

SLO Evaluator Training Module One Script

#	Slide	Script	Resources
1	 <p>The Evaluator's Role in the SLO Process Module One-Approval Conference</p>  <p>Presented by the SCDE Office of Educator Effectiveness</p>	<p>Facilitator notes/needs: Make sure that the following is done:</p> <ol style="list-style-type: none"> <li>1. Number the tables</li> <li>2. Boxes of supplies</li> <li>3. Packets for Module One</li> <li>4. PPT for Day 1</li> </ol>	<p>Participant Packet Chart paper Markers Post-it Notes Index cards</p>
2	 <p>Connector</p> <p>How does supporting the SLO process with teachers benefit a principal?</p> <ul style="list-style-type: none"> <li>✓ Take one minute to process independently</li> <li>✓ Turn and talk to your neighbor to discuss your thoughts</li> <li>✓ Be prepared to share out with the group</li> </ul>	<p>Have the participants use an index card to respond independently to the connector question. After two or three minutes of independent processing time, allow them three minutes to share their responses with table partners. Finally, call on representatives from around the room to share their table group's responses. Allow groups to hang chart paper on the walls.</p> <p><b>SAY:</b> This connector question is one that should remain in the back of your minds throughout the entire training. Think about how engaging in this work is related to the work of the principal as an instructional leader.</p> <p><b>Possible responses:</b></p> <ul style="list-style-type: none"> <li>• A principal can focus on the instructional practices in the building</li> <li>• Stronger instructional practices mean stronger student outcomes at the classroom level, which influence student achievement at the building level</li> <li>• It allows the principal to institute a shared or distributive leadership system in an effort to develop leadership around the building.</li> </ul>	<p>Index cards</p>

3	 <p style="text-align: center;"><b>Welcome and Introductions</b></p>	<p>Welcome all participants to the SLO Evaluator Training.</p> <p><b>SAY:</b> This two day training is designed to prepare evaluators to support teachers through the SLO process, including approving SLOs prior to implementation, evaluating the content, assessments, and growth targets, and engaging in coaching conversations. We have a great deal of information to cover.</p> <p>Introduce and provide background of trainers.</p>	
4	 <p style="text-align: center;"><b>Group Norms</b></p> <ul style="list-style-type: none"> <li>• Be present (physically and mentally)</li> <li>• Please use electronic devices responsibly</li> <li>• Ask questions when in doubt</li> <li>• Honor the time schedule</li> <li>• Participate actively</li> </ul>	<p><b>SAY:</b> Every good group has norms. In order to accomplish the outcomes, let's briefly review the group norms.....read slide.</p> <p>Acknowledge the questions that participants might have related to other components of the Expanded ADEPT system. Encourage them to allow for concentrated learning around one of the student growth measures today- Student Learning Objectives and the evaluator's role in this process. The SCDE wants to ensure they have a firm understanding of the evaluator's role as it affects every administrator and designated evaluator in the state.</p> <p><b>SAY:</b> Your questions and feedback are important to us. To manage time, if you have any questions related to other system measures, etc., as well as content you learn here today, please post your questions on the parking lot poster papers (point this out in the room). We will review them at break and lunch to determine what needs to be addressed over the two days, and what we need to take back to the agency to discuss in order to develop the right resources to make implementation of the system the best we can.</p> <p>Review location of bathrooms/ ask participants to take care of their needs as appropriate, but ask that while in learning sessions, they are in full attendance.</p>	

5	 <p style="text-align: center;"><b>Key Topics</b></p> <ul style="list-style-type: none"> <li>Welcome and Introductions</li> <li>SLOs and Teacher Evaluation</li> <li>Assessment and Rigor</li> <li>Quality Review Tool</li> <li>Coaching Conversations &amp; the Approval Conference</li> <li>Next Steps: Districts, Evaluators, Teachers</li> </ul>	<p><b>Foreshadow the training experience:</b></p> <p><b>SAY:</b> You are joining us today as district training teams. This is a train the trainer experience. The materials for this training will be modeled. Use this opportunity to fully understand the materials, and experience it as your district participants will experience it. This training will provide a brief overview of the SLO process, but will not be devoted to the process. For those of you new to the process, you can access that knowledge through already existing resources available within the SLO toolkit. The training materials for this training – The Evaluator’s role in the SLO process will be posted to the website soon. At that time you will have access to all materials and can begin training your other district evaluators.</p> <p>Today, we will cover a number of topics related to evaluating and approving SLOs to include using the Quality Review Tool which is a part of the SLO toolkit. We hope you walk away feeling more secure in your ability to evaluate SLOs and provide quality feedback to teachers. Tomorrow, we are going to cover some key topics that will solidify the SLO evaluation process for you. Read slide.</p>	
6	 <p style="text-align: center;"><b>Overarching Objectives</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of SLOs and their role in the Expanded ADEPT Support and Evaluation System</li> <li>• Become proficient in evaluating SLO components to ensure successful implementation</li> <li>• Identify methods to support teachers in the development and monitoring of SLOs</li> <li>• Identify resources to facilitate the evaluation of SLOs at the school level</li> </ul>	<p><b>SAY:</b> Let’s look at the intended outcomes for this training. Read slide.</p> <p>Inform participants to pay close attention to the content for this overview portion of the training. At the conclusion of this portion, they will be expected to generate some questions based on the content of this module.</p> <p>It is important to note here that a bulk of our time today will be focused on digging deeply into the components of the Quality Review Tool.</p>	
7	 <p style="text-align: center;">SLOs and Teacher Evaluation</p>	<p>Note: Point out the materials they have at their place to be used in today’s training.</p>	



## Expanded ADEPT

ADEPT (2006)	Expanded ADEPT (2015)
Professional Practice 100% Observation and Artifacts	Professional Practice Student Growth Measure District Choice (optional)

Districts have flexibility to determine composition, however, to satisfy ESEA requirements:

- Multiple Measures: no one factor be more than 80%
- Student Growth Measures: significant portion at least 20%

**SAY:** As you know, the Expanded ADEPT Support and Evaluation System for classroom based teachers will be implemented during the 2015-2016 school year. Our new system honors the professional practice focus of the 2006 ADEPT process and adds additional components as evidence of a teacher's effectiveness. The former ADEPT evaluation system measured a teacher's effectiveness solely on professional practice measured by classroom observations and supporting artifacts such as long range plans, reflections, and student work samples. The Expanded ADEPT Support and Evaluation System uses multiple measures to determine a teacher's effectiveness-professional practice, student growth measures, and an optional district choice measure. There are two methods for collecting student growth measures. Test score based measures or Value Added Measures can be applied to grade levels and courses with state-mandated, ESEA required assessments. Those grades and content areas are 4th through 8th grade ELA and Mathematics. SCDE will calculate value added measures for all tested grades and subjects, however only grades 4-8 ELA and Math are required to use test score measures in some way within teacher evaluation.

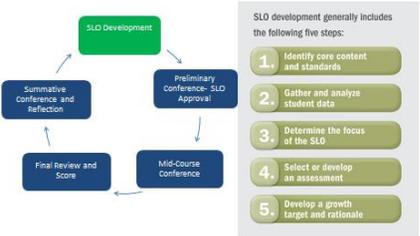
**SAY:** If a district chooses to incorporate a district choice measure into the evaluation system, they may do so. The SCDE has provided some pre-approved options, but again, districts have flexibility to develop an option and have it approved by the SCDE prior to implementation

**SAY:** The South Carolina model is an unweighted model. However, if a district wishes to include a district choice measure, they must consider measures and their respective weighting in the overall effectiveness rating of a teacher.

If incorporating a district choice measure, Expanded ADEPT system guidelines indicate no one measure may exceed 80%. Also, student growth must be a significant portion the educator's evaluation. It cannot be weighted any less than 20 % of the evaluation.

<p>9</p>	 <h3>SLOs and Teacher Evaluation</h3> <ul style="list-style-type: none"> <li>• Student growth must be a significant portion of an educator’s evaluation</li> <li>• SLOs are a vehicle for collecting evidence of student growth</li> <li>• Designed for use by teachers in grades and subjects that do not have a state-mandated, ESEA required assessment. (2015-2016 SLOs for all)</li> <li>• SLOs can be combined with a teacher’s VAM score to yield a student growth score</li> </ul>	<p><b>SAY:</b> South Carolina’s ESEA waiver states that student growth must make up a significant portion of an educator’s evaluation. Student growth is an integral part of our teacher evaluation system. Through a system of pre-assessing student knowledge, providing instruction, and assessing student academic learning at the end of instruction, SLOs serve as a vehicle for collecting evidence of student growth in any grade level or subject area.</p>	
<p>10</p>	 <h3>SLO Resources</h3> <ul style="list-style-type: none"> <li>• SLO Toolkit- <a href="http://ed.sc.gov/slo">http://ed.sc.gov/slo</a></li> <li>• District Decision Checklist</li> <li>• SLO Guidebook</li> </ul>	<p><b>SAY:</b> A couple of items included in the SLO toolkit are of particular use right now within your districts. The District Decision Checklist can be used to craft district business rules that pertain to SLO implementation in your district. These business rules are included in district ADEPT plans, so it’s likely you’ve wrestled with them already. A new resource to the toolkit: The SLO readiness tool helps districts to self-assess key areas of SLO implementation and construct action plans related to SLOs. And of course, The SLO Toolkit is designed for teacher training and use. It contains a repository of SLO examples, a training PowerPoint and script, and the SLO Guidebook. A bit later this morning, we will review The SLO guidebook which is a “one stop resources” for all things SLO. It walks teachers through the entire SLO process from developing the SLO to engaging in conferences throughout the year.</p>	
<p>11</p>	 <h3>Tic-Tac-Toe GOGO Activity</h3>  <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Find the SLO Tic-Tac-Toe sheet in your participant packet.</li> <li>2. Select a row, column, or diagonal of questions/tasks to answer/respond.</li> <li>3. Use the SLO Guidebook to locate the responses to the tasks in the boxes.</li> <li>4. When you’ve completed your three, get up and visit with others to share and find answers to all the questions on the grid.</li> </ol> 	<p><b>The directions for this activity can be found in the Participant Packet on pages 3 and 4.</b></p> <p><b>Note: Participants were asked to print their own copy of the SLO Guidebook prior to coming to training.</b></p> <p><b>Note: Have participants number the squares on the Tic-Tac-Toe sheet from left to right (1-9).</b></p> <p><b>Give participants 10 minutes to complete this activity.</b></p>	<p>SLO Guidebook Tic-Tac-Toe Activity sheet Table cards numbered 1-9</p>

	<p><b>SAY:</b> In order to evaluate an SLO, it is imperative that you have an understanding of the teacher’s expectations within the SLO process so that you can provide support. The SLO Guidebook is written for teacher’s and explains their role in the SLO process. You and your table group are going to participate in a Tic-Tac-Toe GOGO activity to find the answers to some important questions that you may receive from teachers. In your Participant Packet, there is a Tic-Tac-Toe GOGO sheet.</p> <p>Use the SLO Guidebook to locate the correct responses to the questions. You have ten minutes to complete numbers (1-3) of the directions. Once you have responded to your three questions, get up and find others in the room with answers to questions you do not have. When you return to your table you will find a number 1-9. Your table will be responsible for sharing your answer with the whole group.</p> <p>Ask: What questions do you have of me about this activity?</p> <p>Note: Tell participants to do their table number square so they can share that with their partner(s).</p> <p>While they are milling around the room, make sure their table number is out and evident. (This is included in the table packs). Ask each table to address the answer to the question that matches their table number.</p> <p>To close this activity, remind participants that it is important that evaluators have a working knowledge of the SLO Guidebook and its contents. This Guidebook outlines the SLO process for teachers so it is important that evaluators are familiar with it so that they can provide support to teachers.</p> <p>Each group can share out the information in the Tic-Tac-Toe square that corresponds with their table number.</p>	
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	No slide here	<p><b>SAY:</b> SLOs are both process and product. The real value is within the process. We are going to examine the SLO process that teachers and administrators engage in throughout the year and the SLO plan itself - the product.</p> <p>This fall, teachers will develop a plan for collecting student growth measures through student learning objectives. This plan is the SLO “product”. The SLO process is a collaborative effort between classroom based teachers and their administrators or evaluator designee. Through this process of collaboration, data analysis, and planning, the teacher will develop a plan for instruction.</p>	
12	<p> The SLO Process</p> 	<p>Note that source is GTL Center SLO Link is on resources handout. Click through for animations on roles.</p> <p><b>SAY:</b> This cyclical process represents an SLO interval. Intervals are to last the duration of the time the teacher is leading student instruction. In most instances this will be a year long interval, or in instances of semester or quarter long courses, a shorter interval of time. The arrow between the summative conference and SLO development does not imply the SLO carries over into the next year. It’s included to indicate that lessons learned from the previous learn can inform the development of the next SLO. Be aware of the amount of time we are going to spend on this first step. The more comprehensive the work here at the start of the interval, the smoother the process will go throughout the interval.</p> <p><b>SAY:</b> There are five key areas to consider in the development of the SLO: First, teachers or district leaders consider and articulate the core concepts or skills that students will learn during the course. In most SLO examples, the content and standards represent the essential learning of the course. This could be the state standards or other college- and career-ready standards. It is important to keep in mind the balance between content that is broad enough to represent the most important learning in the course, yet narrow enough to be measured through one or more summative assessments.</p> <p><b>SAY:</b> Second, teachers gather and analyze baseline and trend data to investigate and articulate students’ prior knowledge and capacity to handle content covered in the course. These data should include multiple sources, such as end-of-year data from the previous year, baseline data from district assessments, pretest data, progress-</p>	

		<p>monitoring data, curriculum-based assessments, student work samples, and benchmark tests or unit tests that address similar standards. Districts should decide what kinds of data teachers will be required or encouraged to collect and use in their SLO. After the data are gathered, the teacher analyzes his or her current students' data to identify trends in student performance and pre-assessment skills and knowledge. The educator can also review past students' data to identify growth trends specific to the SLO course (e.g., What is the average amount of growth attained in this course? Are there specific skills or content strands that are particularly challenging for students?). Districts should think about where this data is stored, how teachers will be required to make data on their students accessible to other teachers now or in the future, and how teachers will access the data needed for writing their SLO. Districts should also think about whether teachers will use a common form or process to gather and analyze data.</p> <p><b>SAY:</b> The third step is to identify the focus for the SLO: specifically, the student population and the interval of instruction. The student population can take on many different forms. In some cases, it might be appropriate for the SLO to focus on an entire class, such as for a second-grade teacher. In another situation, the teacher might teach the same course across four periods, such as a high school algebra teacher. In this situation, it may be appropriate for the teacher to write one SLO for all students taking algebra. Still, in other situations, it may be appropriate to write an SLO that targets a subgroup of students. For example, a second-grade teacher might write one SLO that focuses on all students and a second SLO that focuses on a subgroup of students for whom growth is expected but the learning trajectory is different and the students may require specific evidence-based instructional strategies and/or multi-tiered systems of support in order to progress. Targeted student populations are only appropriate in instances where a second SLO is utilized. SC ESEA waiver states ALL students.</p> <p><b>SAY:</b> An SLO interval of instruction reflects the duration of the course. This includes the time needed to disseminate a summative assessment, score the assessment, and score the SLO, In order to prepare for the summative conference.</p> <p><b>SAY:</b> Step 4 of the SLO development process involves identifying the assessment framework used to establish baseline and monitor student progress within the SLO interval. It should be noted that the SLO is only as strong as the assessment used to measure students' knowledge. This is for two reasons:</p>	
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		<ul style="list-style-type: none"> <li>• First, it is critically important that the assessments are accessible to all students for whom knowledge can be accurately demonstrated and captured. In addition, selection of the assessment should be based on the assessment’s alignment to the standards and curriculum of the course, and the assessment needs to be able to measure growth of the skills and knowledge being targeted and provide enough ‘stretch’ to show growth in both high- and low-performing students.</li> <li>• Second, comparability across teachers, grades, and schools should be sought. For example, if there are two sixth-grade science teachers in one school, and one teacher uses a self-created summative assessment to measure student learning and the other teacher uses a vendor-created end-of-course exam, comparing the SLO results between the two teachers may be difficult.</li> </ul> <p>Districts may choose assessments for teachers, allow teachers to choose assessments from an approved list, or allow teachers to choose assessments that they are already using and that align to course goals, standards, and content. We will talk more about choosing assessments tomorrow.</p> <p><b>SAY:</b> The final step in the SLO development process is to develop growth targets and rationales for those growth targets. The growth targets are developed using all of the data and evidence collected so far: the baseline and trend data, the key learning that the students should know by the end of the interval of instruction, and the assessment(s) that measure the key learning. Targets should be rigorous, yet attainable.</p> <p>The growth target rationale explains why the target created for the students is appropriate for the students while also being realistic for the teacher. It also should mention how the targets will help students meet the state standards or other college- and career-ready standards. We will talk more about what growth targets can look like tomorrow.”</p> <p><b>Go back to the cycle graphic and mention the other required conferences in the cycle.</b></p>	
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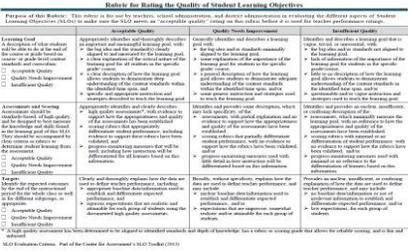
Product  
The Anatomy of a SLO

Objective: The goal statement, identifies content, includes enough that it is measurable.
Evidence: Explain how growth targets and student population were determined.
Baseline and Trend Data: Describes student's baseline knowledge for learning and patterns in data.
Goals Target: Describes teacher's expectations for student growth at end of interval. Ideas for all students.
Student Population: Specific population targeted by the SLO. Includes information about student learning.
Content/Standards/Interval of instruction: Specifies time period of instruction, and encompasses content covered in program.
Assessment: Describes which assessment(s) and grading procedures will be used and why they are appropriate.
Instructional Strategies: Describes research-based instructional strategies that will be used during interval.
Progress Monitoring: Describes type and frequency of interim assessments to measure student progress.
Teacher Professional Growth and Development (and Action Research): SC specific component.

**SAY:** This slide highlights the components or “anatomy” of the SLO. There are 10 components that make up the SLO. These components represent typical SLO information as seen nationally, with one additional SC specific component added in order to align it with current GBE expectations.

- **Objective:** Goal statement itself. **Goal statements should be explicit, measurable, observable, transferable, and enduring**
- **Student Population:** Who is included in the goal? The student population may include all students in a course or class, or a subset of students, provided data and rationale is there to support a smaller focus.
- **Standards/Content:** This section of the SLO aligns the work to the relevant content standards. Not every standard for that course is included, only the ones that relate to the goal.
- **Interval:** The SLO interval indicates the duration of time the students are with the teacher. It also accounts for time needed to assess and score the SLO.
- **Assessment:** Describes the assessment used as benchmark assessments (pre/post) and how those will be graded.
- **Progress Monitoring:** This describes the ongoing process for collecting evidence of student growth. What evidence might the teacher add to the benchmark assessments? What can they use to inform day to day instruction in order to ensure students are making progress?
- **Baseline and Trend Data:** This section connects the goal to the identified student population, and provides the data to support both the need and the beginning levels of skills and abilities of the students in the SLO population.
- **Instructional Strategies:** This section of the SLO helps the teacher to determine what specific strategies are needed to leverage the student growth. Teacher will need to be specific, and may need to include a frequency related to specific strategies like flexible grouping Ex: Flexible grouping 2X per week to administer appropriate direct instruction needed.

		<ul style="list-style-type: none"> <li>• <b>Growth Targets:</b> In this section of the SLO, the teacher identifies how much growth he/she anticipates students or groupings of students will make over the course of the SLO interval. We will dig deeply into growth targets tomorrow.</li> <li>• <b>Rationale:</b> This is the section of the SLO story that links the data analysis to the identified student population. Why the choice for course vs. class approaches, similar growth targets or tiered growth targets. What’s included in the rationale section might be the determining factor in whether the SLO is approved or not.</li> <li>• <b>Teacher Professional Growth and Development (and Action Research):</b> This section is unique to South Carolina. Section 9 of the SLO template serves as the GBE portion of the evaluation. This section of the SLO gives the teacher the opportunity to outline any professional development activities he/she will engage in to ensure the success of the SLO. Teachers who write an SLO are not responsible for completing a separate GBE template. Section nine takes the place of that.</li> </ul>	
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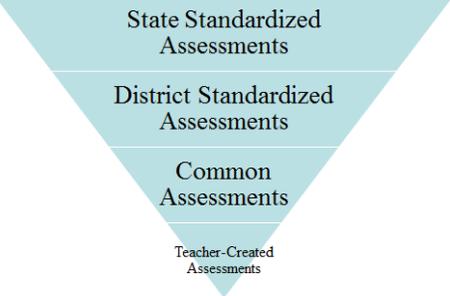
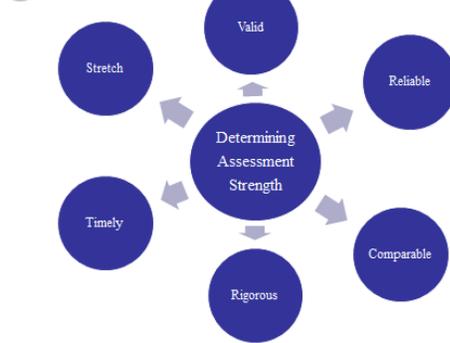
14	<p style="text-align: center;"><b>The Quality Review Tool</b></p> 	<p>While each of these SLO components is important, as evaluators your main areas of focus will be: content (standards alignment), assessments, and the rigor of the growth targets. A featured tool within the SLO toolkit of resources is the Quality Rating Tool. Let’s find that now in your materials... (give time to find- page 5 of Participant Packet).</p> <p>This is not to suggest that when you review an SLO for purposes of approval that you focus on only these three sections of the SLO, as evidence and related documentation will be located in other SLO component parts that provide a holistic view of where the SLO is in its level of development.</p>	
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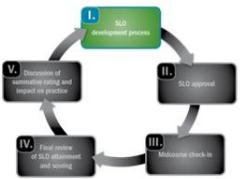
15	<p><b>IX. Teacher Professional Growth and Development Plan and Action Research (S.C. Code Ann. Section 59-26-30):</b></p> <p>Describe the learning that the teacher will complete to successfully complete the plan. How will this learning occur? Will this be compiled as action research to add to the profession? What reading and reflection will be done during the SLO process? What teaching skills and techniques will be improved through the project?</p> <table border="1" data-bbox="163 1266 709 1364"> <thead> <tr> <th>Conference</th> <th>Date</th> <th>Signatures</th> </tr> </thead> <tbody> <tr> <td>SLO Preliminary Conference</td> <td></td> <td></td> </tr> <tr> <td>SLO Mid-Course Conference</td> <td></td> <td></td> </tr> <tr> <td>SLO Summative Conference</td> <td></td> <td></td> </tr> </tbody> </table>	Conference	Date	Signatures	SLO Preliminary Conference			SLO Mid-Course Conference			SLO Summative Conference			<p>Also included on the SLO planning template is a place for signatures. There are three required conferences to support the approval, progress monitoring, and scoring of the SLO. The evaluator and the teacher signatures serve as documentation that the meetings occurred. These meetings are not optional, but required as part of the SLO process. In districts that have piloted the process they have said that if the SLO process is completed as outlined, there are no surprises related to the scoring of the SLO at the end.</p>	
Conference	Date	Signatures													
SLO Preliminary Conference															
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16	 <p style="text-align: center;"><b>Summative Scoring Table</b></p> <table border="1" data-bbox="184 170 514 370"> <thead> <tr> <th>Exemplary An excellent &amp; outstanding level of achievement</th> <th>Proficient</th> <th>Needs Improvement</th> <th>Unsatisfactory</th> </tr> </thead> <tbody> <tr> <td>The teacher attains a high level of student achievement with all populations of learners.</td> <td>The work of the teacher results in exemplary, measurable progress toward or attainment of standards for a significant number of students.</td> <td>The work of the teacher does not consistently result in measurable progress toward or attainment of standards, and there is one or more critical student performance needs to be met.</td> <td>The work of the teacher does not achieve acceptable standards for any population of learners.</td> </tr> <tr> <td>Percent of students _____ meet or exceed the required growth standard for each demographic group.</td> <td>A significant number of students _____ meet or exceed the required growth standard for each demographic group.</td> <td>A low but significant number of students _____ meet or exceed the required growth standard for each demographic group.</td> <td>Fewer than _____ of students meet or exceed the required growth standard for each demographic group.</td> </tr> <tr> <td colspan="4" style="text-align: center;">Reporting of the Top 10%</td> </tr> <tr> <td>Performance Level: _____</td> <td>Performance Level: _____</td> <td>Performance Level: _____</td> <td>Performance Level: _____</td> </tr> <tr> <td colspan="4" style="text-align: center;">End of Year Achievement</td> </tr> <tr> <td>_____ of _____</td> <td>_____ of _____</td> <td>_____ of _____</td> <td>_____ of _____</td> </tr> </tbody> </table>	Exemplary An excellent & outstanding level of achievement	Proficient	Needs Improvement	Unsatisfactory	The teacher attains a high level of student achievement with all populations of learners.	The work of the teacher results in exemplary, measurable progress toward or attainment of standards for a significant number of students.	The work of the teacher does not consistently result in measurable progress toward or attainment of standards, and there is one or more critical student performance needs to be met.	The work of the teacher does not achieve acceptable standards for any population of learners.	Percent of students _____ meet or exceed the required growth standard for each demographic group.	A significant number of students _____ meet or exceed the required growth standard for each demographic group.	A low but significant number of students _____ meet or exceed the required growth standard for each demographic group.	Fewer than _____ of students meet or exceed the required growth standard for each demographic group.	Reporting of the Top 10%				Performance Level: _____	Performance Level: _____	Performance Level: _____	Performance Level: _____	End of Year Achievement				_____ of _____	_____ of _____	_____ of _____	_____ of _____	<p><b>SAY:</b> The Summative Scoring Table is located at the end of the SLO template. This table should be used by the evaluator to help determine the teacher’s final score and rating on the SLO. The four descriptors at the top of the table represent the final scoring labels a teacher can receive on the SLO. The other parts of the table provide the teacher with a place to document the percentage of students who have attained their growth goal; thus, facilitating the scoring and summative conference process with the evaluator. The scores on the Summative Scoring Table should align with the district scoring rubric. As a reminder, teachers will self -score their SLO prior to the summative conference with their evaluator. The evaluator will then review, edit, change, or accept the teacher’s score provided evidence supports the score.</p>	
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17	 <p style="text-align: center;"><b>ASSESSMENT AND RIGOR REVIEW</b></p>	<p>Module Time = 45 minutes -1 hour</p> <p><b>SAY:</b> For this portion of the training we are going to briefly review assessment quality and growth targets. The strength and alignment of these components are essential to the process as they ensure that we are moving students toward the goal.</p>	
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18	 <p style="text-align: center;"><b>Assessments</b></p> <ul style="list-style-type: none"> <li>✓ Measure what students are expected to learn in a course over time</li> <li>✓ Indicate the degree to which a teacher has impacted his or her students’ learning</li> <li>✓ Must be pre-approved through preliminary conference</li> </ul>	<p><b>SAY:</b> Think back to the assessment discussion yesterday. We want to ensure the assessments used are quality assessments. Quality assessments will measure what was taught and reveal the level impact instruction had on learning. An assessment checklist is available on the SCDE website to assist in the creation and selection of quality assessments.</p> <p><b>SAY:</b> As a reminder, prior to SLO implementation, the assessment must be approved.</p>	
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19	 <p><b>Best Practice:</b> Use 2 – 3 assessment sources</p> <ul style="list-style-type: none"> <li>✓One assessment is unlikely to paint an adequate picture of student learning</li> <li>✓Yield more meaningful, valid, and reliable information</li> </ul>	<p><b>SAY:</b> One assessment or even one type of assessment may not provide a sufficient representation of a student’s growth. Because we want an accurate picture of the students’ growth, a best practice is to incorporate more than one assessment source.</p>	
20	 	<p><b>SAY:</b> This graphic shows the rank in confidence of the alignment and rigor of the assessments. The assessments at the top of the inverted pyramid generally have the most alignment and rigor. Teachers can use standardized assessments chosen by the district (i.e. MAP) to assess student learning. To ensure that the assessments are well constructed, aligned to content standards, rigorous, and comparable across the district, it is encouraged that teachers use district-level common assessments, when available. If teachers do not have access to the assessments mentioned, teacher-created assessments could be used to assess the focus of the SLO.</p>	
21	 	<p><b>SAY:</b> We discussed high quality assessments in detail during a Day 1 of training. This graphic serves as a reminder that the strength of the assessment is determined by the following components. <i>Read the components to the participants.</i></p> <p><b>SAY:</b> Evaluators can use the SLO Assessment Checklist or the rubric provided in yesterday’s session to determine if the assessment is appropriate for use.</p>	

<p>22</p>	 <p>Setting Appropriate Growth Targets</p> <p><b>RIGOR</b></p>	<p><b>SAY:</b> We're going to review the process for and importance of setting growth targets, and take some time to evaluate a few growth target examples.</p>	
<p>23</p>	 <p>SLO Development Process</p> <p>SLO development generally includes the following five steps:</p> <ol style="list-style-type: none"> <li>1 Identify core content and standards</li> <li>2 Gather and analyze student data</li> <li>3 Determine the focus of the SLO</li> <li>4 Select or develop an assessment</li> <li>5 Develop a growth target and rationale</li> </ol> 	<p><b>SAY:</b> We are going to briefly revisit the SLO development process. From yesterday's training you may remember that there are, in general, five steps in the process.</p> <p><i>Read the first four steps to the participants.</i></p> <p><b>SAY:</b> Now we are going to focus on step five: developing growth targets.</p>	
<p>24</p>	 <p>Qualities of a Growth Target</p> <ul style="list-style-type: none"> <li>✓ Set to measure an increase between two points in time</li> <li>✓ Are rigorous and attainable</li> <li>✓ Informed by baseline and trend data</li> <li>✓ Stretches <u>ALL</u> students</li> </ul>	<p><b>SAY:</b> Setting and adjusting growth targets requires teachers to determine what level of student growth is both rigorous and attainable. Growth targets should demonstrate an increase in learning between two points in time, and should be rigorous and attainable. When setting growth targets, it is important to apply the available baseline and historical data for each student. Baseline data can be gathered from a pre-assessment or can include data from assessments from previous years. Using this data to inform growth targets is important because teachers will have a better idea of the students' current level. Trend and other student data will assist educators in determining how much growth each student is likely to make. <b>All students</b> should be expected to at least meet their growth targets, if not exceed them.</p>	

25	 <p style="text-align: center;"><b>Examine the Data</b></p> <ul style="list-style-type: none"> <li>✓ Pretests (course content)</li> <li>✓ Scores from previous similar content</li> <li>✓ Data collected over time</li> <li>✓ Additional historical data</li> </ul>	<p><b>SAY:</b> Here are some sources of data that will be useful as teachers set growth targets. Including multiple sources of data will paint a more accurate picture of students' abilities and help to make a more precise growth target.</p>							
26	 <p style="text-align: center;"><b>Types of Growth Targets</b></p> <table border="1" data-bbox="163 500 611 727"> <thead> <tr> <th style="background-color: #4a7ebb; color: white;">Tiered Growth Targets</th> <th style="background-color: #4a7ebb; color: white;">Targeted Growth Targets</th> <th style="background-color: #4a7ebb; color: white;">Individual Growth Targets</th> </tr> </thead> <tbody> <tr> <td style="background-color: #4a7ebb; color: white;">Appropriate for the class approach to SLOs; tiered growth targets include all students but at varying degrees of expected growth.</td> <td style="background-color: #4a7ebb; color: white;">Appropriate for the course approach to SLOs; targeted growth targets are similar for all students within the SLO student population as they have similar needs according to assessment data.</td> <td style="background-color: #4a7ebb; color: white;">Appropriate for use in class or course SLOs. All students have individualized growth targets based on previous performance and expectations.</td> </tr> </tbody> </table>	Tiered Growth Targets	Targeted Growth Targets	Individual Growth Targets	Appropriate for the class approach to SLOs; tiered growth targets include all students but at varying degrees of expected growth.	Appropriate for the course approach to SLOs; targeted growth targets are similar for all students within the SLO student population as they have similar needs according to assessment data.	Appropriate for use in class or course SLOs. All students have individualized growth targets based on previous performance and expectations.	<p><b>SAY:</b> Shown are three types of growth targets. Think back to the Baseline and Trend data activity we completed yesterday. Some teachers will set tiered growth targets for groups of students. Other teachers may choose to create individualized growth targets based on each student's performance. A targeted growth target where only sub populations of students are used is only appropriate for a second SLO when the first SLO includes all students. Regardless of the type of growth targets set, they should be rigorous, yet attainable and be informed by data.</p>	
Tiered Growth Targets	Targeted Growth Targets	Individual Growth Targets							
Appropriate for the class approach to SLOs; tiered growth targets include all students but at varying degrees of expected growth.	Appropriate for the course approach to SLOs; targeted growth targets are similar for all students within the SLO student population as they have similar needs according to assessment data.	Appropriate for use in class or course SLOs. All students have individualized growth targets based on previous performance and expectations.							
27	 <p style="text-align: center;"><b>Possible Contextual Factors</b></p> <ul style="list-style-type: none"> <li>• Learning disabilities or conditions</li> <li>• Behavioral conditions</li> <li>• Student health and home conditions (i.e. transient or managing long-term health challenges)</li> </ul> <p><i>Note: It is important to consider</i></p> <ul style="list-style-type: none"> <li>• Students' past performance data</li> <li>• The extent to which these factors may impact student growth</li> <li>• What types of interventions or supports are in place and their effectiveness</li> </ul> <p style="text-align: right;">18</p>	<p><b>SAY:</b> Here are some contextual factors that may impact student growth. The existence of these factors, however, doesn't necessarily mean the teachers should set lower targets. ALWAYS start with the data – what does the student's past performance show? Does this represent a new challenge that means that student's performance is likely to be different than prior years? Has that student shown recent success or struggles with interventions in a way that is different than before?</p>							

28	 <h3>Process for Setting Growth Targets</h3> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="border: 1px solid black; padding: 5px;"> <p><b>Set Initial Growth Targets</b></p> <ul style="list-style-type: none"> <li>• What growth have students made in previous years?</li> <li>• What is the minimum score at which students can be "proficient"?</li> <li>• Does the initial growth target allow students to make meaningful progress towards proficiency?</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Adjust Growth Targets</b></p> <ul style="list-style-type: none"> <li>• Are there contextual factors that are likely to affect students' growth in positive or negative ways?</li> <li>• Are these factors reflected in students' previous growth or are they new?</li> <li>• What growth have students with similar factors made in the past?</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Review Targets</b></p> <ul style="list-style-type: none"> <li>• Are these targets rigorous and attainable?</li> </ul> </div> </div>	<p><b>SAY:</b> We modeled the process teachers will use when setting growth targets. To recap, teachers will: <i>Read the process to the participants.</i></p>	
29	 <h3>Teacher Considerations for Setting Growth Targets</h3> <ul style="list-style-type: none"> <li>• How will teachers connect growth targets to instructional strategies? <ul style="list-style-type: none"> <li>– What instructional strategies will be used to ensure that lower-performing students do not fall further behind?</li> <li>– What instructional strategies will be used to ensure that lower-performing students can make progress towards closing their achievement gap?</li> <li>– What instructional strategies will be used to ensure that students consistently demonstrating proficiency continue to grow and develop advanced skills?</li> <li>– What instructional strategies will be used to engage and challenge higher-performing students?</li> </ul> </li> </ul>	<p><b>SAY:</b> In order to ensure the process is effective, all of the components must align. The instructional strategies used must move students toward the desired target. To ensure all students reach the target, different instructional strategies may need to be incorporated.</p> <p>So, consider the following questions: <i>Read the slide to the participants.</i></p>	
30	 <h3>Teacher Considerations for Setting Growth Targets</h3> <ul style="list-style-type: none"> <li>• How will teachers monitor student progress? <ul style="list-style-type: none"> <li>– What kinds of formative assessments and informal formative data collection will teachers use?</li> <li>– What kind of interim goals or benchmarks will teachers set (formally or informally) to ensure students are on-track?</li> </ul> </li> </ul>	<p><b>SAY:</b> Remember, the SLO is both a product and a process. Progress monitoring is another part of the SLO process. Teachers should think of the methods to monitor progress throughout the SLO interval. It is important to collect evidence of growth on an ongoing basis to inform instruction. This evidence will ensure the teacher is moving students toward the target and will be helpful information to discuss during the mid-course check in.</p>	

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### Growth Target Example

Pre-assessment Baseline Score	Target Score on Post-assessment
41-60	70 or increase by 15 points, whichever is greater
61-70	80 or increase scores by 15 points, whichever is greater
71-80	88 or increase score by 12 points, whichever is greater
81-90	95 or increase score by 8 points, whichever is greater, plus 85 or higher on final project
91-100	95 or increase score by 3 points (if possible), whichever is greater, plus 90 or higher on final project

**SAY:** This is an example of an acceptable target. This target is tiered, meaning that the target scores vary based on the pre-assessment scores of the students. Students in the first level are expected to either reach a minimum score or increase their score by a specified number of points- whichever is greater. So if I scored a 42 on my pre-assessment, my growth target is 70. Whereas if I scored a 59 on the pre-assessment, my growth target is a 74.

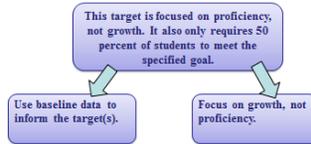
**SAY:** Let's take a look at the last two levels, the students in the ranges of 81-90 and 91-100. The point increase is different, but there is an addition of a final project. The inclusion of the final project helps ensure the assessments used have sufficient stretch.

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### How Could This Growth Target Be Improved?

During the fall semester, 50 percent of the students will earn a National Physical Fitness award for their performance on the Physical Fitness test.



23

**SAY:** Talk with an elbow partner about the deficits of this growth target and think of how the target could be improved.

*Allow 2 minutes for participants to speak with their partners.*

**SAY:** First let's look at why this growth target is not as strong as it could.

**Click to reveal the box and then read the content of the box.**

**SAY:** Is this similar to what you discussed with your elbow partner? Now let's look at a couple of ways this could be improved.

**Click to reveal the next box.**

**SAY:** Remember, we want to be sure that growth targets are appropriate and rigorous. Each student will not begin on the same level. The baseline data gives teachers the students' starting point. This be useful information when setting the growth targets.

**Click to reveal the final box and read the contents of the box.**

**CLICK** to advance the slide

33



How Could This Growth Target Be Improved?

Students scoring 80 or lower on the science pre-assessment will increase their scores on the post-assessment by at least 10 points. Any students scoring 81 or higher on the science pre-assessment will maintain their scores.

This target could be stronger. It does not sufficiently aim to bring students up to proficiency. Not all students are required to show growth.

Consider revising targets if students are very low performing so that all low-performing students are growing towards proficiency.

Revise targets for students scoring 81 or higher so that they must demonstrate growth.

**SAY:** Talk with an elbow partner about the deficits of this growth target and think of how the target could be improved.

*Allow 2 minutes for participants to speak with their partners.*

**SAY:** First let's look at why this growth target is not as strong as it could.

**Click to reveal the box and then read the content of the box.**

**SAY:** If I scored a 10 on the pre-assessment and score a 20 on the post assessment, then according to these parameters, I've met the target. While the focus is on growth, we still want the students to move toward being proficient in the content. Conversely, if I make an 81 on my pre-assessment and make another 81 on my post assessment, I have made no growth, but still have met the target. This wouldn't be a rigorous target for me.

The following are a couple of suggestions to improve this growth target.

**Click to reveal the next box and read the contents of the box.**

**Click to reveal the final box and read the contents of the box.**

**CLICK** to advance the slide

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Please be ready to begin the next session in 15 minutes.  
Thank you!

*Inform participants they have 10 minutes for a break.*

<p>35</p>	 <h2 style="text-align: center;">The Quality Review Tool</h2> <p style="text-align: center;">Evaluating a SLO for quality</p> <p style="text-align: left; font-size: small;">10/22/2015</p>	<p><b>SAY:</b> This section of the training focuses on using the Quality Review Tool to evaluate the quality of the SLO. The start of this module will look at the components Quality Review Tool and documents that can facilitate the review process and preparation for conferences with teachers. This activity should take approximately 1 hour.</p>	<p>Case Study SLO SLO QRT Conference Sheet QRT</p>
<p>36</p>	 <h2 style="text-align: center;">The Quality Review Tool</h2>  <p style="text-align: left; font-size: small;">6/26/2015</p>	<p><b>SAY:</b> The Quality Review Rubric, adapted from the National Center for Assessment’s SLO Toolkit, was designed to measure the quality of the three major components of the SLO; the learning goal, the assessments and scoring, and the growth targets. The tool pulls out these three components as they are informed by the other components of the SLO template. Keep in mind that when evaluating the learning goal, assessment, and targets you are considering multiple components of the SLO template to inform the components of the Quality Review Tool.</p>	
<p>37</p>	 <h2 style="text-align: center;">Ratings</h2> <ul style="list-style-type: none"> <li>• <b>Acceptable Quality</b> <ul style="list-style-type: none"> <li>– Appropriately identifies and thoroughly describes/explains</li> </ul> </li> <li>• <b>Quality Needs Improvement</b> <ul style="list-style-type: none"> <li>– Generally or broadly identifies</li> </ul> </li> <li>• <b>Insufficient Quality</b> <ul style="list-style-type: none"> <li>– Vague, unessential, confusing, insufficient</li> </ul> </li> </ul> <p style="text-align: left; font-size: small;">6/26/2015</p>	<p><b>SAY:</b> When you look at the review tool, you see that there are three quality performance ratings for each component. Those ratings are: Acceptable, Needs Improvement, and Insufficient Quality. To receive a rating of Acceptable the teacher must appropriately and/or thoroughly describe the goal(s), assessment, and the targets. For plans that do not initially meet the Acceptable rating level, the evaluator will provide feedback and suggestions to improve the plan to Acceptable. In the next slide, you’ll see the tool that developed to support this process.</p>	



## Case Study Activity

### Task:

Use the Quality Review Rubric to evaluate the quality of the 3<sup>rd</sup> Grade SLO example. Be sure to rate the SLO in all three categories.

Identify areas of strength and areas of potential growth in the SLO. Use the Quality Review Conference Form to record your findings.

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**SAY:** Now, you will assume the role of the SLO evaluator. In this activity, you will use the QRT to evaluate a 2<sup>nd</sup> grade sample SLO and list your findings on the Conference Form. For the next **7 minutes** please independently read the SLO. It is important that evaluators review the SLO in its entirety before making any decisions or ratings.

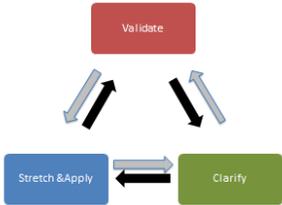
**Facilitators:** Once participants have completed reading the SLO, have them look at the Learning Goal portion of the Quality Review Tool and assign a rating to the SLO for that component. Remind them that data to inform this component can come from the Learning Objective, Instructional Strategies, and the Content and Standards. Give participants about **10 minutes** to list strengths and growth areas on the Conference Form and assign a rating.

After 10 minutes, call on participants to share their ratings and findings. Participants can share their rating by a show of hands (if you rated this Acceptable, raise your hand, etc.) Call on participants to share the strengths and growth areas that they've identified.

Next, give the participants **15 minutes** to review the other two components of the SLO, assign ratings, and provide strengths and growth areas.

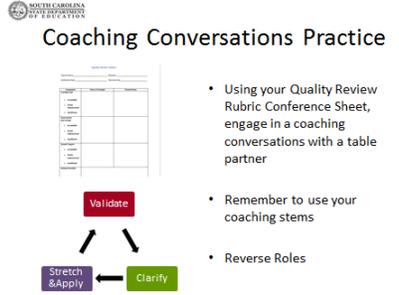
After 15 minutes, engage in a discussion with your table group about your findings. Try to come to a consensus about the strength and growth areas of the SLO and agree on some next steps for the teachers. After 10 minutes of discussion, come together as a whole group to share conclusions.

Pose the following question: **Why is it important for everyone to reach consensus?** Make sure that participants understand that it is important to have a shared understanding of what a quality SLO looks like. The trainers need to understand that this process needs to be replicated back in their districts to ensure that all trainers are calibrated.

42	 <p>Supporting Development of High Quality SLOs</p> <p><b>COACHING CONVERSATIONS</b></p>		Coaching Protocol Graphic Organizer Video Clip: Approval Conference
43		<p><b>SAY:</b> In the role of SLO evaluator, you are going to engage in conversations with teachers around their SLO plan, assessment framework, and plans for instructional strategies. SLOs must be “approved” for implementation before the SLO interval begins. In early implementation, it’s likely that you will learn alongside of the teachers as they work to craft high quality SLO goals. It’s important we know how to engage in supportive, coaching conversations in order to grow teachers professionally and impact what happens for students in their classrooms. Because the intent of the Expanded ADEPT Support and Evaluation system is one of ongoing support and professional development, coaching conversations becomes a critical element of our work.</p>	
44	<p>Coaching Protocol</p> 	<p><b>Activity 1: Coaching Language and Pre Approval Video (Total Time = 30 minutes)</b></p> <p><b>SAY:</b> We are going to focus on SLO coaching conversations and strategies that can be used to facilitate teacher growth during the SLO process. For this activity, you will be using two resources: an SLO Coaching Conversations Protocol, and a graphic organizer. Take a moment to find those resources. (pages 14-16 in the participant packet) <u>Protocol Walkthrough: (7 minutes)</u></p> <p>The <b>protocol</b> shows three areas of conversation: Validation, Clarification, and Stretch and Application. You will notice from the graphic on the protocol that the arrows indicate the process is not linear, and can “weave” back and forth between the three areas of conversation. The conversation is meant to flow naturally. There is</p>	

		<p>importance, however in reaching the “stretch and apply” as this is where professional growth occurs.          Notice the language stems underneath the graphic. These are just a few examples. Not all will sound natural coming out of your mouth, and over time you will find language that comes naturally. You will notice that the language is absent of evaluative language. That’s important. Coaching is not about casting judgement. While ultimately you will have to “sign off” on an SLO, you want to be cognizant of language that builds capacity rather than “shut down” their openness to take risks, and stretch their skills.</p> <p><b>SAY:</b> We are going to watch a video clip of an SLO approval conference. During the video, your mission is to capture coaching language from the evaluator. We are going to ask that you quickly count off 1 to 3 at your tables.</p> <p><i>Let them count off.</i></p> <p><b>Ask:</b> Who has the number one at your table? Say: Number ones will be capturing <u>validation</u> statements. Twos? Twos will be capturing <u>clarifying</u> statements. Threes? Threes will be watching for those that ask the teacher to stretch thinking and apply learning.</p>	
45	 <p><b>SLO Approval Conference Video</b></p> <p>Count off 1-3. During the video capture language stems that demonstrate your assigned area of the protocol.</p> <p>#1) <u>Validate</u>: Affirms strength, or rationale</p> <p>#2) <u>Clarify</u>: Asks for greater detail, probes deeper</p> <p>#3) <u>Stretch</u>: Pushes the educator to think about next steps growth and development</p> <p>Video Link: <a href="http://www.kaltura.com/tiny/wrmfr">http://www.kaltura.com/tiny/wrmfr</a></p>	<p><b>SAY:</b> Find the graphic organizer for this activity in your resources.</p> <p><i>Let them find the resource. Hold it up for example.</i></p> <p><b>SAY:</b> As you watch the approval conference video, capture the language stems you hear the evaluator use that indicate your assigned part of the protocol. <b>ASK:</b> What questions do you have of me?</p> <p><i>Play Video and have them capture language stems. (8 minutes)</i>  <i>The link to the video is provided on the bottom of the PPT slide. The link is also provided here: <a href="http://www.kaltura.com/tiny/wrmfr">http://www.kaltura.com/tiny/wrmfr</a></i></p> <p><b>SAY:</b> Now, in groups of three (1-3) discuss your findings. Add ideas from each report out to your own chart. <b>(Provide 10 minutes of group sharing)</b></p> <p>After 10 minutes of group discussion ask the room to come together as a larger group and ask for “a-has” thoughts, and insights. <b>(Debrief 5 minutes)</b></p>	<p>SLO Approval Conference Video Guide</p>

46	 <p>Supporting and Evaluating the SLO A Case Study</p>	<p>Time = 30- 45 minutes</p> <p><b>SAY:</b> You can understand why coaching conversations and the use of language that encourages and affirms helps support the learning process.</p> <p><b>SAY:</b> You may have noticed the evaluator in the conference acknowledging that she is learning as well. While our coaching protocol gets at trust building through affirmation statements, consider the nonverbal language of the coach. The empathy and understanding that went along with the conversation...</p>	
47	 <p>Reviewing Case Study SLO Plan</p> 	<p><b>SAY:</b> We are going to dissect the SLO interval by examining a case study. As evaluators, today, you will review the SLO for the Preliminary Conference.</p>	
48	 <p>Coaching Conversation Video Recap</p>  <p>SLO Approval: Preliminary Conference</p>	<p><b>SAY:</b> We have just seen an abbreviated version of the preliminary conference: To review key points:</p> <ul style="list-style-type: none"> <li>• Multiple Assessments – no conversation on validity as the teacher was using three standardized assessments (MAP, DIBELS, and F&amp;P) along with other formative evidence.</li> <li>• Setting Appropriate growth targets: the students between benchmark and at risk will need a little boost in order to close the gap.</li> <li>• And the critical standards...teacher was concerned about comprehension and fluency...pushing to add DIBELS and F&amp; P to the assessment package.</li> <li>• The evaluator shares the scoring rubric that is used with the assessment.</li> </ul>	

<p>49</p>	 <p><b>SLO Approval: Preliminary Conference</b></p> <p><b>When?</b> Prior to start of SLO interval. <b>Who?</b> Final approval is issued by the building principal.</p>	<p><b>SAY:</b> Let’s review the SLO Process: <i>Show slide...</i></p> <p><b>SAY:</b> In this case study, the teacher was to return for approval after a couple of minor changes to include: Adding audio recording, Assessing using the F&amp;P, and compiling all the data into a spreadsheet in order to make tracking progress manageable.</p> <p>While our video conference was abbreviated, a thorough conference will take time. Think about existing structures that will allow for this type of review and coaching in order to make “approval” manageable.</p>	
<p>50</p>	 <p><b>Coaching Conversations Practice</b></p> <ul style="list-style-type: none"> <li>Using your Quality Review Rubric Conference Sheet, engage in a coaching conversations with a table partner</li> <li>Remember to use your coaching stems</li> <li>Reverse Roles</li> </ul>	<p><b>SAY:</b> Find your SLO Quality Review Rubric Conference Sheet. (page 6 in the participant packet) Using the QR Conference Form you completed earlier today, let’s practice our coaching conversation using the coaching protocol. (page 14-15 in the participant packet)</p> <p><b>SAY:</b> Use the Rubric Review Conference Form to engage in a coaching conversation with a table partner. Incorporate specific feedback that you would offer Austin during the Preliminary Conference. Practice using your coaching stems. Take turns being the evaluator and teacher so that each of you have some coaching practice today.</p> <p><b>Note:</b> Encourage participants to create Validating statements, Clarifying questions, and Stretch and Apply statements using their lists of strengths and areas of growth from the Review Rubric Conference Form.</p> <p><i>After 10 minutes bring group back together. Ask for additional insights.</i></p>	<p>SLO Review Rubric 2<sup>nd</sup> Grade SLO Case Study</p>
<p>51</p>	 <p><b>SLO Development Process</b></p> <p>SLO development generally includes the following five steps:</p> <ol style="list-style-type: none"> <li>Identify core content and standards</li> <li>Gather and analyze student data</li> <li>Determine the focus of the SLO</li> <li>Select or develop an assessment</li> <li>Develop a growth target and rationale</li> </ol>	<p><b>SAY:</b> Today we have looked at the SLO Process with the focus being the approval conference. The next module scheduled for _____, will focus on the mid-year conference.</p>	

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**SAY:** The SCDE is available to provide support throughout the process. Shown is the educator effectiveness team. Feel free to contact these individuals should you have questions.

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*Closure:*  
*Thank them for their participation. Ask that they complete a training evaluation before leaving.*  
*Ask that they bus their tables, and keep evaluations on the tables for collection.*