

SLO District Readiness Checklist

Overarching Considerations

- 1) What is the role of teachers in making district decisions related to SLOs?
- 2) How will your district balance teacher autonomy with the need for district consistency and comparability?
- 3) How will your district go about balancing what's expected within the SLO process with district and school leader responsibilities? With teacher and teacher leader responsibilities?
- 4) What support structures will your district have in place? SLO guidance? Coaching? Evaluator Support in reviewing and approving SLOs?
- 5) What is your district's timeline for implementation and deadlines for the SLO Cycle throughout the year?
 - Approval,
 - post-assessment,
 - and summative conference
- 6) How will your district coordinate SLO implementation with existing processes and structures?
- 7) How many SLOs will a teacher write in any one academic year (state requires one, no more than two is recommended)
- 8) Will semester long SLOs be required first semester only? (This will ensure a full SLO interval is completed for purposes of scoring and informing personnel decisions.

Communication, Feedback, and Buy-In Questions

- 1) At what points in the implementation timeline are school leaders and teachers able to give feedback and share insights around district decisions?
- 2) Who will be responsible for communicating with stakeholders and what methods of communication will be used? 3)
- 3) How will the district gather and use information from implementation to refine and revise the SLO process?

Determining the level of district standardization in key areas:

Content:

- 1) Will the district identify core content standards for each course?
 - Pros:** the district can ensure greater comparability between SLOs for teachers of similar grades and subjects
 - Cons:** teachers may be less involved in connecting standards, instructional practices, and student data
- 2) Will teachers be able to identify content standards (on their own or in addition to district-identified standards)?

- 3) Will the district allow teachers to include multiple types of standards (i.e. academic standards and technical standards for the same course and SLO)?

Pros: teachers have more autonomy and are more involved in ensuring that the content standards in their SLO align with their instructional priorities

Cons: teachers will need more time and training to write high quality SLO

Gathering and Analyzing Baseline Data:

- 1) How will the district ensure that teachers have access to multiple years of baseline data, trend data, attendance data, and other relevant student data?
- 2) Will the district provide guidance or support for individual teachers on how to gather and analyze student data in developing SLOs?
- 3) Will the district provide time or resources to support teacher collaboration around analyzing student data?

Pros: teachers can establish common goals for student progress, share expertise and knowledge around student performance and analyzing student data, ensure consistency between SLO performance expectations at the school level, build educator capacity, and share resources for instructional growth

Cons: creating time and resources for collaboration may require shifting of professional development activities or school schedules

Determining the focus of an SLO

- 1) In what instances (if any) will the district determine the focus of SLOs for teachers that teach multiple subjects (i.e. elementary teachers)?
- 2) Will the district determine the focus of SLOs for teachers that teach courses with multiple sets of standards (i.e. applied academic courses)?

Pros: districts can ensure an even spread of SLOs across core subject areas

Cons: teachers are less able to focus on areas of strength or areas for professional growth; teachers have less autonomy in the SLO process

Selecting or Developing Assessments:

- 1) What assessments (currently being used) may be appropriate for use in SLOs?
 - How do these assessments align with the course content and scope and sequence?
 - Do teachers see these assessments as meaningful?
 - Are these assessments regularly implemented with fidelity?
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- 2) Will the district choose assessments for teachers?
- 3) Will the district require teachers to use a pre-assessment that is similar to the post-assessment?

Pros: districts ensure that assessments are valid, reliable, rigorous, and appropriate; the process for setting growth targets is more streamlined

Cons: districts may have to purchase or design new assessments; districts may not have access to assessments that align with the content of specific courses

- 4) Will the district allow teachers to create their own assessments?
Pros: teachers are able to ensure that assessments align to course content
Cons: teachers may not have the capacity to write assessments that are valid, reliable, rigorous, and appropriate
- 5) Will the district allow teachers to use multiple assessments to address all content standards in the SLO?
Pros: teachers can fully capture all content taught in their course
Cons: the teacher or district must determine a summative scoring methodology for the SLO
- 6) What processes will the district use to ensure that the assessments chosen are of sufficient quality and rigor?

Developing a growth target and rationale

- 1) Will the district set initial growth targets for teachers?
Pros: teachers have a guide for appropriate growth targets; the burden on teachers around writing SLOs is reduced
Cons: the district has responsibility for choosing assessments for each course and managing all relevant student data
- 2) Will the district require teachers to set their own growth targets?
Pros: teachers are involved with student data and able to choose assessments
Cons: the burden on teachers for analyzing student data is increased, training on analysis of data likely
- 3) Will the district provide suggestions on how to set and adjust growth targets for district assessments?
Note: Per SC ESEA waiver ALL students are to be included in the SLO student population. Tiered or Individualized targets will satisfy this requirement.

SLO Process Considerations

Approval Conference

- 1) Will the principal or evaluator designee conduct the approval conference?
- 2) What process will the district create around supporting teachers in preparing SLOs, and reviewing SLO plans?
- 3) What training is needed for reviewers/approvers to understand rigor or content standards, and quality assessments?

Midcourse Check-in

- 1) Under what circumstances (if any) will the district allow teachers to adjust growth targets or other components of the SLO based on the midcourse check-in?
- 2) Will the district include professional recommendations for instructional delivery from the midcourse check-in with other overall evaluation evidence?

- 3) Will the principal or evaluator designee conduct the mid-course check in?
- 4) What training will be needed for those leading the mid-course check in?
- 5) Will the district provide guidance or resources for supporting school leaders in having professional conversations around student performance and SLO progress?

Scoring the SLO

- 1) What will the district's SLO scoring rubric look like?
- 2) What percentage of students needs to have met their growth target for a teacher to meet each effectiveness level?

SLO Guidebook states:

During initial implementation during School Year 2015-16, the SCDE encourages districts to operate under a presumption that educators will reach the "Proficient" rating. Evidence should be collected to support any determination that performance is above or below that level.

- 3) Are there implications for students greatly exceeding or missing their growth targets?

Summative Conference

- 1) Will the district provide guidance or support for school or teacher leaders in having professional conversations on student data and teacher performance in the end of year conference?
- 2) Will the district provide guidance or support around connecting SLO data to professional growth opportunities?