachers should take in Phase 2 is available as well.

Use clarity gained from the pre-assessment of campus capacity, described above, to help prioritize available time and resources as a plan for on-going training and collaborative meetings for participating teachers is mapped into the existing schedule. SLOs are designed to encourage staff to learn from each other. One recommended strategy is to broaden staff understanding by creating opportunities for staff, such as a grade level or subject team, to share insights they have gained throughout the process with the larger school community.

### Access to Data and Resources

During the initial steps of the SLO process, teachers may need to access data to help them work through their SLO. These data may include recent historical grade-level or course data to determine an SLO focus, as well as recent academic and other student-specific data to better understand each student's learning tendencies and other factors that may impact the student's learning in the focus area. Administrators should facilitate teachers' use of multiple sources of data and encourage an expanded view of data beyond state-and district-level assessments.

As teachers progress through the SLO process of selecting a focus, determining student targets, and designing a plan to ensure all students reach the desired goal, one of the primary resources teachers could use is the expertise found within their district, often on their own team. The SLO process encourages teachers to become more thoughtful, deliberate, and evidence-based. By establishing a structured reflection process and expectations for high-level pedagogical discussions, SLOs may assist teachers in becoming more nuanced in their use of resources to support learning.

Please consider the following guiding questions as you determine your campus needs related to data and resources:

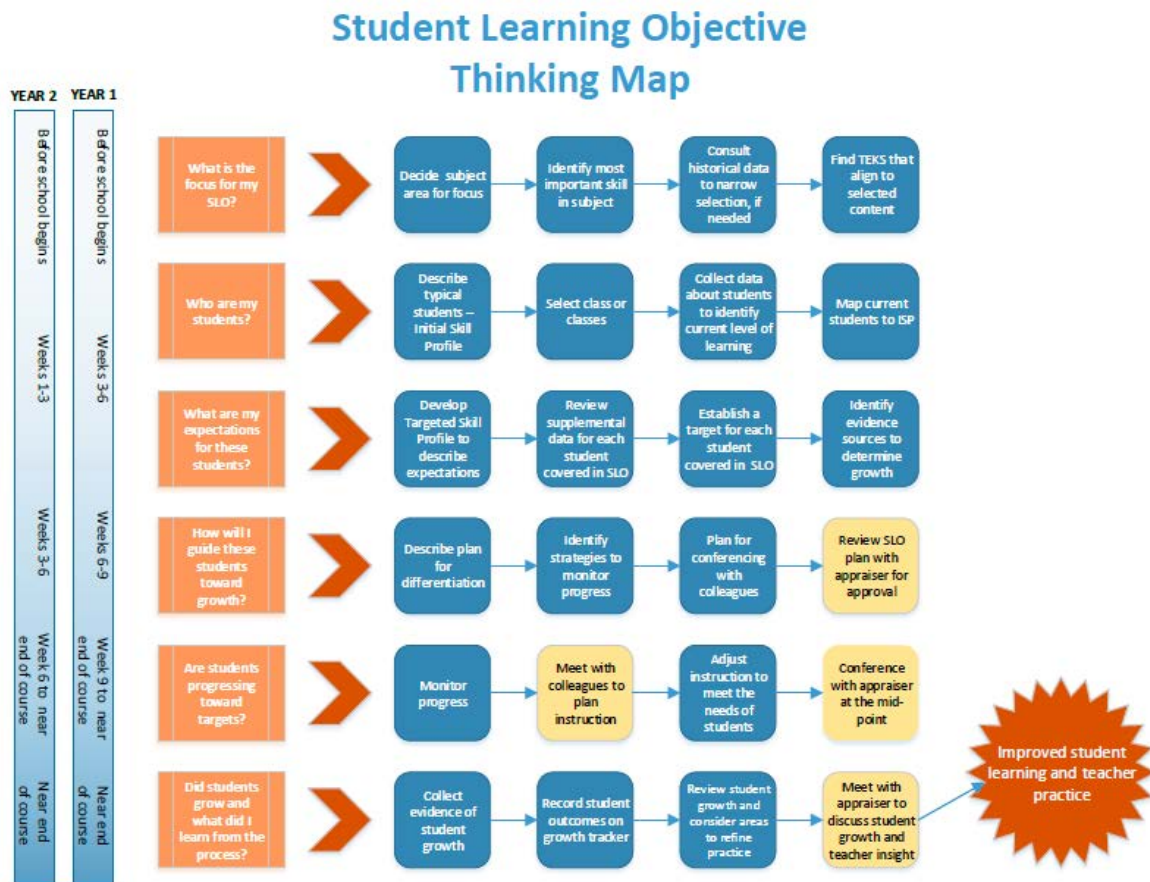
- How easily can teachers access the data necessary to inform decisions about SLO focus and student growth targets?
- What is the current staff capacity for data analysis and application?
- What is the availability of instructional resources and expertise to support teachers in monitoring progress and adjusting instruction throughout the process?
- In what areas is additional training needed to support teachers in data analysis and interpretation?

### Communication, Timeline, and Technology

As you create your campus SLO implementation plan, be aware the process will almost always take longer during the first year. To allow time for staff to reach an initial level of understanding of the process, plans should be flexible. Taking advantage of the pre-work guidelines will allow administrators to be better able to anticipate challenging aspects for their campuses and provide opportunities to gather resources,

minimizing delays. As with all new processes, effective communication is important. Campus technology can assist with communication as well as with the mechanics of the process, such as submitting materials and sharing resources.

Limited technology should not be a barrier to implementation. At the heart of SLOs is the process of a teacher designing and adjusting instruction based on on-going reflection and an ever-increasing understanding of student needs and student response to instructional strategies. The appraiser serves as a collaborator, and at times as a guide, throughout the process. Technology merely serves to facilitate the process as teachers and appraisers work together to deepen their knowledge of the craft of teaching and improve outcomes for students.



## Question 1: What is the focus of the teacher's SLO?

### Teacher

- Select the content or subject area for the SLO and then the most important skill within that content or subject area, utilizing historical data, if needed, to narrow the focus.
- Determine connection(s) between selected skill focus and TEKS.

### Administrator

#### Staff Capacity:

- New teachers or new-to-content teachers will need additional support for this step.
- The SLO approach to determining the key skill focus may challenge some veteran teachers to reflect on course content from a different perspective.
- For all teachers, the basic question they are answering is “When my students leave this course, what is the one skill that must be developed for me to consider my time with them as successful?”

#### Communication & Timelines:

- Convey the key message: This step begins with the content, not the TEKS.
- Clarify that teams may share a common skill focus, however, a single school-wide focus is not appropriate for SLOs.
- Dedicate time for teachers, preferably working with peers, to collaborate on this prior to the first day of school.
- Reinforce that teachers should not become mired in the data review process if consulting historical data is necessary.

#### On-going Training and Support:

- As you gain additional insight to staff content knowledge, consider what additional training may be needed to build staff capacity.

#### Protocol / Procedures:

- What is the campus expectation for teachers to work with team/peers during this step?
- How will progress be monitored? Consider involving teacher leaders and C&I specialists to provide support and assist with monitoring.

#### Technology:

- How easy is it for teachers to access data to assist in narrowing or selecting the focus area?
- Do you have the technology necessary to support this process? If not, what steps or “workarounds” are needed to address the situation?

**Complete before the first day of class**

## Recommendations for Selecting an Area of Focus

	YEAR 1	YEAR 2
Elementary	Common Focus	Teacher and appraiser decide area of challenge
Secondary	Common Focus or area of preference	

Curriculum and Instruction personnel may be engaged to provide general guidance regarding the appropriate focus for SLOs, especially for new or new-to-subject teachers.

For the first year, teachers should select a subject or content area (math, science, reading, etc.) that will allow them to focus primarily on learning the SLO process rather than selecting an area that will be more challenging. Teachers should be encouraged to work in teams in a common subject or content area or to work in an area where they already have some proficiency.

After the first year of implementation, teachers should be encouraged to focus on a subject or content area that provides the greatest opportunity for growth. During subsequent years, the decision about where to focus should be included as part of a goal-setting and professional development planning conversation during the end-of-year conference. Consider referring to information from the teacher's appraisal regarding areas of strength and refinement to enhance alignment between all aspects of T-TESS to reinforce the idea that SLOs are part of the appraisal system.

***Coaching Connection:* Teacher's Guide, pgs. 8 -11**

## Question 2: Who are the teacher's students?

### Teacher

- Describe the range of skill levels you expect your students to possess when entering the course for the selected skill focus. (Initial Skill profile, or ISP)
- Select class or classes that you will include in the SLO.
- Collect data from current students to map students onto the ISP.
- Record on Student Growth Tracker (SGT).

### Administrator

#### Staff Capacity:

- Plan for additional support that may be needed for new and new-to-content teachers.
- Identify current or potential teacher leaders and specialists who can assist other teachers to develop their SLO.
- Look for sufficient differentiation of levels to allow accurate mapping of students.

#### Communication & Timelines:

- Convey this key message: This step is about describing the range of skills students typically possess on the first day of school in the selected area of focus.
- Remind teachers that this work could be completed prior to receiving their class list(s) for the year to help ensure the ISP is created based on “typical” or expected students.
- Dedicate time for teachers, preferably working with peers, to work on this prior to the first day of school.

#### On-going Training and Support:

- Continue ongoing support and development for teacher leaders and/or specialists assisting with SLO development.
- Consider what additional training may be useful to build staff capacity as you gain additional insight about staff content knowledge.

#### Protocol / Procedures:

- What is the campus expectation for teachers to work with team/peers during this step?
- How will progress be monitored? Consider involving teacher leaders and C&I specialists to provide support and assist with monitoring.

#### Technology:

- Do you have the technology necessary to support this process? If not, what steps or “workarounds” are needed to address the situation?

**Begin prior to first day of class – complete by week 3**

## Guidelines for Selecting the Target Class

	YEAR 1	YEAR 2
Elementary Generalist	Whole class	Whole class
Elementary Departmentalized	Most representative class	Most challenging class for teacher
Secondary		

For the first year, encourage departmentalized teachers to select a representative class, but not the most challenging class so teachers can focus on learning the SLO process.

### Gathering information about students' current level of mastery on selected area of focus

Review the campus calendar to ensure there are adequate opportunities for teachers to gather multiple data points to determine students' initial skill level within the first few weeks of school. These data can come from both formal and informal sources, including written assignments or performance tasks, pre-tests/diagnostic tests (where readily available), district formative assessments, exit-tickets or surveys, and observational data.

Ensure that teacher leaders and other available curriculum specialists can provide guidance and support to those who need it to ensure the selected measures are well-aligned with the selected skill.

***Coaching Connection:* Teacher's Guide, pgs. 12-17**

### Question 3: What are the teacher's expectations for these students?

Teacher	Weeks 3 - 6 (YR1) / Weeks 1 - 3 (YR2)
<ul style="list-style-type: none"> <li>• Develop the Targeted Skill Profile (TSP) to describe growth expectations that reflect challenging yet reasonable goals for current students based on present skill level.</li> <li>• Review supplemental data to establish a growth goal for each student covered in the SLO.</li> <li>• Record goals on the Student Growth Tracker (SGT).</li> <li>• Identify performance measures that will be used to determine end-of-year student skill level for SLO skill focus.</li> </ul>	
Administrator	Weeks 3 - 6 (YR1) / Weeks 1 - 3 (YR2)
<p>Staff Capacity:</p> <ul style="list-style-type: none"> <li>• Plan for additional support that may be needed for new and new-to-content teachers.</li> <li>• Consider teachers' current skill level for data analysis.</li> <li>• Plan for support that may be needed to ensure alignment between evidence sources and skill targets.</li> </ul> <p>Communication &amp; Timelines:</p> <ul style="list-style-type: none"> <li>• Key Message: Reinforce that the TSP is tailored to the selected students and should reflect an enhanced proficiency in the skill selected, not just an increased score on the same measure.</li> <li>• Communicate clearly regarding acceptable performance measures, which could include traditional assessments, projects, essays, lab reports, presentations, or other similar assessments.</li> </ul> <p>On-going Training and Support:</p> <ul style="list-style-type: none"> <li>• Teachers may need additional support to establish appropriate growth goals for students who are significantly below or above grade-level.</li> </ul> <p>Protocol / Procedures:</p> <ul style="list-style-type: none"> <li>• What is the campus expectation for teachers to work with team/peers during this step?</li> <li>• How will progress be monitored? Consider involving teacher leaders and C&amp;I specialists to provide support and assist with monitoring.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Do you have the technology necessary to support this process? If not, what steps or "workarounds" are needed to address the situation?</li> </ul>	



## Supplemental Data Sources

Supplemental data sources teachers can review for determining a challenging yet reasonable targeted skill goal for each student could include:

- Previous academic performance from prior years in vertically aligned courses and in courses that correlate with the skill focus for the course in question. For example, performance in math courses may correlate with the logical thinking necessary for an ELA argumentation skill focus.
- Related student-specific data, such as attendance, participation in extra-curricular activities, and any other factors that have impacted student learning in the past.

## Data Sources for End-of-Year Skill Level – Key Considerations

- Check for alignment between the summative task(s) and/or assessment(s) and the skill focus of the SLO. To accomplish this goal, it may be necessary to ask teachers to submit the proposed measures along with the SLO.
- Check for a sufficient number of items or tasks related to the SLO skill focus to adequately capture student skill level.
- Consider having staff create an item analysis that provides a blueprint of the task or assessment for teacher- and locally-developed measures that demonstrates alignment with identified standards and the cognitive complexity (Bloom’s Taxonomy, etc.) required for each component.

## Regarding Growth Goals

- When establishing growth goals, encourage teachers to consider the student’s previous performance tendencies but to not be bound by them. In particular, ask teachers to reflect on to what extent the previous growth trajectories may reflect isolated factors impacting student performance, both positively and negatively. Although educators should never completely ignore reliable previous data, they should also never dismiss opportunities to discover new and more effective approaches for maximizing student growth.
- Since the TSP is based on the skill level of current students, it may not align with the TEKS grade level expectations for that skill. For example, if the ISP reveals students are already at a high level of proficiency with the identified skill, the TSP should reflect appropriate levels of growth, some of which may exceed the TEKS grade-level expectation. Conversely, if the ISP reveals students are well below proficiency with the identified skill, the TSP should still reflect appropriate levels of growth, some of which may fall below the TEKS grade-level expectation. Administrators may wish to consider asking teachers to indicate where the TEKS grade level expectations aligns with the TSP to assist in monitoring the overall status of student mastery with regard to grade-level expectations. Awareness of the grade level expectation, however, does not change the expectation that the TSP should always be determined by setting a challenging yet reasonable growth goal for each student based on his or her current skill level and previous growth trajectory.

***Coaching Connection: Teacher’s Guide, pgs. 18-21***

## Question 4: How will the teacher guide these students toward growth?

Teacher	Weeks 6 - 9 (YR1) / Weeks 3 - 6 (YR2)
<ul style="list-style-type: none"> <li>• Develop plan for differentiation.</li> <li>• Identify strategies to monitor progress</li> <li>• Create a schedule for regular, structured opportunities to conference and collaborate with colleagues.</li> <li>• Review SLO plan with appraiser for approval.</li> </ul>	
Administrator	Weeks 6 - 9 (YR1) / Weeks 3 - 6 (YR2)
<p>Staff Capacity:</p> <ul style="list-style-type: none"> <li>• Consider which teachers may need additional support to plan scaffolded instruction, to select instructional strategies aligned with student learning needs and preferences, and to select appropriate methods/materials to monitor student progress.</li> <li>• Identify current or potential teacher leaders and specialists who can assist other teachers with refining their SLO prior to the approval conference.</li> <li>• Consider your capacity and comfort level with all content areas and what additional resources you may desire to support you in this work.</li> </ul> <p>Communication &amp; Timelines:</p> <ul style="list-style-type: none"> <li>• Incorporate the SLO approval conference into regularly occurring meetings when possible.</li> <li>• Ensure this pivotal step in the SLO process is completed in a timely manner by making it a priority in the schedule.</li> <li>• Use data gathered from SLO approval conferences to ensure teachers have access to necessary resources, including expertise available through campus, district, and ESC staff.</li> </ul> <p>On-going Training and Support:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to receive feedback from colleagues on their SLO prior to the SLO approval conference with their appraiser.</li> <li>• Ensure that the campus calendar and daily schedule support regular opportunities for collaboration. Shelter designated SLO collaboration time from other meeting requests such as ARDs, Rtl, etc.</li> <li>• Consider the current capacity and comfort level of the campus for instructionally focused collaboration.</li> </ul> <p>Protocol / Procedures:</p> <ul style="list-style-type: none"> <li>• What is the campus expectation for teachers to work with team/peers during this step?</li> <li>• How will completion and submission of the SLO be monitored? Consider involving teacher leaders and C&amp;I specialists to provide support and assist with monitoring.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Do you have the technology necessary to support this process? If not, what steps or “workarounds” are needed to address the situation?</li> </ul>	

## SLO Approval Process

The SLO Approval process should be viewed as the beginning of a year-long dialogue between the appraiser and the teacher. As such, SLOs should be approved by the teacher's primary appraiser. Once the SLO has been approved, changes to the expectations for student growth should only occur due to extreme and extenuating circumstances, and only then with the explicit and documented approval of the appraiser. Any changes relative to instructional strategies resulting from monitoring progress and adjusting instruction, should be captured in teachers' notes on progress as part of the reflection process. This will be a key element to demonstrate how a teacher's thinking about his or her practice and students has evolved throughout the SLO process.

During the first year of SLO implementation, developing and approving SLOs will likely take longer than in subsequent years. While SLO quality should not be sacrificed for the sake of a deadline, it is important for administrators to ensure the overall process doesn't stall during this step. Once SLOs have been thoughtfully crafted and are at an acceptable level of quality, teachers should move to Phase 2 when they will begin to reflect on the impact of their instructional choices and adjust accordingly. This phase may yield some of the most critical insights into the interaction between teacher practice and student learning.

The SLO Approval process should include a review of each teacher's SLO Form, Student Growth Tracker (SGT), and other documentation the appraiser may want to see, such as samples of end-of-year performance measures selected by the teacher. The SLO Quality Tool provides guiding questions to assist the teacher and appraiser in reviewing the SLO for approval.

The SLO approval process should also include a discussion of the SLO rating rubric that will be used to evaluate the teacher's work at the end of the SLO interval. It is important to remind teachers that ratings are based on teacher practice and student growth, not solely student growth.

During the approval process and throughout the year, remind teachers that an integral part of the process involves teacher reflection and adjustment in response to evidence of student progress collected throughout the year. The SLO process captures a teacher's ability to develop and adjust instruction to evolving student needs.

Suggestions for the SLO approval process:

- Design a planning structure that will encourage teachers to seek feedback on their SLO from peers, coaches, or team leaders prior to submission. This will ensure that SLOs will be more refined when they are submitted to the appraiser for approval.
- The SLO approval conference may be held in conjunction with other regularly scheduled meetings and may involve a group of teachers who share a common SLO focus rather than meeting with each individually. As a reminder, although teachers can share a common SLO focus, each teacher's students are different, so their SLOs should ultimately be different, too, particularly in relation to student expectations on the Targeted Skill Profile.
- When feasible, ensure the necessary technology is available to allow teachers to make modifications to the SLO during the approval conference.

## SLO Approval Process – Other Key Considerations

### *Area of Focus*

Appraisers should encourage teachers to select a skill focus with sufficient depth and complexity to sustain the process through the course. The skill focus should involve skills that are essential to not only the current course, but that will also be applicable to other current courses and possibly more advanced coursework. These should be considered “lifelong” skills.

### *Differentiation*

Appraisers should look for how teachers plan to ensure that the needs of all learners, including the most- and least-advanced students, are addressed in the teacher’s instructional planning and design.

### *Monitoring Progress*

Appraisers should look for how teachers plan to:

- Monitor student progress regularly, using both formal and informal measures.
- Use the information gained through progress monitoring to tailor instruction to meet evolving student needs.
- Reflect on the data gained through progress monitoring to gain insight into their professional practice.

### *Teacher Collaboration*

- Coordinate SLO collaboration meetings with existing processes such as PLCs or team meetings to the extent applicable.
- Ensure the campus calendar and daily schedule support opportunities for collaboration.
- Shelter designated SLO meetings to ensure that other meetings do not encroach on critical collaboration time.
- Consider options for teachers to capture key reflections on data review and instructional planning to assist in their MOY and EOY SLO review. The idea is to provide a manageable vehicle that will assist teachers as they reflect on their instruction without adding more paperwork.
- Consider options to provide collaboration opportunities for teachers in unique positions who may not have a peer group available on campus.\*

*\*Note: While it is preferable for all teachers to have regular opportunities to collaborate with content peers, occasional opportunities to collaborate across subjects and/or grade levels can provide additional valuable perspectives on teaching strategies and connections between content areas.*

***Coaching Connection: Teacher’s Guide, pgs. 21 - 24***

## *Guidance for Beginning-of-the-year conferences:*

### Before the Conference

1. Before scheduling a conference, ask teachers to submit the completed SLO form and Student Growth Tracker, as well as any documentation that would support the SLO. This could include examples of evidence or measures they will use at the end of the SLO interval to determine growth.
2. Review the documentation and consider the following factors in your review:
  - Appropriateness of content selection: Is it a foundational skill? Will it be addressed throughout the year?
  - Clarity in the profiles: Can one level easily be distinguished from the other?
  - Evidence: Are the measures appropriate for the content?
  - Expectations: Are teachers' expectations for growth rigorous but attainable?
3. Consider reviewing the SLO using the SLO Quality Tool. This tool will provide you with guidance for expectations about SLO development. As a rule of thumb, any SLOs that fall in the far right column on the SLO Quality Tool do not meet the basic requirements and should be sent back for revision.

### During the Conference

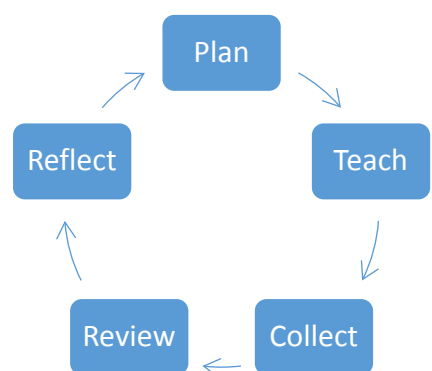
1. Where possible, combine the SLO conference with existing goal-setting and professional development planning conferences or fall semester observation pre-conferences, if applicable. If that is not possible due to timing, consider reviewing common SLOs together. This could include grade-level teams or content-area teams. Even if they do not share a common SLO, their SLOs are likely to be similar in focus, and working together as a team will help refine the SLOs.
2. Always start and end on a positive note. Encourage teachers by focusing on the strengths of the SLO as it currently stands.
3. The prompts below highlight the kinds of questions you might want to ask teachers during the beginning of the year conference:
  - How were decisions made about the focus? What personal knowledge or experience led to the selection?
  - Was data reviewed to make the selection for a focus? What data was used? How did it guide the focus?
  - How was the Initial Student Skill profile created? How did you assign students to descriptors? Were there any challenges in that process?
  - Select one or two students and ask about the targets set for them. Focus on targets that may not be consistent (higher or lower than others). What factors went into that differentiation?
  - What is the plan for instruction to address all of the students?
4. If you feel the SLO is not sufficient, return the SLO requesting revisions. It may be best to meet with the teacher to discuss your requests. In fact, changes may be made during that conference to eliminate the need for another meeting.
5. Consider reviewing the SLO Rating Rubric to be used by the district with the teacher. This will help them understand that when SLOs become part of the appraisal system, teachers' work with SLOs will be evaluated based upon the thoughtfulness of the SLO design, willingness to adapt instruction throughout the interval, student growth, and reflection on outcomes. This will help reinforce that SLOs are a process focused on teacher reflection, adjustment, and growth.

## Question 5: Are the teacher's students progressing toward their targets?

Teacher	<b>From Week 9 (YR1) or Week 6 (YR2) to near "end of course"</b>
<ul style="list-style-type: none"> <li>Plan and provide differentiated instruction to further student learning (on-going).</li> <li>Monitor student progress toward goals (on-going, record on the Student Growth Tracker).</li> <li>Review student progress with colleagues to engage peer knowledge and experience as a resource while planning for instruction (on-going).</li> <li>Adjust instructional plans to meet evolving student needs (on-going).</li> <li>Conference with appraiser "mid-year" to review progress of SLO process.</li> </ul>	
Administrator	
<p>Staff Capacity:</p> <ul style="list-style-type: none"> <li>Consider teachers' ability to evaluate alignment between skill focus, classroom instruction and practice, and the assessments or measures used to monitor growth.</li> <li>Consider teachers' ability to adjust instructional scaffolding based on progress monitoring data.</li> <li>Consider how SLO work may complement other processes such as RtI, portfolios, etc.</li> </ul> <p>Communication &amp; Timelines:</p> <ul style="list-style-type: none"> <li>Key Message: This step is where the SLO process can increase an educator's skill in monitoring and adjusting instruction to ensure it meets student needs.</li> <li>Look for and establish structure for ongoing dialogue with and among teachers.</li> <li>The MOY Conference may be held in conjunction with other scheduled meetings or pre- and post-conferences occurring from about Week 12 (mid-November) through Week 22 (mid-February) of the school year.</li> </ul> <p>On-going Training and Support:</p> <ul style="list-style-type: none"> <li>Ensure staff collaboration meetings are occurring regularly and are valuable for teachers.</li> <li>Look for ongoing formative progress-checks and instructional adjustments.</li> <li>Provide opportunities to calibrate grading practices across the team if teachers are using common assessments aligned with a shared SLO focus.</li> <li>Begin training for EOY processes about 12 weeks prior to the end of the school year.</li> </ul> <p>Protocol / Procedures:</p> <ul style="list-style-type: none"> <li>Consider involving teacher leaders and C&amp;I specialists to provide support and assist with monitoring.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>Do you have the technology necessary to support this process?</li> <li>What technology may be needed to facilitate collaboration between teachers?</li> <li>If technology is an issue, what steps or "workarounds" are needed to address the situation?</li> </ul>	

## Phase 2: A Continuous Cycle

Question 5 marks the beginning of Phase 2 of the SLO process, which lasts for the majority of the school year and involves a continuous cycle of professional practices that comprise the core of the SLO process.



At the core of the SLO process is the continuous cycle of planning, teaching, monitoring for progress, reviewing and reflecting on progress, and then applying the insight gained from the reflective review as the process re-enters the planning phase. This cycle reflects one of the hallmarks of effective instruction and should occur continuously during Phase 2 of the SLO process.

### MOY Conference

It is recommended that the SLO MOY review be conducted in conjunction with another regularly occurring conference, such as a pre- or post-observation conference. The design of the SLO process allows an appraiser to gain greater understanding of a teacher's proficiency with the instructional planning process. The MOY review can occur any time from mid-November through mid-

February, although this can be adjusted to fit specific contexts.

The MOY review is also an ideal time to review the alignment between end-of-year performance measures and the skill focus for the SLO. As teachers collect progress measures during Phase 2, any lack of alignment between the SLO and end-of-year measures may become more apparent. Encourage teachers to review the selected measures and make adjustments as needed to increase alignment.

***A note about discussing student growth goals during the MOY conference***— As teachers monitor student progress throughout the year, some may ask to make changes to the student growth targets set at the beginning of the year. This practice is strongly discouraged. If this situation occurs, please remind teachers that:

- Although teachers are encouraged to set growth goals that reflect high yet attainable expectations for all students, appraisers understand that this will be an even more inexact science in the first year of SLO implementation as teachers are getting comfortable with the process of determining growth expectations.
- The primary reason for reviewing student growth data is to help teachers better understand the factors contributing to student outcomes for the purpose of strengthening teacher practice. This will become apparent by reflecting on reasons why students meet, exceed or fall below the growth goals set by the teacher.
- SLO ratings are based on indicators related to effective teacher practice as well as students' goal attainment. Appraisers will balance these factors when ultimately determining SLO ratings.
- However, if there should be extreme and extenuating circumstances that render a student's goals unrealistic, the appraiser may take these factors under advisement and determine if a change in goals is warranted. Any such changes should be clearly documented.

***Coaching Connection: Teacher's Guide, pgs. 24 - 26***

**Question 6: Did these students grow and what did the teacher learn from the process about his/her practice?**

**Teacher**

- Collect evidence to determine levels of student growth.
- Record on the Student Growth tracker.
- Reflect on student growth in response to instructional choices.
- Consider possible areas of refinement to strengthen future practice.
- Meet with appraiser to discuss outcomes and insights.

**Administrator**

Staff Capacity:

- Consider staff capacity for using SLO outcomes in longitudinal reflection on teaching practice.
- Consider your capacity and comfort with conducting EOY SLO reviews. What additional resources could you access to support you in this step?

Communication & Timelines:

- Convey the key message(s): The end-of-year reflection is the critical step to ensure that teachers gain a greater understanding of their practice and apply that insight to future work.
- Consider the campus calendar (testing and other school events) to identify window for data collection, which could include multiple measures.
- Consider the appraisal calendar when planning for SLO EOY meetings including identifying and communicating the window for teacher submission of SLO materials prior to EOY meetings.
- Coordinate SLO EOY meetings with other EOY meetings to the extent possible.

On-going Training and Support:

- Plan for any training and support teachers may need to submit materials prior to the EOY conference.

Protocol / Procedures:

- What is campus expectation for teachers to work with team/peers during this step?
- What is the campus expectation for calibrating teacher scoring on common assessments?

Technology:

- What methods has the district selected to maintain SLO files for documentation and future reference?
- What support or additional resources may be needed for campus implementation?

**Near the "end of course"**



## Collect Evidence

Appraisers:

- Look for the use of multiple measures to determine student mastery on the SLO focus skill.
- Request an explanation for how the data gathered was synthesized to determine students' summative skill levels.
- Utilize campus, district, and ESC staff to promote grading calibration for common assessments.

## Teacher Reflection

Encourage teachers to reflect on notes and data collected throughout the year to prepare for the EOY conference. Key questions centered on teacher growth and development include:

- How did you adjust instruction during the year? Did the changes you made help improve student learning?
- What did you learn about your own pedagogy (assumptions, sequencing, grouping, etc.)?
- Were all students engaged in the learning?
- Were the assignments, class work, and measures appropriate for this course?
- What would you do differently the next time? Would you change the focus, the instructional strategies or the goals set for students? Why?

## EOY Conference

The EOY SLO conference should occur during the appraisal EOY conference, reinforcing that SLOs are a part of the appraisal process. Create a schedule for teacher submission of the completed Student Growth Tracker and a copy of summative assessments used to determine student skill levels prior to the EOY conference to allow appraisers time to review the materials. In addition, select a few students (2-4) for more in-depth review during the conference. The appraiser should inform the teacher which students will be discussed in depth so the teacher may bring examples of student work to the conference.

Reviewing a sample of students allows the appraiser to gain a deeper understanding of the teacher's approach to assessing and determining the students' skill level. The purpose isn't to check the teacher's "math" but to better understand the teacher's thinking and the reasonableness of that approach. If the appraiser has any lingering questions about the teacher's thinking, he or she may ask either for additional student samples or for the teacher to revisit the summative skill level determination and resubmit the Growth Tracker. Not until the conference concludes and the appraiser has had time to consider all the information submitted and gained during the conference should the appraiser attempt to complete the SLO rating rubric for the teacher.

Appraisers should view the EOY conference as an opportunity for the teacher to walk the administrator through the teacher's SLO process, including the teacher's overall SLO experience, a detailed discussion of work and related data about the selected students, teacher reflection on insight gained through reflection on the SLO process, and the anticipated application of that insight on future work. Appraisers should refer to the EOY Conference Protocol for a list of potential conference questions. The EOY conference is an opportunity for the teacher and appraiser to dialogue about the SLO process providing additional insight to both the teacher and the appraiser. This additional information is a key piece for

the appraiser to understand the teacher’s work throughout the SLO process and therefore must occur before the appraiser can determine a final rating for the teacher’s SLO.

The insight gained through the SLO process into the teacher’s instructional practice should funnel into the teacher’s goal-setting and professional development plan for the following school year.

***Coaching Connection: Teacher’s Guide, pgs. 27 - 30***

**Guidance for End-of-Year Conferences:**

Before the Conference:

1. In advance of the meeting, ask teachers to submit the Student Growth Tracker and measures used as evidence at the end of the SLO interval, including any assessments, essay prompts, lab instructions, and performance task directions.
2. Upon reviewing the tracker and assessments, ask the teacher to bring in student results on those measures for a few students. The intention is not that the appraiser will verify all outcomes or check the “math” of mapping students to the targeted profile. Rather, the goal will be to review a few samples to determine how the teacher determined end-of-year skill levels.
3. Consider whether you want teachers to review the reflection questions in their implementation guide. This may assist the teacher in preparation for the meeting.

During the Conference:

1. As before, begin with a positive statement about the SLO (e.g., “I was really impressed with how you and your team worked on this SLO. I think you showed strong leadership in this process, guiding the team through the development of the SLO as well as monitoring progress”).
2. Then, work through the following protocol and questions, adjusting to your context as appropriate:
  - a. Overall – how did the SLO process go for you this year? What did you learn?
  - b. Let’s talk about the three students whose work you brought in – walk me through how this assessment/these assessments captured the skill(s) in question. How did you determine where these three landed on the targeted skill profile?
  - c. Tell me about your students’ growth. Who did better than you expected? What do you think about that? Why did they do so well? Are there any insights from these students that you might be able to transfer to other students in the future?
  - d. Let’s talk about the reverse – were there some who did not progress as you expected? Why do you think that happened? What could you do differently with this type of student in the future?
  - e. Overall, what do you think you would do differently the next year in your SLO process?
  - f. Did you notice any place this year where there were gaps in support – is there anything else that I can do or any PD we can offer that might help you in the future?

- g. Combining your experience with the SLO this year and what we've discussed through the appraisal process in general, what should we focus on moving forward as your practice goals for next year?
3. After the conference concludes, the appraiser should have enough information about the teacher's SLO work to rate him or her on the SLO Rating Rubric. The appraiser will share the rating with the teacher after the conference concludes and with the rest of the teacher's appraisal ratings.
  4. The SLO closeout should be combined with an end-of-year evaluation conference.

## Appendix A: District Decision Worksheet

### District Worksheet Key Decisions – Policies and Procedures Student Learning Objectives Pilot

District \_\_\_\_\_

Date \_\_\_\_\_

*This document contains a series of questions to assist districts in preparing for initial implementation during the SLO refinement year (2016-2017).*

Key Policy Decisions - Districts	
Policy Question	Decision/Notes
<p><b>1. Who will be the central point person(s) to guide the initiative and ensure success?</b>  <i>The SLO process involves interaction between different departments (Curriculum, Instruction, and Assessment, campus leadership, HR, etc.). Consider who is in the best position to lead the initiative as well as key personnel to be included as part of the leadership team to coordinate across the district.</i></p>	
<p><b>2. Determine the process and timeline for completing a preliminary assessment of district capacity in key SLO components to identify resources needs and priorities for each the following areas:</b></p>	<p>Data access:</p> <p>Data review and application:</p> <p>C &amp; I coaching and collaboration:</p> <p>Technology support:</p>

<p><b>3. For the refinement year, which teachers will participate in the SLO process? Note:</b></p> <p>a. <i>Refinement year participation may be focused on selected groups, such as particular campuses, grades, or content areas, to ensure quality implementation</i></p> <p>b. <i>Recommended guidelines for the selection of students included in the SLO process are:</i></p> <ul style="list-style-type: none"> <li>• <i>Elementary (non-departmentalized) teachers: whole class</i></li> <li>• <i>Elementary (departmentalized) and Secondary teachers: select 1 or 2 classes that are most representative of the students you typically teach</i></li> </ul>	<p>Grade levels:</p> <p>Content areas:</p> <p>Particular schools:</p>
<p>c. Once the participating teachers/campuses are identified:</p> <ul style="list-style-type: none"> <li>• Consider the availability and access to data necessary for teachers to determine student growth goals. Will there need to be changes to data accessibility?</li> </ul>	
<ul style="list-style-type: none"> <li>• Review membership of SLO district leadership to ensure adequate representation.</li> </ul>	
<p><b>4. Which SLO Rating Rubric will be used?</b></p>	<p>___ SLO Rating Rubric #1      ___ SLO Rating Rubric #2</p>
<p><b>5. What is the district timeline for key SLO components? (Depending on which teachers are participating, the district may elect to provide flexibility by campus/group on intermediate dates.)</b></p> <p>a. Teacher Orientation and Training <i>Since the initial SLO steps can occur prior to the school year, it is recommended to schedule orientation as early as possible during the pre-year in-service training window.</i></p>	<p>Training dates:</p>

<p>b. Submission/Approval of SLO timeline <i>Refer to 6a for additional consideration about how the process will be structured</i></p>		<p>Draft due date (if applicable): _____ Final Approval completed by: _____</p>	
<p>c. Mid-point SLO review <i>Will the district require formal documentation of progress notes from the mid-point review? If so, how will this information be captured and if needed, shared?</i></p> <ul style="list-style-type: none"> <li>• <i>Consider availability of supporting data</i></li> </ul>		<p>___ Not Required ___ Required (if so, indicate how this information will be made available)</p>	
<p>d. EOY SLO review <i>Will the district require formal documentation of progress notes from the end-of-year review? If so, how will this information be captured and if needed, shared?</i></p> <ul style="list-style-type: none"> <li>• <i>Consider availability of supporting data</i></li> </ul>		<p>___ Not Required ___ Required (if so, indicate how this information will be made available)</p> <p>What is an appropriate timeline for when EOY conferences should be completed?</p>	
<b>Policy Decisions – Districts or Campus-based</b>			
District Decision	Site-Based Decision	Policy Question	Decision/Notes
<p><b>6. Determine whether the following decisions will be made at the district or campus level and what additional guidance and support, if any, is necessary. Check alignment with district timeline.</b></p>			
		<p>a. How will the SLO approval process be structured?</p> <ul style="list-style-type: none"> <li>• <i>Will the process consist of a single approval by an administrator or a group approval by SLO team (campus administrator, C&amp;I specialist, etc.)</i></li> </ul>	<p>___ Single administrator ___ Campus team (If selected, list roles of eligible team members below)</p>

		<p>b. How will the SLO workflow be managed?</p>	<p><input type="checkbox"/> Electronic platform  <input type="checkbox"/> Electronic documents via email  <input type="checkbox"/> Hard copies  <input type="checkbox"/> Other</p>
		<p>c. Will teachers be encouraged/expected/required to work collaboratively with peers while developing initial skill profiles?</p> <ul style="list-style-type: none"> <li><i>If so, what will be the recommendations for those in unique teaching positions such as elementary music teachers or high school Latin teachers?</i></li> </ul>	<p><input type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>Additional Recommendations:</p>
		<p>d. Will teachers be required to meet periodically with colleagues to review/discuss teacher monitoring and instructional adjustment throughout the SLO process?</p> <ul style="list-style-type: none"> <li><i>If so, what is the expectation for how often this would occur?</i></li> <li><i>Is any additional support necessary for these meetings to occur?</i></li> </ul>	<p><input type="checkbox"/> YES      <input type="checkbox"/> NO</p> <p>Additional support:</p>

		<p>e. How will teachers track student progress toward growth targets in an explicit way?</p> <ul style="list-style-type: none"> <li>• <i>How often?</i></li> <li>• <i>Will this be accomplished by adding more columns to the student growth tracker or another way?</i></li> </ul>	<p>Monitor via:</p> <p><input type="checkbox"/> Growth tracker</p> <p><input type="checkbox"/> Another method</p>
		<p>f. Will teachers/teacher teams be allowed to create measures or assessments, if desired, for demonstrating student progress toward Targeted Skill Profile?</p> <ul style="list-style-type: none"> <li>• <i>If so, will these measures be reviewed/approved?</i></li> <li>• <i>If so, when/how will the review/approval occur?</i></li> </ul>	<p>Teacher team assessments: <input type="checkbox"/> Allowed <input type="checkbox"/> Not allowed</p> <p>If allowed, will they require approval? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If approval is required, how and when will that occur?</p>
		<p>g. Check alignment with district timeline to see if any adjustments need to be made.</p>	
<p><b>7. Districts and Schools: Determine a process for periodic review of implementation progress and impact to strategically capture and apply “lessons learned” in all areas (C &amp; I, administration, etc.) to future work.</b></p>			



## Appendix B: Planning Worksheet for School-Based Leaders

### ***Planning Worksheet for School-Based Leaders***

#### SECTION I: PREPARATION

##### A. Setting the stage:

Which teachers in your school will complete SLOs?

##### B. Orientation and Training Plan

Will orientation occur in a single session or are multiple sessions preferred?  Single  Multiple

When will orientation occur? \_\_\_\_\_

Who will lead the training? \_\_\_\_\_

Will pre-work be required for orientation?  Yes  No

If so, what will that pre-work be?

What should teachers bring with them to orientation?

What will be the follow-up plan to orientation? Will teachers/administrators be expected to view content on the website?  Yes  No

If yes, what specific content should be reviewed?

Teacher Implementation Guide

Appraiser Implementation Guide

District Implementation Guide

Sample SLOs

Orientation video

Skill profile video

Expanding view of data video series

Selecting content worthy of focus video

Other videos (specify) \_\_\_\_\_

Will there be a schedule set up for potential review dates of material on the website?

YES  No

If so, specify the timeline:

## SECTION II: SLO DEVELOPMENT

### A. SLO Development Plan

Will there be specific time set aside for teachers to craft SLOs?

Yes, regular planning time

Yes, will create special time frame which will be: \_\_\_\_\_

No, teachers will create SLOs on their schedule

Will SLOs be developed in teams?  Yes  No

If so, are there any teachers who do not have a natural partner for a PLC?  Yes  No

If yes, is there someone with a similar background with whom they could be matched (e.g., Music teachers with Art teachers)  Yes  No

If not, who will contact the district to arrange for a virtual PLC across schools? \_\_\_\_\_

Are there teacher leaders, instructional coaches, or others in leadership positions who would provide assistance to teachers as they craft their SLOs? If so, who are they?

What other strategies will you put into place to improve efficiency?

### B. SLO Approval Process

Who will approve SLOs? \_\_\_\_\_

If there are multiple approvers, how will teachers' SLOs be divided among these approvers?

Who will set deadlines for submissions and approvals? \_\_\_\_\_

What will be the deadline for submission? \_\_\_\_\_

How will SLOs be transmitted, stored, and reviewed by approvers?

Will SLOs be reviewed by grade- or content-level teams?  Yes  No

What materials do you want teachers to submit for the approval conference?

- SLO form
- Student Growth Tracker
- Evidence of students' current level of learning
- Complete measures to be used at the end of the SLO
- Blueprint or descriptions of measures to be used at the end of the SLO

How will appraisers track progress toward completion of SLOs they will supervise?

- Excel spreadsheet developed by \_\_\_\_\_
- Each appraiser will use his or her own strategy

### SECTION III: IMPLEMENTATION

Will there be regular meetings of PLCs or other settings for discussions of SLOs?

- Part of PLC planning
- Will organize separate meetings

How often do you expect peer groups to meet about progress on SLOs?  biweekly  monthly  
 as needed

How will you organize mid-point conferences?  With pre- or post-observation conferences  
 Separate meeting scheduled

What documentation do you want teachers to submit for these conferences?

- Reflection document
- Growth tracker
- Sample student work
- Sample formative measures

### SECTION IV: REFLECTION AND CLOSEOUT

Will you set aside a specific timeframe for teachers to administer the measures used as evidence at the end of the SLO interval?  Yes  No

If yes, what is that timeframe? Between \_\_\_\_\_ and \_\_\_\_\_.

What documentation do you want teachers to submit in advance of the closeout conference?

- Reflection on SLO
- Sample student work
- Growth tracker
- Performance measures used (copies of tests, essay prompts, etc. given to students)

What will be the timeframe for completing the appraisal EOY conferences where SLOs will also be discussed?

Between \_\_\_\_\_ and \_\_\_\_\_.

**SECTION V: HOMEWORK**

Explore the availability of data for evaluating trend data, determining initial level of student learning, and collecting evidence at the end of the interval. *Note that trend data may be useful if there are multiple foundational skills that could be the focus of the SLO. Data for determining an initial level of student learning will include data gathered in the current year and could include informal measures as well as local measures such as common formatives. Evidence at the end of the interval would include assessments that either exist or may need to be created to directly assess the skills central to the SLO.*

Data source	Which grades or content areas could use this source?	Is it currently available to teachers?	If not available, how could it be made accessible?	Who could accomplish making it accessible?	When can this be accomplished?

## Appendix C: Student Learning Objective Form

### Student Learning Objective Form 2016-2017

Teacher Name	<input type="text"/>	Date	<input type="text"/>
School	<input type="text"/>	Appraiser Name	<input type="text"/>
Grade	<input type="text"/>	Subject Area	<input type="text"/>

#### Step 1: What is the focus for my SLO?

a. Identify the content area or subject area for focus in the SLO.

b. What is/are the most important skill(s) that my students need to be able to do when they finish this course?

c. If you have identified multiple skills as equally important, what historical data did you review to identify one or two skills for focus? What did that data indicate?

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. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

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

- a. Who will be included in your SLO? *Elementary classroom teachers: Select your entire class. Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject). 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.*

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

- c. What student work did you use to map students to the Initial Student Skill Profile?

### Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe how, as a whole, students are expected to progress. In other words, what are your expectations for 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 students' performance at the end of the interval. For example, the description at the middle level describes what you expect of the typical student at the end of the interval.*

Targeted Student Skill Profile	
Well above typical	
Above typical	
Typical	
Below typical	
Well below typical	

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, early 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.

Check here when complete:

- c. What evidence will you use to 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?


- 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?

b. What strategies will you use to monitor progress? If the district has a standard process in place, simply note that is the case.

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?

**Student Learning Objective Review & Approval**

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

Teacher Signature		Date of Submission	
Appraiser Review		Decision	Date
		<input type="checkbox"/> Revise and resubmit	
		<input type="checkbox"/> Approved	
Resubmission Date		Appraiser Signature	
Additional Comments		Final Decision	<input type="checkbox"/> Approved



# Appendix D: Student Growth Tracker



Student Growth Tracker							
Teacher:							
Course:							
Student Name	Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-in #1	Progress Check-in #2	Progress Check-in #3	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1	---	---				---	---
2	---	---				---	---
3	---	---				---	---
4	---	---				---	---
5	---	---				---	---
6	---	---				---	---
7	---	---				---	---
8	---	---				---	---
9	---	---				---	---
10	---	---				---	---
11	---	---				---	---
12	---	---				---	---
13	---	---				---	---
14	---	---				---	---
15	---	---				---	---
16	---	---				---	---
17	---	---				---	---
18	---	---				---	---
19	---	---				---	---
20	---	---				---	---
21	---	---				---	---
22	---	---				---	---
23	---	---				---	---
24	---	---				---	---
25	---	---				---	---
26	---	---				---	---
27	---	---				---	---
28	---	---				---	---
29	---	---				---	---
30	---	---				---	---

## Appendix E: SLO Rating Rubrics

### Option 1 (to be used by appraisers to evaluate teacher performance)

Distinguished (5)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted a high quality SLO (above level three on the Quality Tool)</li> <li>• Teacher has set student growth goals that reflect high expectations for students</li> <li>• Teacher has consistently monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed</li> <li>• All or almost all students demonstrated targeted growth</li> <li>• Most students exceeded targeted growth</li> </ul>
Accomplished (4)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted a quality SLO (above level two on the Quality Tool)</li> <li>• Teacher has set student growth goals that reflect high expectations for students</li> <li>• Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made adjustments to strategies, as needed</li> <li>• Most students demonstrated targeted growth</li> <li>• Some students exceeded targeted growth</li> </ul>
Proficient (3)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted a quality SLO (above level two on the Quality Tool)</li> <li>• Teacher has set student growth goals that reflect high expectations for students</li> <li>• Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made some adjustments to strategies</li> <li>• Most students demonstrated targeted growth</li> </ul>
Developing (2)	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted an adequate SLO (level two on the Quality Tool)</li> <li>• Teacher has set student growth goals that reflect adequate expectations for students</li> <li>• 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</li> <li>• Some students demonstrated targeted growth</li> </ul>
Improvement Needed (1)	<p>Few or none of the following have been accomplished:</p> <ul style="list-style-type: none"> <li>• Teacher has crafted an adequate SLO (level two on the Quality Tool)</li> <li>• Teacher has set student growth goals that reflect adequate expectations for students</li> <li>• 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</li> <li>• Some students demonstrated targeted growth</li> </ul>

*Appraiser Comments:*

*Appraiser Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

*Teacher Signature* \_\_\_\_\_

*Date:* \_\_\_\_\_

*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 an SLO	Review of the SLO using the SLO Quality Tool
Expectations for students	Steps 4 and 5 on the template and the Student Growth Tracker
Students meeting targeted growth	Completed Student Growth Tracker at the end of the SLO interval

**Option 2 (to be used by appraisers to evaluate teacher performance)**

Distinguished (5)	<p>All of the following have been accomplished:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool)</li> <li><input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students</li> <li><input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed</li> <li><input type="checkbox"/> All or almost all of students demonstrated targeted growth</li> <li><input type="checkbox"/> Most students exceeded targeted growth</li> </ul>
Accomplished (4)	<p>Four of the following have been accomplished:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool)</li> <li><input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students</li> <li><input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed</li> <li><input type="checkbox"/> All or almost all of students demonstrated targeted growth</li> <li><input type="checkbox"/> Most students exceeded targeted growth</li> </ul>
Proficient (3)	<p>Three of the following have been accomplished:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool)</li> <li><input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students</li> <li><input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed</li> <li><input type="checkbox"/> All or almost all of students demonstrated targeted growth</li> <li><input type="checkbox"/> Most students exceeded targeted growth</li> </ul>
Developing (2)	<p>Two of the following have been accomplished:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool)</li> <li><input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students</li> <li><input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed</li> <li><input type="checkbox"/> All or almost all of students demonstrated targeted growth</li> <li><input type="checkbox"/> Most students exceeded targeted growth</li> </ul>
Improvement Needed (1)	<p>One or none of the following have been accomplished:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher has crafted a high quality SLO (above level three on the Quality Tool)</li> <li><input type="checkbox"/> Teacher has set student growth goals that reflect high expectations for students</li> <li><input type="checkbox"/> Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments to strategies, as needed</li> <li><input type="checkbox"/> All or almost all of students demonstrated targeted growth</li> <li><input type="checkbox"/> Most students exceeded targeted growth</li> </ul>

Appraiser Comments:

Appraiser Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature \_\_\_\_\_


Date: \_\_\_\_\_


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 an SLO	Review of the SLO using the SLO Quality Tool
Expectations for students	Steps 4 and 5 on the template and the Student Growth Tracker
Students meeting targeted growth	Completed Student Growth Tracker at the end of the SLO interval

## Appendix F: SLO Quality Tool

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will meet the level of quality identified in the middle column. Appraisers can use this tool to coach teachers for improvement of the SLO. In addition, teachers are encouraged to use this tool as a guide to improve the quality of their SLOs as they are crafting them.

Higher Quality  Lower Quality					Ask yourself the following:
<b>Step 1: Focus</b>					
<ul style="list-style-type: none"> <li>• Selects a focus that reflects the most important skill for the subject area, representing foundational skills addressed throughout the course</li> <li>• Identifies a coherent set of standards that are well-aligned to the SLO focus</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a focus that reflects the most important skill for the subject area</li> <li>• Identifies a set of standards that are aligned to the SLO focus</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a focus that reflects important skill in the subject area but selection is either too broad or too narrow</li> <li>• Identifies a set of standards that are partially aligned to the SLO focus</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a focus that does not reflect important skill in the subject area</li> <li>• Identifies a set of standards that are not aligned with the SLO focus</li> </ul>	<ul style="list-style-type: none"> <li>• Does the skill selected represent foundational skills students must master in this subject area?</li> <li>• Do the standards selected align with the SLO focus?</li> </ul>	
<b>Step 2: Selection and Description of Students Included</b>					
<ul style="list-style-type: none"> <li>• Identifies more than two well-aligned data sources used to determine initial level of student learning and explains why they were selected</li> <li>• Includes descriptions of students in the Initial Student Skill Profile that are sufficiently distinct to allow for evidence-based mapping of students to levels</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies more than two relevant data sources used to determine initial level of student learning and explains why they were selected</li> <li>• Includes descriptions in the Initial Student Skill Profile that are sufficiently distinct to allow mapping of students to levels</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies at least two relevant data sources used to determine initial level of student learning</li> <li>• Includes descriptions in the Initial Student Skill Profile that are sufficiently distinct to allow mapping of students to levels with limited subjectivity</li> </ul>	<ul style="list-style-type: none"> <li>• A single data source is used to determine initial level of student learning</li> <li>• Includes descriptions in the Initial Student Skill Profile that may be somewhat unclear, allowing for subjectivity in mapping students to levels</li> </ul>	<ul style="list-style-type: none"> <li>• Either no data source is identified or one source is identified but is not relevant to the learning content of the SLO</li> <li>• Includes descriptions in the Initial Student Skill Profile that are vague and would not allow consistent mapping of students to levels</li> </ul>	<ul style="list-style-type: none"> <li>• How many data sources were consulted to map students to levels on the Initial Student Skill Profile?</li> <li>• What is the alignment between the data sources used to map students to the Initial Skill Profile and the area of focus?</li> <li>• Are the descriptions at each level sufficiently differentiated to allow placement of students?</li> </ul>

Higher Quality  Lower Quality					Ask yourself the following:
Step 3: Expectations for Student Growth					
<ul style="list-style-type: none"> <li>• Descriptions of student performance at every level reflect high levels of growth for students</li> <li>• Descriptions clearly indicate specific skill sets and how they would be demonstrated by students at each level with clear expectations for students to apply those skills to novel situations</li> <li>• Describes evidence measure(s) that is/are aligned to learning content, require higher order thinking skills, and includes authentic performance measures<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of student performance at the midpoint and above reflect high levels of growth for students</li> <li>• Descriptions clearly indicate specific skills sets and how they would be demonstrated by students at each level</li> <li>• Describes evidence measure(s) that is/are aligned to learning content and require higher order thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of student performance at the midpoint and above are reflective of reasonable growth for students.</li> <li>• Descriptions clearly indicate specific skill sets demonstrated by students at each level</li> <li>• Describes evidence measure(s) that is/are aligned to the learning content</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of student performance at the midpoint reflect low expectations for students</li> <li>• Descriptions of skills sets demonstrated at each level are not fully developed and may overlap</li> <li>• Describes evidence measure(s) that is/are not completely aligned with learning content</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions of student performance at the midpoint are well below expectations for students</li> <li>• Descriptions of skill sets demonstrated at each level are unclear and/or would be difficult to judge</li> <li>• Either does not describe evidence measures or describes measure(s) that is/are not aligned with learning content</li> </ul>	<ul style="list-style-type: none"> <li>• Are the targets for students rigorous but attainable?</li> <li>• Are the descriptions at each level clearly differentiated to allow placement of students?</li> <li>• Is/are the measure(s) identified aligned with the learning content?</li> </ul>
Step 4: Instructional Planning					
<ul style="list-style-type: none"> <li>• Includes a clear plan to differentiate instruction, citing specific strategies for targeted groups</li> <li>• Indicates that a formative assessment plan is in place and explains how results impact instruction</li> <li>• Describes a plan to conference with colleagues, including a description of how data will be reviewed and instruction adjusted based on those discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a clear plan to differentiate instruction, citing specific strategies for targeted groups</li> <li>• Indicates that a formative assessment plan is in place and explains how results impact instruction</li> <li>• Describes a plan to conference with colleagues including a description of how data will be reviewed in those meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a clear plan to differentiate instruction</li> <li>• Indicates that a formative assessment plan is in place</li> <li>• Describes a plan to conference with colleagues that is appropriate to allow for adjustment of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a plan to differentiate instruction but the details are unclear</li> <li>• Indicates that a formative assessment plan is in place</li> <li>• Describes a plan to conference with colleagues but it is unclear that these meetings will occur with sufficient frequency to allow for timely adjustment of instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to differentiate instruction is not clear or is missing</li> <li>• The use of formative assessments is not addressed</li> <li>• Does not describe a plan to meet with colleagues or provides only the names of those on the team</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a plan to differentiate instruction that clarifies adjustment of strategies depending upon student level of learning?</li> <li>• Is there a clear plan in place to know how students are doing in learning the content?</li> <li>• Is there a plan to meet with colleagues to help monitor and adjust instruction?</li> </ul>

<sup>1</sup> Authentic measures assess students' ability to demonstrate the skills of focus in "real world" settings. For example, students might complete a science experiment, write a paper synthesizing research, or compute the angles needed to create an octagonal box.

# Appendix G: Progress Discussion Notes (Optional)

Progress Discussion # \_\_\_\_\_

Meeting Name	Date
Colleagues/Team Members	
<ul style="list-style-type: none"> <li>• <i>Who is on my support team?</i></li> </ul>	
Reflection Notes	
<ul style="list-style-type: none"> <li>• <i>What instructional strategies have been particularly successful in helping students progress on this skill?</i></li> <li>• <i>Which particular students (or groups of students) have made the most progress? Which have made the least? Why might this be the case?</i></li> <li>• <i>Where could I use additional support or ideas from my colleagues?</i></li> </ul>	
Discussion Notes	
Focus Area	
<ul style="list-style-type: none"> <li>• <i>What additional strategies or adjustments do you think you will use to drive student growth?</i></li> <li>• <i>How will you know if these new strategies are working?</i></li> </ul>	

## Appendix H: End-of-Year Reflection

### General Information

Teacher Name	Date
School	
Appraiser Name	

### Self-reflection Notes on Student Progress:

- *Who grew the most? Why do you think they were so successful?*
- *Who grew the least? Can you identify where their problems in learning occurred?*
- *Were there any common characteristics among those who did not achieve the expected growth?*

### Self-reflection Notes on Instruction:

- *How did you adjust instruction during the year? Did the changes you made help improve student learning?*
- *What did you learn about your own pedagogy (assumptions, sequencing, grouping, etc.)?*
- *Were students engaged in the learning?*
- *Were the assignments, class work, and measures appropriate for this course?*
- *What would you do differently the next time? Would you change the focus, the instructional strategies or the goals set for students? Why?*

## Appendix I: Definitions for the SLO Process

### Appraiser

“Appraiser” refers to the principal or designated individuals certified to appraise teachers using the T-TESS evaluation system.

### Colleagues or Teams

In order to maximize the effectiveness of this handbook, it is recommended that teachers meet with their colleagues throughout the year to share their learning and experiences. Throughout this handbook, we refer to “colleagues” or “teams”. These are general terms to signify any and all individuals or groups who can collaborate throughout a semester or year to support each other with instruction. These teams should collaborate through channels and networks that likely already exist within schools. In some schools, teams will be grade-level or content-area groups. In other cases, the team may be the whole school working together on SLOs.

### Course

Throughout the handbook, a “course” refers to a specific grade/subject combination. For example, 4<sup>th</sup> grade Science, 8<sup>th</sup> grade Math or High School Physics.

### Initial Student Skill Profile

Teachers develop the Initial Student Skill Profile to describe student performance levels on the first day of a course. The Initial Student Skill Profile is based on typical student performance as seen in the past. The goal of this profile is to learn the distribution of student skill levels present early in a course. This will provide the baseline from which the Targeted Student Skill Profile and student growth targets will be set.

### SLO Quality Tool

It is recommended that [this tool](#) be used by both teachers and appraisers. This tool is in rubric format, indicating characteristics of quality SLOs in 5 categories. Teachers can use the tool as they are crafting SLOs to see what they could do to enhance the quality of their SLOs. Appraisers can use the tool to determine whether an SLO is appropriate for approval. The tool includes questions that appraisers can ask themselves to help with these judgments.

### SLO Rating Rubric (developed by TEA to describe teacher performance)

Appraisers will meet with teachers at the end of the year to discuss how they monitored student progress, adjustments made during instruction, SLO quality, and student growth, reflecting on the overall SLO process. Based on the conversation, review of evidence, and their professional judgment, the appraiser determines a rubric score based on all of these factors, using the SLO Rating Rubric selected by the district.

### Targeted Student Skill Profiles (developed by teachers to describe student performance)

Teachers will develop the Targeted Student Skill Profile to answer the question of what students should be able to do at various levels leading up to and exceeding mastery of the particular skill(s). The teacher describes the skills that would be exhibited by students who meet each level of performance from “no familiarity” to “exceeds expectations”. Where possible, it is recommended that these profiles be developed by teacher teams. They will be based on the initial levels of student learning and TEKS or other curriculum expectations.

### Student Growth Tracker

The [Student Growth Tracker](#) is an excel format spreadsheet that teachers will use to document students starting and end-of-year levels on the SLO Skill Profile. In addition, any progress check-in scores can be entered into the form to help monitor progress trajectory.

### Teacher

Teacher roles may look different across districts. For the purposes of T-TESS, “teacher” means anyone who is appraised on the T-TESS evaluation system.