

## **SLO Implementation Quick-Start Guide**

### Activities before the school year:

- 1) Understand the SLO purpose and process (SLO Training, **SLO Teacher Implementation Guide**)
- 2) Schedule a teacher SLO orientation (approximately a half-day) – **Orientation Materials** provided by TEA
- 3) Determine who will support the SLO process at the district and campus levels (both coaching quality and overseeing the process)
- 4) Build an SLO timeline for teachers and appraisers
- 5) Keep **Teacher Implementation Guide and Administrator Guide**, near to deepen understanding of each step of the process that follows

### Staff Development/First Two Weeks of School:

- 1) Provide teachers an orientation of the basic SLO purpose and process (why SLOs, SLOs role in appraisal, thinking process, tools to support process) – **Orientation Materials** provided by TEA
- 2) If applicable, determine team time for teachers working together – when will they meet at the start of the process, when will they meet throughout the process (PLCs, common planning periods, etc.)
- 3) \*Teachers work on first two tasks – Identify the SLO Focus (content and skill), and develop the Initial Skill Profile (what do I assume my students can do with this skill when they enter my class) using the SLO process, **SLO Form**, and the **SLO Success Criteria** to guide and capture their thinking.

### Weeks Three through Eight:

- 1) \*Teachers collect student in-class data to determine where students actually are with the selected focus skill for the class selected
- 2) \*Teachers analyze the collected data to place selected students on the Initial Skill Profile
- 3) \*Teachers create the Targeted Skill Profile to describe the anticipated skill levels for all students by the end of the year with the SLO skill in question
- 4) \*Teachers analyze other data (student attendance, proficiency in other courses, past assessment results, etc.) and synthesize with beginning skill level to determine Targets for each student covered
- 5) \*Teachers capture Targets on the **Student Growth Tracker**
- 6) \*Teachers determine how they will begin to differentiate instruction for the upper and lower tails of their class distribution
- 7) \*Teachers determine what performance measures they will use to determine end-of-year skill level for students

### Week Nine

- 1) Teachers and Appraisers meet to discuss and approve **SLO Form (can be approved in team setting, if applicable)** – see **Conference Guide**
- 2) Once approved, teachers move to Phase Two in SLO process – Monitoring Progress to Drive Instruction
- 3) \*Create/maintain teacher collaboration schedule so teachers can discuss SLO progress, reflection, and instructional strategies with each other at least monthly

### Mid-Year:

- 1) Teachers monitor and adjust instruction in an ongoing basis throughout the SLO interval.
- 2) Teachers turn in before/bring to an observation post-conference, team meeting, or other opportunity to conference with appraiser an up-to-date **Student Growth Tracker** to discuss SLO progress
- 3) Teachers and appraisers discuss adjustments implemented or needed to both instructional practices and SLO support structure

### End-of-Year (Mid-March to Early May):

- 1) Plan End-of-Year SLO closeout to occur during the T-TESS/appraisal End-of-Year Conference – see **Conference Guide**
- 2) Teachers collect data on end-of-year skill level for students and determine final skill level for students
- 3) Teachers submit to appraisers prior to End-of-Year Conference the **Student Growth Tracker** and a copy of the assessment(s) used to determine end-of-year skill level
- 4) Teachers prepare for conference by doing **Teacher Reflection** (in the **Teacher Implementation Guide**) on the SLO process and results so refinement areas can be synthesized into T-TESS/appraisal goal-setting and professional development plans for the following year  
Conduct End-of-Year conference – see **Conference Guide**
- 5) Close out SLO process by rating teacher on the selected **SLO Rating Rubric**