

SLO Evaluator Training

SLO Guidebook Tic-Tac-Toe GOGO

Answer Key

<p>List the approaches to SLO writing and the strengths associated with each approach.</p> <p><i>Pg. 14: Course- includes more students taught by teacher, reduces measurement error</i> Class: reduces the amount of data collection and analysis for teacher.</p>	<p>Why can't IEP goals be used as SLO goals?</p> <p><i>Pg. 6-7: SLO goals are different, IEP= individual student SLO= group of students</i></p>	<p>What takes place during the Preliminary Conference?</p> <p>Page 18: Educator submits completed SLO to evaluator; discuss/review baseline and trend data, evaluator gives feedback using the QRT, review growth targets, grant approval for implementation.</p>
<p>What steps should the evaluator take to prepare for the Summative Conference with a teacher?</p> <p>Pg. 24: review evidence, compare results to original growth targets, determine whether data supports SLO rating, review PG&D plan.</p>	<p>Describe what takes place during the Mid-Course Conference.</p> <p>Page 19: Review of evidence of student progress, identify students who are progressing/ not progressing, consider potential strategies, review progress on PG&D plan, adjust growth goals (if necessary)</p>	<p>What data/evidence are appropriate for teachers to collect to monitor students' progress towards their growth goals?</p> <p>Pgs. 17-18: Pre and post assessments, benchmark assessments, ongoing formative evidence- quizzes, student work samples, running records, discussion participation, etc.</p>
<p>What takes place during the Summative Conference?</p> <p>Pg. 20: Teacher presents data/evidence of student progress, reflect on SLO rating and data, discuss PG&D plan and ideas for further development, next steps for instruction, etc.</p>	<p>What is the purpose of the Teacher Professional Growth and Development Plan? How is it incorporated into the SLO process?</p> <p>Pg. 9: teacher describes professional learning goals and activities that he/she will participate in, action research work, etc. Fulfills GBE requirement for evaluation of professionally licensed teachers, no separate GBE template needs to be completed.</p>	<p>List the types of growth targets and the situations for which they are most appropriate.</p> <p>Pg. 16: Tiered: Appropriate for class approach, includes all students but at varying degrees of expected growth. Targeted: Appropriate for course approach; targets are similar for all students in the population. Individual: Class or course SLO; all students have individualized targets based on performance.</p>