



SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

South Carolina Department of Education Student Learning Objectives (SLOs) Implementation Readiness Tool

The Student Learning Objectives (SLO) Process Readiness Tool is designed for use by school and district leadership teams for initial and on-going implementation of the SLO Process in order to collect Student Learning Objectives (SLOs) within the Expanded ADEPT teacher evaluation system. Each item relates to one or more of the necessary components found in successful implementation of SLOs. Initially, the readiness tool can be utilized to gather baseline information regarding the school's or district's ability to implement the process. This information can then inform the development of an action plan for use within the district and individual buildings. This document is provided in WORD format so that districts can adapt the tool in ways that are useful to them.

The [SLO implementation tool](#) is part of the Evaluator Training Toolkit

This Readiness Tool is adapted in part and used with permission from the WI Department of Public Instruction (DPI) the original product reflects combined efforts of the Southeast Wisconsin Teacher Evaluation Consortium, the Wisconsin Center for Education Research (WCER), Cooperative Educational Services Agency (CESA) School Improvement Services network and the Department of Public Instruction (DPI).



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Educator Knowledge of the SLO Process

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
<ul style="list-style-type: none"> No activity occurring in this area 	<ul style="list-style-type: none"> Identifying needs Exploring options Building background knowledge Answering why Increasing awareness Learning about 	<ul style="list-style-type: none"> Articulating and defining new skills Training Answering what, where, who, when & how 	<ul style="list-style-type: none"> Putting plans into action Doing the work Monitoring for fidelity Providing resources Changes in staff practice 	<ul style="list-style-type: none"> Adapting practice to local context while maintaining fidelity Building habits and routines

Directions: Read each

Guiding Questions	NP	PB	A	I	R
All district leaders understand the Expanded ADEPT Support and Evaluation System and can clearly articulate why it is needed, how it will be implemented, and its potential impact.	NP	PB	A	I	R
All principals understand the Expanded ADEPT Support and Evaluation System and can articulate why it is needed, how it will be implemented, and its potential impact.	NP	PB	A	I	R
All teachers understand the Expanded ADEPT Support and Evaluation System and can articulate why it is needed, how it will be implemented, and its potential impact.	NP	PB	A	I	R
All teachers and their evaluators understand the district process for <u>collecting</u> student growth measures for use within teacher evaluation.	NP	PB	A	I	R
All teachers and their evaluators understand the district process for <u>monitoring</u> student growth measures for use within teacher evaluation. (Consider all roles that will act in an evaluator capacity)	NP	PB	A	I	R
All teachers and their evaluators know and understand the district decisions related to the SLO process and SLO district business rules relevant to their position.	NP	PB	A	I	R



Potential Strategies to Build Educator Knowledge of the SLO Process

- Clarify your district mission and vision as they relate to the basic purpose of collecting SLO student growth measures
- Review [SLO examples](#) from the SLO toolkit and samples from other states which aligns with your identified district SLO business rules
- Facilitate overview sessions to build understanding among all staff
- Share the availability of [SLO training resources](#)
- Message the idea that this is about improving practice and expanding highly effective teaching
- Develop a district-specific FAQ to help with understanding
- Create a visual that clarifies the flow of the process in your district
- Compare and contrast existing goal setting processes with the expectations within the SLO process
- Engage teachers in discussion around what's in place already that can be used within this process: Assessments, standards, etc.

Action Step	Timeline	Evidence of Implementation	Assigned



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loCapacity and Infrastructure

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
<ul style="list-style-type: none"> No activity occurring in this area 	<ul style="list-style-type: none"> Identifying needs Exploring options Building background knowledge Answering why Increasing awareness Learning about 	<ul style="list-style-type: none"> Articulating and defining new skills Training Answering what, where, who, when & how 	<ul style="list-style-type: none"> Putting plans into action Doing the work Monitoring for fidelity Providing resources Changes in staff practice Providing clarity 	<ul style="list-style-type: none"> Adapting practice to local context while maintaining fidelity Building habits and routines

Directions: Read each

Guiding Questions	NP	PB	A	I	R
The school/district has a clearly defined timeline related to the SLO process.	NP	PB	A	I	R
Educators and evaluators will receive initial and ongoing training on the SLO process.	NP	PB	A	I	R
All teachers and their evaluators know and understand the timeline for the SLO process as it relates to into their schedules and workloads.	NP	PB	A	I	R
All principals and their evaluators know and understand the timeline for SLO implementation and have integrated it into their schedules and workloads.	NP	PB	A	I	R
A sufficient number of evaluators are in place to effectively evaluate, support and provide feedback to teachers.	NP	PB	A	I	R
Personnel have been identified to manage the SLO data and documentation at the district level (e.g., human resources, assessment and accountability, information technology).	NP	PB	A	I	R
Personnel have been identified to provide school-level support on the SLO process system (e.g., coaches, principals, evaluator designee)	NP	PB	A	I	R

District personnel have been identified to provide school-level support on the SLO process (e.g., human resources, assessment and accountability, information technology, student services, curriculum and instruction).	NP	PB	A	I	R
A district SLO lead has been identified to coordinate overall implementation.	NP	PB	A	I	R
School level SLO leaders have been identified to support the SLO process implementation and answer SLO questions within schools and to coordinate with the district lead.	NP	PB	A	I	R
A plan is in place to monitor and improve evaluator consistency on providing feedback and rater agreement.	NP	PB	A	I	R



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Potential Strategies to Build Capacity and Infrastructure

- Map district/school plan for professional development related to Expanded ADEPT system and the SLO process specifically.
- Develop a long range PD plan for initial and ongoing training for all evaluators and teachers
- Identify who leads overall implementation efforts and monitor implementation progress (district and school level leaders)
- Plan sufficient initial training-build capacity with principals and educators
- Develop a clear timeline for SLO process (approval deadlines, mid- course checks, and summative conferences)
- Have a plan for routine follow-through (standing item on meeting agenda, adding this to your district dashboard)
- Identify the resource people who will provide SLO support (peer coaches, expert coaches, administration, etc.)
- Develop protocols and/or guidelines to ensure consistent implementation across schools (e.g., quality standards for SLOs, timing of evidence collection)
- Determine process and structure for routine calibration (bringing on new staff members, etc.) to ensure consistency and reliability

Action Step	Timeline	Evidence of Implementation	Assigned



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Communication and Stakeholder Engagement

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
<ul style="list-style-type: none"> No activity occurring in this area 	<ul style="list-style-type: none"> Identifying needs Exploring options Building background knowledge Answering why Increasing awareness Learning about 	<ul style="list-style-type: none"> Articulating and defining new skills Training Answering what, where, who, when & how 	<ul style="list-style-type: none"> Putting plans into action Doing the work Monitoring for fidelity Providing resources Changes in staff practice 	<ul style="list-style-type: none"> Adapting practice to local context while maintaining fidelity Building habits and routines

Directions: Read each

Guiding Questions					
The district has engaged teachers (particularly those who serve in unique contexts*) in the discussion/decisions related to SLOs and district specific business rules.	NP	PB	A	I	R
* <i>special educators, related arts, early childhood, Talented/Gifted</i>					
The district has strategies in place to effectively communicate important milestones and progress to internal audiences, including both proactive and responsive tactics.	NP	PB	A	I	R
The district has strategies in place to effectively communicate important milestones and progress to external audiences (parents, community leaders, media), including both proactive and responsive tactics.	NP	PB	A	I	R
A point person has been identified to lead district communications about the Expanded ADEPT system.	NP	PB	A	I	R
Feedback mechanisms for both internal and external audiences have been identified, monitored, and acted upon.	NP	PB	A	I	R



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Potential Strategies to Increase Communication and Stakeholder Engagement

- Write a series of brief articles for the local newspaper (Facebook page, television, radio, etc.) to inform public of initiative (control the message---this isn't about "gotcha;" it's about "getting better")
- Include teacher-leaders as you plan for system/SLO implementation
- Create a message map
- Provide routine updates to teachers and the Board of Education
- Frame presentation/conversation with PTO, site councils, etc.
- Create talking points to share with staff
- Consider this as an opportunity to have significant impact on educational practice and results in student learning
- Help people understand the "why" behind this initiative...not just the "what" or "hows" ...create the compelling reason for this change...the tone you set with this as district leaders will be the tone that permeates the organization

Action Step	Timeline	Evidence of Implementation	Assigned



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Resources

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
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Directions: Read each

Guiding Questions	NP	PB	A	I	R
The district/school has identified the costs associated with implementing the SLO process (such as data system development, release time, lowering the evaluator/educator ratio).	NP	PB	A	I	R
The district/school has identified resources needed to implement SLO process within the evaluation system.	NP	PB	A	I	R
The district/school has allocated resources to cover costs associated with implementing the SLO process within the evaluation system.	NP	PB	A	I	R



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Potential Strategies to Analyze and Manage Resources

- Conduct a cost analysis for SLO implementation
- Analyze time requirements for evaluators and teachers
- Create a plan in response to time/cost analyses
- Have a system for providing access and use of data to measure the progress of student growth within the SLO interval
- Develop and ongoing, sustained professional development plan to further strengthen capacity around and quality of SLO implementation
- Explore repurposing funds/positions in ways that support implementation

Action Step	Timeline	Evidence of Implementation	Assigned



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Data and Technology

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
<ul style="list-style-type: none"> No activity occurring in this area 	<ul style="list-style-type: none"> Identifying needs Exploring options Building background knowledge Answering why Increasing awareness Learning about 	<ul style="list-style-type: none"> Articulating and defining new skills Training Answering what, where, who, when & how 	<ul style="list-style-type: none"> Putting plans into action Doing the work Monitoring for fidelity Providing resources Changes in staff practice 	<ul style="list-style-type: none"> Adapting practice to local context while maintaining fidelity Building habits and routines

Directions: Read each

Guiding Questions	NP	PB	A	I	R
The district is prepared to provide educators with timely student data needed for writing, monitoring progress, and evaluating SLOs. See SLO Guidebook (pp. 11-12)	NP	PB	A	I	R
Educators and their evaluators have access to all necessary tools and data (online, hardcopy or both) for the SLO process.	NP	PB	A	I	R
Data storage needs for the SLO documentation (supporting data to include goals, growth trajectory, related assessments, and results) have been identified and a data quality plan has been developed.	NP	PB	A	I	R
The district has adequate technological infrastructure to implement the SLO process.	NP	PB	A	I	R



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Potential Strategies for Data Access and Technology

- Determine technology needs for SLO implementation
- Identify person to take lead on technology
- Provide professional development needed so that Teachers and Evaluators have adequate technology expertise
- Create a process which allows teachers easy access to student data
- Support district/building technology plan

Action Step	Timeline	Evidence of Implementation	Assigned



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Goal Setting

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
<ul style="list-style-type: none"> No activity occurring in this area 	<ul style="list-style-type: none"> Identifying needs Exploring options Building background knowledge Answering why Increasing awareness Learning about 	<ul style="list-style-type: none"> Articulating and defining new skills Training Answering what, where, who, when & how 	<ul style="list-style-type: none"> Putting plans into action Doing the work Monitoring for fidelity Providing resources Changes in staff practice 	<ul style="list-style-type: none"> Adapting practice to local context while maintaining fidelity Building habits and routines

Directions: Read each

Guiding Questions	NP	PB	A	I	R
Teachers currently engage in a goal setting process that targets student learning; progress towards goals is monitored.	NP	PB	A	I	R
Teachers are aware of district/building goals and can identify potential alignment of classroom level goals.	NP	PB	A	I	R
School-based goals (i.e., within School Improvement Plans) and strategies for meeting the goals have been developed and are regularly monitored.	NP	PB	A	I	R
Structures to support the SLO process are in place (scheduling and approach) allowing educators the opportunity to engage in collaborative discussion related to school based and classroom based goals in an ongoing fashion.	NP	PB	A	I	R



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Potential Strategies to Advance Goal Setting

- Goals are written as SMART goals
- School Improvement plans are evidenced at classroom level
- Student growth data is analyzed and incorporated in goal development
- Student survey data is included in goal setting process
- Develop and implement a plan to monitor district, school and grade- level goals
- Use rubrics to monitor goals

Action Step	Timeline	Evidence of Implementation	Assigned



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Student Assessments

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
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Directions: Read each

Guiding Questions	NP	PB	A	I	R
The district has determined what assessments are in place, and what assessments need to be developed to support the SLO process.	NP	PB	A	I	R
The district/school provides staff development around high-quality student assessment development.	NP	PB	A	I	R
The district/school regularly uses common assessments as evidence of student learning.	NP	PB	A	I	R
The district/school regularly analyzes student assessment data to guide and inform instruction.	NP	PB	A	I	R
Teachers can identify 2-3 methods of measuring student growth within their classrooms.	NP	PB	A	I	R
Teachers know how to analyze student data to identify learning needs within a student population.	NP	PB	A	I	R
Teachers know how to analyze data in order to inform instruction.	NP	PB	A	I	R



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Potential Strategies for Using Student Assessments

- Conduct an inventory of current assessments
- Survey staff to determine their needs in assessment literacy and data analysis
- Plan professional development to meet identified needs.
- Conduct professional development on generating common formative and summative assessments for each course and grade based upon common learning targets
- Begin to identify plan for determining effectiveness/success of professional development
- Establish routine time on the calendar for the development and refinement of common assessments
- Encourage the use of student self-assessment in the balanced assessment system
- Leaders keep pulse on progress related to the administration of common assessments, analysis of results and use of data to inform instruction
- Establish routine structures (PLCs, etc.) to analyze results of common assessments and plan for instruction based upon those results
- Conduct data retreats to monitor growth and effectiveness of instruction and the school improvement plan

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Scoring

Not in Place (NP)	Purpose Building (PB)	Action Planning (A)	Implementing (I)	Refining (R)
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Directions: Read each

Guiding Questions	NP	PB	A	I	R
The district developed appropriate SLO scoring rubric(s) for use in evaluating SLOs and determining an SLO rating.	NP	PB	A	I	R
The district has determined a plan for training evaluators in evidence- based scoring of SLOs.	NP	PB	A	I	R
The district has determined a plan for establishing comparability in the scoring of SLOs within the district.	NP	PB	A	I	R
Teachers and evaluators know and understand the method used for determining an SLO score and/or student growth rating.	NP	PB	A	I	R



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Potential Strategies for Using SLO Results for Professional Growth and Development

- Provide professional development for evaluators on what high quality SLOs look like
- Provide professional development for evaluators on how to provide effective feedback
- Provide professional development to evaluators on using SLO data in order to provide targeted professional development to teachers.
- Cultivate a culture of continuous improvement and educator self- reflection
- Analyze SLO data on an individual, school, and district basis
- Provide opportunities for targeted professional development based on SLO data analysis
- Identify professional development resources (coaches, mentors, professional organizations, institutes of higher ed, in-house expertise within the district)

Action Step	Timeline	Evidence of Implementation	Assigned