

## Role of Teacher Appraisers in the SLO Process

Student Learning Objectives can be a valid and reliable measure of student growth based on a body of evidence of student work. There are many advantages to using multiple examples of actual student work to measure student growth, as opposed to using a test. However, in order for the process to truly be valid and reliable, it is critical that the SLO Process is implemented with fidelity. A key part of the process involves the role of the teacher appraiser. In order for teacher appraisers to be able to approve a teacher's SLO with accuracy, they must a) be familiar with the entire SLO process and cycle as outlined on the [SLO website](#), and b) be familiar with the appraiser's role in the process, as outlined in [Administrator's Guide to SLOs](#). Below is a summary of key steps for teacher appraisers/administrators in the SLO process.

### Beginning of the Year

1. Approve the SLO Skill Statement. Did the teacher select a foundational skill? Does this area of focus represent the main content area covered in the course. Does the statement itself describe what student skill level should look like at the end of the year if they have been successful in the course?
2. Approve the descriptors in the Initial Skill Profile (ISP). Are the descriptors at each of the five levels specific enough? Do they describe a variety of skill levels including specific descriptions of what students know and are able to do at the beginning of the year?
3. Review the data the teacher used to place students on the ISP. Is there sufficient data? Using a sample of the student data used to place students on the ISP, does the appraiser place the students in the same category as the teacher? For example, is there a student whose data suggests he is at the below typical level, but the teacher placed him at the well below typical level? Or vice versa? Note: the appraiser can review the data for a sample size of students, and is not required to review the data used to place students on the ISP for every single student included in the SLO.
4. Review the expected growth targets set for the students on the Targeted Skill Profile (TSP). What data did the teacher use to set these growth targets? View a sample of the data the teacher used. Does the appraiser set the same growth target as the teacher? For example, does the student data for a given student suggest that the student's growth target should be at the Typical level, but the teacher placed the student at Above Typical? Note: the appraiser can review the data for a sample size of students, and is not required to review the data used set expected growth targets on the TSP for every single student included in the SLO.
5. Discuss the teacher's plans to collect a body of evidence of student work throughout the course of the year. Ensure that the teacher will have at least five pieces of student work in the body of evidence for each student. Remind the teacher that the appraiser will need to review this student work at the middle of year and at the end of year, to ensure

that the teacher keeps a copy, or scans and records the student work she wants to use for the body of evidence.

6. Discuss the teacher's plan to track the evidence. Is there a preferred data base the district already uses? Will the district use the SLO Tracker on the SLO website, slotexas.org? Something else?

### **Middle of the Year**

1. Review the SLO Skill Statement and the expected growth targets for the teacher's students.
2. Review the body of evidence for a few sample students. Including a review of students placed in different skill levels is recommended.
3. Together with the teacher, determine whether students are on track to meet their expected growth target or not.
4. Agree on next steps to support students to meet their expected growth targets, including any additional support the appraiser might need to provide to the teacher.

### **End of Year**

1. Review the SLO Skill Statement and the expected growth targets on the TSP.
2. Review the body of evidence for a sample of students across various skill levels.
3. Using the body of evidence for a few students, does the appraiser place the students on the same end of year skill level as the teacher did? Probe where there are any inconsistencies.
4. Based on the agreed upon end of year skill level (which is based on the body of evidence for each student) determine whether students met their expected growth target or not.
5. Debrief the entire SLO process. What went well? Where might there be room for improvement for both the teacher and the appraiser? Consider agreeing on the SLO Skill Statement for next year.

For detailed instructions, tips and suggestions for training and communication, please see the [SLO Administrator Guide](#).