

SLO Middle of Year Conference Script Progress Towards Growth Goals

A best practice is to check in during the school year to ensure teachers are supported in tracking student growth and monitoring progress towards goals.

Agenda Item	Guidance/Script	Suggested Time
Preview MOY Conference	<p>Appraiser: Hi Teacher! Thanks so much for meeting with me. How are you doing today and feeling about your classes this year?</p> <p>Teacher: I am feeling great. For the first time, this year, I am feeling like I have a better sense of how students are progressing which makes me feel successful and excited about where we will be at the EOY!</p> <p>Appraiser: That is really great to hear. I am super proud of your growth this year and the growth I have seen in your students.</p> <p>Teacher: Thanks!</p> <p>Appraiser: I also appreciate you sending over the most updated Student Growth Tracker and sample student work.</p> <p>Teacher: No problem.</p> <p>Appraiser: I want to be clear about our agenda today so that we make the best use of our Middle of Year conference time.</p> <p>Teacher: Of course. I cannot believe it is already MOY!</p> <p>Appraiser: I know! First, we will revisit your skill statement, then dig into the student data that you've gathered using the SGT to discuss their progress towards growth goals, then we will review some student work samples, discuss your plan for students that are off track, and closeout by stamping next steps and putting some key dates/deadlines on our calendars. Sound good?</p> <p>Teacher: Let's do it! Sounds great!</p>	2 minutes
Data and Student Work Sample Review	<p>Appraiser: So let's start with your skill statement and then let's get into student growth.</p> <p>Teacher: Yes so our skill statement this year is... <i>Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.</i> I have been using the SGT, and we have 3 of our pieces of evidence graded and so far 60% of students are on track to meet their targeted growth goal on the TSP. 20% of students are in the "danger zone" so they are not off</p>	6-10 minutes

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	<p>track but too close for my comfort, and about 10% of students are off track to meet their targeted growth goal by the EOY.</p> <p>Appraiser: Tell me more about the students that are off track, in the “danger zone” and their student work?</p> <p>Teacher: I brought some student work from the bottom 30% of students. The biggest trend that I am noticing is that they don’t conceptually understand how multiplication and division are related. They think that multiplication and division are two completely separate operations. I believe that students in this group would make a lot of growth if they understood that multiplication and division are related and we are really just talking about making groups. (brings up student work- look over student work to show skill levels)</p> <p>Appraiser: I see. What about that trend connects to your TSP?</p> <p>Teacher: Yes. Students need to be able to use multiplication and strategies in order to solve one and two-step word problems to meet typical skill level.</p> <p>Appraiser: Can you reflect on your pedagogy BOY (beginning of year) to now, and tell me what you believe you can do to fix this gap in student learning?</p> <p>Teacher: In thinking about how I taught this, I taught multiplication and division in very separate lessons, so I get why some students are having a hard time making the connection between the two. I have some thoughts on how to do this differently next year. For example, I want to teach one lesson about groups, where we learn about the connection between multiplication and division. For this year, I can make the connection explicit for kids any time we talk about multiplication or division and really talk about making groups. I’m also thinking about doing a mini-lesson with kids who are not on track to meet their growth target that focuses on this skill.</p> <p>Appraiser: (verify/encourage what teacher shared) Great. I scored the first 3 pieces of evidence from Vida and Tony, without looking at yours. I then looked at your SGT and saw that we were aligned in our scoring. Which is great!</p> <p>Teacher: That is great! During the last PLC, it was really helpful to have the other 3rd-grade math teachers calibrate on scoring! I feel more confident about scoring student work.</p>	

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Plan for Intervention	<p>Appraiser: It looks like you have 20% of your students whose work does not align to the skill descriptors for their targeted growth goal on the TSP What is your plan?</p> <p>Teacher: My plan is to prioritize that group during my small group time, 3 times per week, I am going to ensure that I'm targeting that misconception directly with these students.</p> <p>Appraiser: How will you know which students are in need of small group instruction during class? What about your small group will be different from your whole group? (insert coaching tip if needed)</p> <p>Teacher: I will use assignments and aggressive monitoring to identify which students can be pulled for a small group. And I'll be able to do more hands-on instruction using manipulatives and get better real-time data on their mastery. I'm also going to revisit the goals we set at the beginning of the year and have conversations with each student about their goals.</p> <p>Appraiser: That is great! The students in your class were telling me that they have their own trackers!</p> <p>Teacher: Yes! They are super invested in meeting their end-of-year growth goal! The individual tracker has given them ownership and intrinsically motivated them to want to reach their goal.</p>	7 minutes
SLO Process Reflection	<p>Appraiser: So it is, Dec/Jan, and you have done an amazing job implementing SLO into your classroom this year. Based on your current data/student growth, what are your reflections on the BOY (beginning of year) until now?</p> <p>Teacher: My biggest reflection is that kids grow a lot more when I'm able to be really flexible and tailor my instruction to what they actually need. We've always talked about growth mindset in my class, but I feel like kids are actually beginning to adopt a strong growth mindset because they're seeing themselves growing more quickly.</p> <p>Appraiser: I appreciate your reflections. The SLO process is all about growth and I am impressed by how hard you've worked to meet kids where they are and track their growth.</p> <p>**review Rating rubric**</p> <p>How can I best support you in the next few months?</p>	5 minutes

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	<p>Teacher: I think the biggest support I need is for you to observe my small group instruction and give me feedback. I really want that time to be effective.</p> <p>Appraiser: Great. I think we are ready to discuss our timeline and each of our next steps.</p>	
Closing & Next Steps	<p>Appraiser: Let's set a date and time for me to come to review your plan to address students who are off track.</p> <p>Teacher: (Proposes time)</p> <p>Appraiser: That works well for me, please reach out if you would like feedback on the plan before the due date. We want to make sure that the plan is in place so students are able to demonstrate their growth before the next grading period.</p> <p>Teacher: Will do!</p> <p>Appraiser: Wonderful. My next steps are to, 1. Provide feedback on your plan, 2. Review and approve your plan, 3. Come into your room and observe your implementation.</p> <p>Teacher: My next steps are to, 1. Complete my intervention plan for students off track by ___ and send to you for feedback. 2. Start pulling small groups.</p> <p>Appraiser: Thanks for a productive MOY conference, I appreciate all you do for our students and I am excited to see how much they grow.</p> <p>Teacher: Thank you!</p>	3 minutes

Revised 3rd Grade Math TSP

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.
Level	Expectations
Well above typical	Students can solve one and two step word problems using multiplication and division strategies. Students can justify their answers, explain the strategies they used and why and can generate their own word problems.
Above typical	Students can write the equation based on a word problem and use multiplication and division of strategies in order to solve one and two step word problems. Students can justify their answers without prompting and with support can explain their strategies.
Typical	Students can write the equation based on a word problem and use multiplication and strategies in order to solve one and two step word problems. With assistance students can justify their answers and explain their strategies
Below typical	Students can solve one and two step multiplication and division problems when given the equation, but struggle to create the equation based on the word problem, and cannot consistently justify their answers.
Well below typical	Students can solve basic multiplication and division problems with accuracy, but cannot solve one or two step word problems without assistance, and cannot justify their answers.