

First Year District Decisions

Decisions Impacting SLO Implementation

This document provides an overview of key decisions for districts as they begin to plan for SLO implementation.

1. Who will be the central point person(s) to guide the initiative and ensure success?
2. Determine the process and timeline for completing a preliminary assessment of district capacity in key SLO components to identify resource needs and priorities: Data access, Data review and application, C & I coaching and collaboration, and technology support
3. What is the district timeline for key SLO components, such as teacher orientation and training, submission and approval of SLOs, and the mid-point (MOY) and end-of-year (EOY) SLO reviews?
4. Determine whether the following decisions will be made at the district-level or to what extent campuses will have autonomy in the following areas: (Note: Districts may make changes to these prior to each year of implementation.)
 - a. How will the SLO approval process be structured?
 - b. How will the SLO workflow be managed?
 - c. Will teachers be encouraged/expected/required to work collaboratively with peers while developing initial skill profiles?
 - d. Will teachers be required to meet periodically with colleagues to review/discuss monitoring and instructional adjustment throughout the SLO process?
 - e. Will teachers be expected/required to track student progress toward growth targets in an explicit way?
 - f. Will teachers/teacher teams be allowed to create measures or assessments, if desired, for demonstrated student progress toward the Targeted Skill Profile?
5. Determine a process for periodic review of implementation progress and impact to strategically capture and apply “lessons learned” in all areas (C & I, administration, etc.) to future work.