SCDE Student Learning Objectives (SLO) Toolkit

Introduction to SLOs Training Module

Facilitator Guide

Introduction to SLOs Teacher Training- Facilitator Guide

This facilitator guide represents content, and language used by SCDE in the development of high quality SLOs for use within the Expanded ADEPT Support and Evaluation System. It is intended for use with the slides provided within the SLO toolkit.

The Sample SLOs included in the toolkit represent the start of the SC SLO example repository. They are included in the toolkit for reference. They are not exemplars, but examples. SLOs are highly contextualized and are developed based on the teacher's own data analysis and local context.
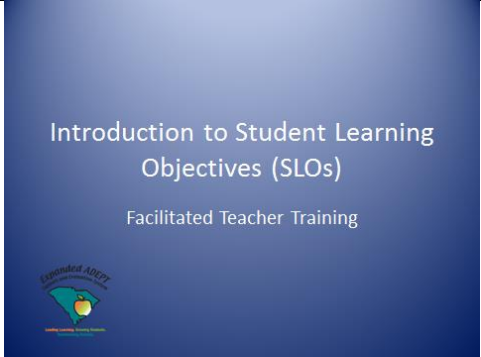
Facilitation of this training has not been time–stamped, however SCDE estimates approximately 3 Hrs. is needed to deliver this training as is. Districts may use these materials as a basis for training and develop their own training agendas to include: district information, breaks, assessment inventories, content discussions, etc. Likewise, a district can choose to break the training into parts and deliver it over time to accommodate professional development schedules.
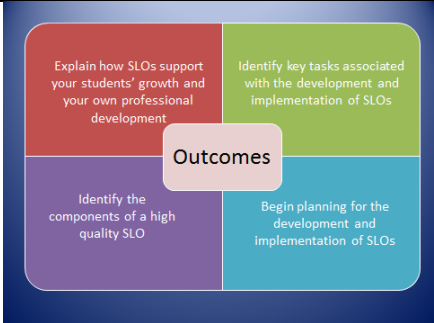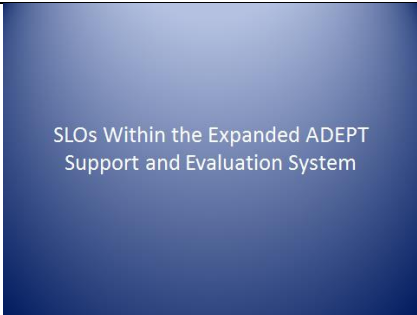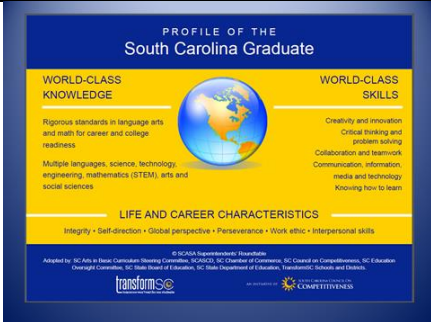
The slides included in the SC SLO Toolkit are provided in a format that will allow districts to add district-specific information. Within this facilitator guide, **bold print** indicates where district specific information needs to be incorporated (e.g. business rules). See the **District Decision Checklist** provided in these training materials to guide your district discussion.
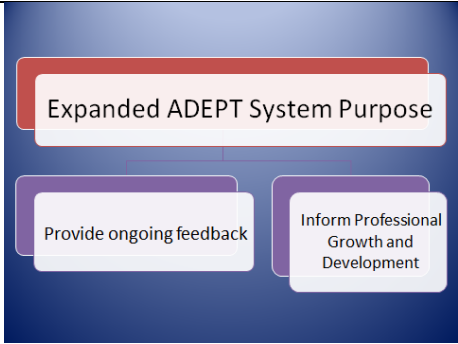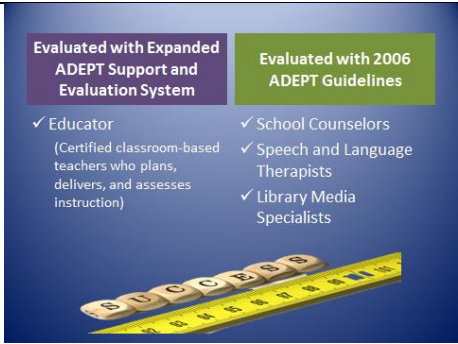
Some slides are animated. The word **CLICK** indicates animation, or slide advancement.
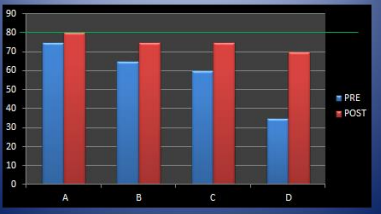
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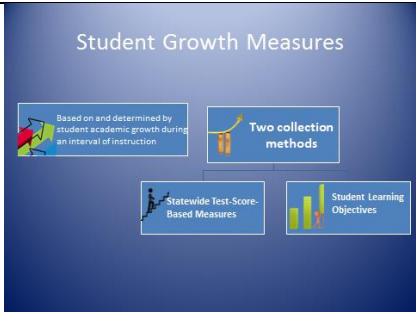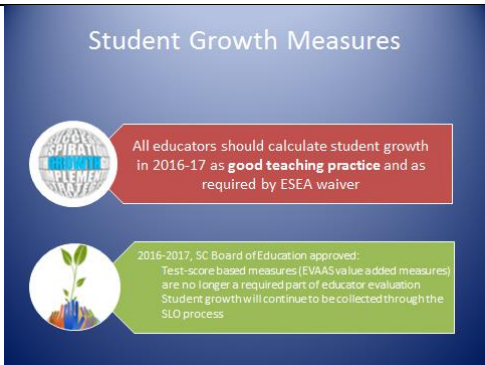
1) Determine district decisions related to the SLO process.

2) Review the SLO training toolkit materials in their entirety: SLO Guidebook, facilitator script, slides, and related materials.

3) Create slides that represent district decisions related to SLOs and add them to the existing slide deck.

4) Determine if this training will be delivered in one sitting or broken out over multiple dates. Plan to divide the training according to the time allotted.
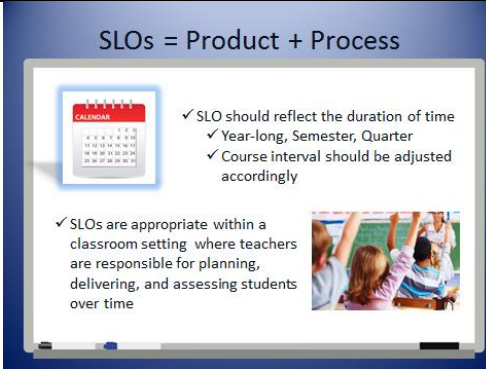
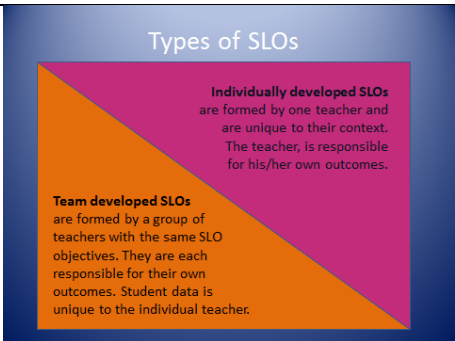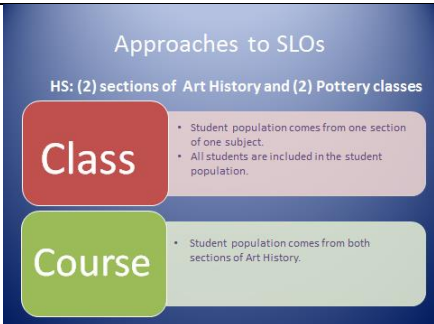| #	SLIDE	Script	Resources
1)	Introduction to Student Learning Objectives (SLOs) Facilitated Teacher Training	*NOTE: Welcome participants to the training.* *Allow time for introductions, perhaps name, position, and one thing they have heard about SLOs and their use in teacher evaluation. Acknowledge the knowledge in the room, but refrain from answering their questions/concerns in this warm up. Do acknowledge they have questions, and that if they aren't answered, there will be time for Q/A at the end of the session.* **SAY:** This Face to Face training is very similar to the self-guided PowerPoint the South Carolina Department of Education produced. If at any time, you would need a review of materials, we suggest you utilize self-guided PowerPoint located on the SCDE website. But, in the interest of time, we bring this training to you in a facilitated approach. **SAY:** The purpose of this training is to provide you with an overview of the SLO process that will be fully implemented across our state within the South Carolina State Board of Education Expanded ADEPT Support and Evaluation System. **SAY:** Student Learning Objectives, more commonly referred to as SLOs, will serve as one approach to gathering evidence for the student growth measure within the Expanded ADEPT Support and Evaluation System. The process for creating quality SLOs as outlined in this training is appropriate for classroom teachers responsible for planning, delivering and assessing instruction to students over time. *NOTE: Questions will come up about specialists, Library Media Specialists, School Counselors, Psychologists, Speech and Language, Occupational and Physical Therapists….these folks will continue to be evaluated using the ADEPT system as established as of 2006. While it is perfectly appropriate to include them in a goal setting process such as the SLO process, they are not held to the same parameters (such as academic growth goals) and their scores would not be reported to the state.* **CLICK**	District Decision Checklist with district decisions **Add district-- specific decisions as indicated in script.**

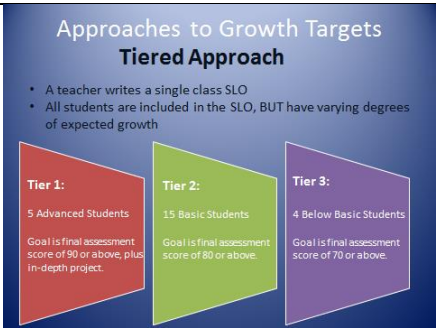| #	SLIDE	Script	Resources
2)		**SAY:** Today, we are going to focus on the following topics to provide you with a clear understanding of how a high -quality SLO is developed and monitored. **SAY:** Today's session will highlight the use of SLOs as a vehicle for collecting evidence of student growth, the key tasks associated in the development and implementation of SLOs within your classroom, and the components of a high quality SLO. It will support you in the development and implementation of a high quality SLO for use in your evaluation. By the end of our time together, you should have a cursory understanding of SLOs and their use in educator evaluation in South Carolina. **CLICK**	
3)	SLOs Within the Expanded ADEPT Support and Evaluation System	**SAY:** Let's get started with the first part of our training…. **SAY:** To gain a sense of context, let's first explore the benefits of using student growth measures within teacher evaluation. **CLICK**	
4)		**SAY:** This graphic represents the agency's vision of the Profile of the SC Graduate. In order fulfill the vision, every student in the state of SC deserves an effective teacher. Many recent education studies attribute teacher effectiveness as the most influential school based factor related to student achievement. It is no longer enough to be highly qualified. Being highly qualified is important, and ensures that all teachers have the appropriate background and training to teach particular grades and subjects. What highly qualified teachers do with that knowledge in order to impact student achievement is a measure of effectiveness. **CLICK**	

#	SLIDE	Script	Resources
5)		**SAY:** The intent of the Expanded ADEPT Support and Evaluation System is to provide all educators with ongoing feedback related to practice to inform professional growth and development – ultimately improving student learning in every classroom in South Carolina. **CLICK**	
6)		**SAY:** For purposes of this system, educator is defined as a certified classroom-based teacher who plans, delivers, and assesses instruction over time. School counselors, speech and language therapists, and library media specialists will continue to be evaluated under the existing 2006 ADEPT guidelines. **CLICK**	
7)		**SAY:** The Expanded ADEPT Support and Evaluation System presents major shifts in the way we do business in our schools. • The system promotes collaboration between teachers and between teachers and their school leaders. • It encourages principals to move from a management mindset to one of instructional and distributed leadership. • Teachers are expected to not only be highly qualified, but also highly effective. • The system pushes educators to focus on intended student outcomes, and then work to align instructional practices and school leadership in ways that support those intended outcomes. **CLICK**	

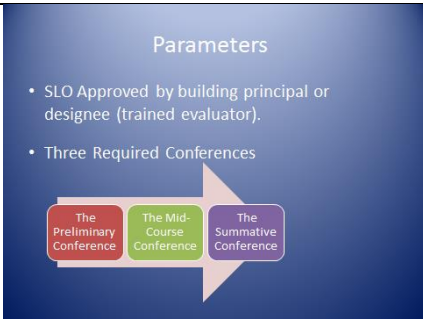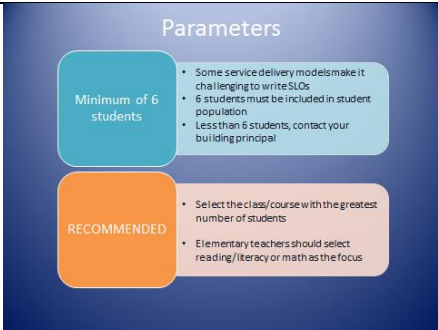| #	SLIDE	Script	Resources
8)	**Growth vs. Proficiency** • Student growth models are DIFFERENT from proficiency models • Advantage to growth models – allow the educator to determine precisely the amount of growth seen in each student related to his/her instruction	**SAY:** Student growth models are different from proficiency models. We have operated in a proficiency model for quite some time as districts have worked to achieve specific proficiency levels related to state assessments. There are advantages to growth models. Not all students within a class or subset of students will have the same beginning of the year skills and abilities. Student growth measures allow the educator to determine precisely the amount of growth seen in each student related to his/her instruction- keeping in mind that one year's growth is not the same for all students. **CLICK**	
9)	**Growth vs. Proficiency**	**SAY:** The blue bars represent student scores on the baseline assessment, given at the beginning of the year. In this hypothetical scenario, the baseline assessment and the final assessment are aligned versions of the same district test, in which there are the same number and types of questions, but each question is slightly different. **SAY:** Students can score up to 100 points on the district test, the minimum proficient score being 80 or higher. Only student A reached proficiency; however, student A also showed the least amount of growth. Student D showed the most growth with a 35 point jump, followed by students B and C with a jump of 10 points and 15 points, respectively. **SAY:** So how much growth do we expect students to make? All students are expected to make one year's worth of growth or more, which basically means that a student performing at or below grade level will not fall further behind, and a student performing above grade level is also expected to keep learning year-to-year. What this looks like will depend on the assessment (in terms of how many points, percentages, levels, etc. that is). We will talk about setting growth targets more in-depth later today, so if you have specific questions about how to calculate or set growth targets, make a note of them for when we talk about this more in-depth later in the presentation. **SAY:** If we used a proficiency model – say 80% is the marker for proficiency, student A would be the only student meeting the goal. The teacher would not	

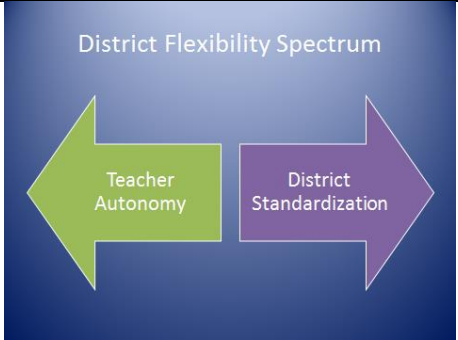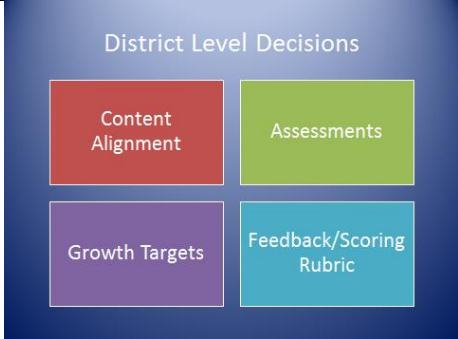| #	SLIDE	Script	Resources
		be "credited" for all the growth seen in the other students. *NOTE: Make sure all participants feel comfortable with the difference between proficiency and growth before moving on. This could go very quickly or involve some clarification discussion depending on the group.* **CLICK**	
10)		**SAY:** Using student outcomes measures within educator evaluation is a change in the way we've done business. In prior evaluation systems, we've focused on professional practice, gathering evidence of performance through classroom observations in hopes that what we were doing impacted student growth. Student growth measures allow us to focus first on intended outcomes and then strategically align our practices to support our intended student outcomes. It is not uncommon for state evaluation systems to use student growth measures within educator evaluation. **SAY:** Student growth measures are based on, and determined by, the academic growth students make during an interval of instruction. Two methods of collecting student growth are: Statewide Test-Score-Based Measures and Student Learning Objectives. **CLICK**	
11)		**SAY:** All educators should calculate student growth. For the 2016-2017 school year, the SC Board of Education does not require test score based measures to be calculated as part of educator evaluation. Rather, student growth will be calculated through the SLO process. **CLICK**	

#	SLIDE	Script	Resources
12)		**SAY:** An SLO is used in teacher evaluation systems as a vehicle for collecting evidence of student growth. Student growth measures look at the level of impact a particular teacher has on student academic growth over the course of the time they are leading student instruction. **SAY:** SLOS are incorporated into evaluation systems in multiple states as the basis of measuring student growth. SLOs are written, monitored and scored annually. The SLO process involves pre-assessing students, providing instruction, and post assessing students to measure their growth. **CLICK**	
13)		**SAY:** The SLO is both a product (the goal and supporting documentation) and a process (the ongoing progress monitoring that occurs over the course of the SLO cycle.) **SAY:** An SLO should reflect the duration of time the teacher is leading students in instruction. Typically this is a year-long goal but can also be a semester or a quarter. The SLO interval should be adjusted accordingly. **SAY:** SLOs are appropriate for use in measuring student academic growth within the classroom setting, where teachers are responsible for planning, delivering, and assessing students over time. Some service delivery models may not allow teachers to work directly with students in that capacity. **SAY:** If this is the case, the SLO process as described in this module is not appropriate for use within the teacher's evaluation system. ***NOTE:** Remind teachers that Library Media Specialists, Speech and Language therapists, and School Counselors represent roles that do not support the SLO process as described here.*] **SAY:** If you feel your role will present significant challenges related to the SLO process, speak to your building administrator. The determination of whether or	

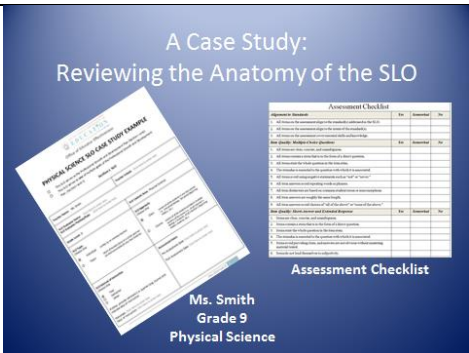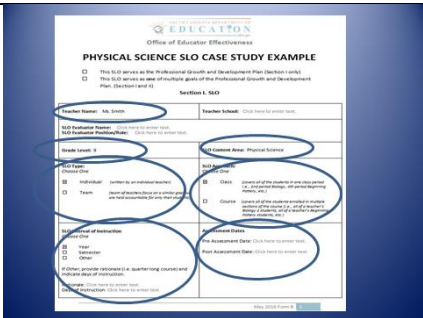| #	SLIDE	Script	Resources
		not this process is appropriate is a local decision. If the educator does not serve in a role that allows them to plan, deliver, and assess student instruction over time, they will be evaluated as they have been in the past. **CLICK**	
14)		**SAY:** Teachers can develop SLOs individually or as a team. *NOTE: Districts may decide which approach is best for particular teachers based on district and building data. For example, it might be appropriate for a grade 4 team of teachers to work together around particular content standards and similar growth expectations. In other instances, teachers may develop and monitor their SLOs as individuals.* **INSERT any district specific decisions related to the approach of SLOs here. If the district is choosing to have teachers write team SLOs, it is important that they know they will be assessed individually:** **SAY:** While team based SLOs focus on similar content and have similar expectations of growth, each individual teacher within the team will develop an SLO that is particular to his/her students. Each teacher's SLO will need to be monitored, and scored individually as it is unique to his/her student population. **CLICK**	
15)		**SAY:** Teachers writing SLOs are required by the State to complete one SLO annually. Many teachers teach multiple courses or sections throughout the semester or year. It is important to remember that the State requires only one SLO. Districts may have other business rules. **SAY:** There are a number of approaches to writing SLOs. Districts will decide whether the class vs. course approach is determined at the building level or left to the individual teacher or teacher teams to determine. **SAY:** Students from one subject or class can be included in the SLOs student	

#	SLIDE	Script	Resources
		population using the class approach. Or, if a teacher has multiple sections of the same course, he or she can include students from all of the sections within the student population. **SAY:** A teacher is not required by the state to write an SLO for each subject taught. The SCDE recommends teachers write no more than two SLOs annually. Districts do have discretion as to whether or not teachers will write more than one. **INSERT and discuss district specific expectations here** **CLICK**	
16)	Approaches to Growth Targets **Targeted Approach** Sub population(s) of students are the focus of the SLO Goal. Appropriate for course approach as a **second** SLO when the first includes **all students.**	**SAY:** In a targeted approach to setting growth targets, sub population(s) of students are the focus of the SLO goal. This approach is appropriate for course approach as a second SLO when the first includes all students. **CLICK**	
17)	Approaches to Growth Targets **Tiered Approach** • A teacher writes a single class SLO • All students are included in the SLO, BUT have varying degrees of expected growth Tier 1: 5 Advanced Students Goal is final assessment score of 90 or above, plus in-depth project. Tier 2: 15 Basic Students Goal is final assessment score of 80 or above. Tier 3: 4 Below Basic Students Goal is final assessment score of 70 or above.	**SAY:** In the event that a teacher writes a single class SLO, a tiered approach is recommended. In this instance all students within the class are included in the SLO but have varying degrees of expected growth depending on their baseline assessment and historical data. **CLICK**	
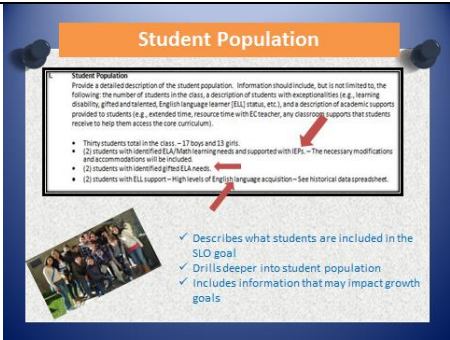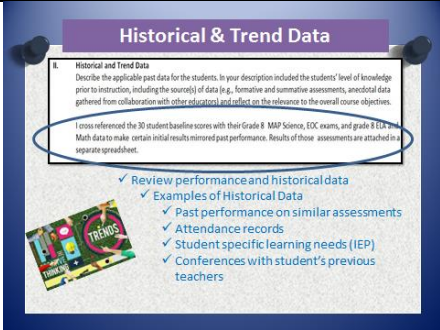
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18)	**Approaches to Growth Targets** **Individualized Growth Targets** • Should reflect students' various starting points and previous performance and expectations. • Appropriate for class or course-based SLOs **Student A** • will show a 27+ point growth **Student B** • will show a 38+ point growth **Student C** • will show a 22+ point growth	**SAY**: In some cases, it is appropriate for teachers to create individualized growth targets for students. The individual growth targets should reflect students' various starting points and previous performance and expectations. The use of historical data is valuable in this instance as it provides the teacher with a picture of the student's typical performance. The use of individualized growth targets is appropriate for class or course level SLOs. **CLICK**	
19)	SLO Business Rules for SC District Business Rules Will Vary	**SAY:** In this section, we will review the "business rules" associated with the SLO process. SC Districts are afforded a great deal of flexibility within the SLO process. It is important that you are aware of **(your district's)** decisions around several SLO process pieces. **INSERT district level decisions related to the SLO process. In this section of the training, it is important that you cover those processes.** **CLICK**	Decisions made at the local level inserted here. See district decision checklist.
20)	**Parameters** Teachers must be present for 85% of the teaching interval. Focus of the goal must be academic in nature NOT behavioral. **Suggested Parameters** IEP goals can inform BUT should not be used as SLO goals. Students must be present for 75% of the teaching interval.	**SAY:** In order to have an SLO score applied to evaluation, a teacher must be present for 85% of the SLO interval. There are instances where a prolonged absence will prevent a teacher from influencing student growth. If this is the case, the measure is reflected as incomplete and not factored into the overall effectiveness rating. **SAY:** Student absence is a concern for many teachers. It's difficult to influence a student's academic achievement if they are not in school. Students who are not in attendance 75% of the SLO interval are removed from the student population prior to scoring the SLO*. *This does not need to be continuous attendance. However, if a prolonged absence influences their anticipated growth gains, an adjustment at the mid-	
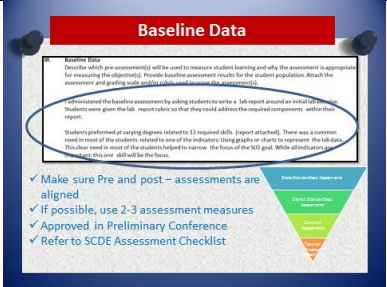
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		interval conference is appropriate. **SAY:** SLOs should reflect academic and not behavior goals. In rare instances (teachers of students with severe disabilities) the goal may reflect access to academic growth. In no instance should IEP goals be used as SLO goals. IEP goals are specific to the student, whereas SLO goals are for groups of students. **CLICK**	
21)		**SAY:** SLOs should be approved by the principal or the principal designee. We have suggested approval timelines in the SLO Guidebook. Your district's deadlines will be in its annual ADEPT Plan. **SAY:** In order to appropriately monitor the progress of the SLO, three required conferences are expected as part of the process: The preliminary conference, the mid-course conference and the summative conference. We will discuss the timing of these conferences later in this training. **CLICK**	
22)		**SAY:** Some teachers support students in service delivery models that will make it challenging to write SLOs. For purposes of writing SLOs, six students must be included in the student population of the SLO. If a teacher is responsible for less than six students, he/she should contact the building principal for guidance on whether or not they will be expected to write an SLO. **SAY:** If a teacher teaches multiple sections of the same course, but is electing to focus the SLO on one of the sections, whenever possible he/she should select the class with the greatest number of students (This recommendation is in place as a larger student population means less influence by any one student in the overall outcomes of the SLO- greater cell size is always better) **SAY:** Likewise, if a teacher is an elementary generalist, it is recommended they focus the SLO on either math or reading. **CLICK**	
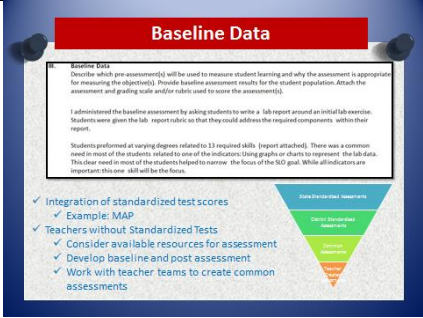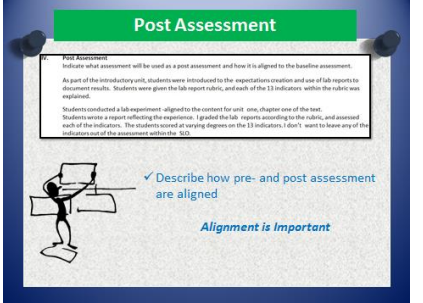
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23)	District Flexibility Spectrum Teacher Autonomy ← → District Standardization	**SAY:** The state of SC has afforded local school districts a great deal of flexibility in determining its approach to teacher SLOs. In state training, district leadership was presented with several options in their approach to key decisions related to SLOs. The more the district chooses to standardize the process, the less decision making there will be on the part of the teacher. **INSERT/discuss the rationale behind the decisions that were made at the district level. Being transparent about district discussion and who had input into the decisions will help teachers see the reasons behind standardization at the district level.** **CLICK**	
24)	District Level Decisions Content Alignment	Assessments Growth Targets	Feedback/Scoring Rubric	**SAY:** Districts must consider the amount of teacher autonomy they will give in relation to the content or focus of the SLO, the assessments teachers will use to monitor the SLO's progress, the expected growth gains teachers should expect to see, and finally – what scoring approach to use with the SLOs. **SAY:** Each district will develop one scoring rubric for use in scoring teacher SLOs. **SAY:** Districts might also determine specific content standards for teachers or groups of teachers. **INSERT district decisions around content of SLOs** **SAY:** Your district may determine a standardized level of student growth expected in the SLO goal (Predetermined growth targets). **INSERT district decisions around growth targets** **SAY:** Districts may even have specific assessments determined for use in the SLO process. **INSERT district decisions around assessments of SLOs** **CLICK**	
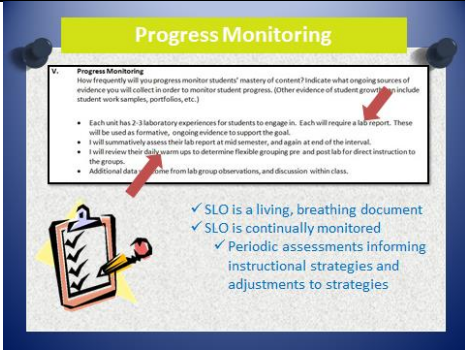
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25)	What Makes a High Quality SLO Product **and** Process	**SAY:** In this portion of the training, we will review the components of the SLO and the process of developing and monitoring high- quality SLOs. **SAY:** To assist the process, the SCDE has developed tools and resources for use by teachers and the evaluators. **SAY:** Please take a moment to review them. We will utilize them in this section of the training. The Rubric for Rating the Quality of Student Learning Objectives The Assessment Checklist The Baseline and Trend Data Activity **CLICK**	**Copies of** - **Rubric for Rating Quality of SLO** - **Assessment checklist** In the event that the district has developed their own versions of these templates, substitute them here.
26)	Product The Anatomy of a SLO Student Population- Specific population targeted by the SLO; includes information about student learning. Historical and Trend Data- Describes applicable past data for the students. Baseline Data- Describes students' baseline knowledge for learning and patterns in data. Post Assessment- Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment. Progress Monitoring- Describes type and frequency of interim assessments to measure student progress. Objective- The goal statement. Identifies content; focused enough that it is measurable. Standards-Identifies the content standard(s) and indicators that align to the SLO objective. Growth Targets- Describes teacher's expectations for student growth at end of interval; tiered for all students. Gives a rationale for the growth targets Instructional Strategies- Describes research-based instructional strategies that will be used during interval.	**SAY:** SLOs can be thought of as both a product and a process. The SLO template used in this section of the module represents a plan, or "blueprint" for the work ahead, while the work is supported in an ongoing collaborative process throughout the interval of the SLO. The components of an SLO are similar across states using SLOs within their evaluation systems. This slide shows the various component parts of the South Carolina SLO template. Take moment and read the descriptors of each component, as we will expand on each of them …… *NOTE: pause to give participants time to read the descriptors* **CLICK**	
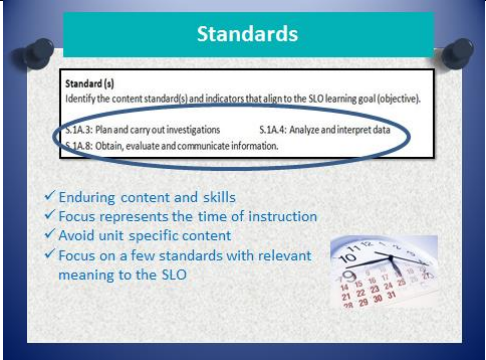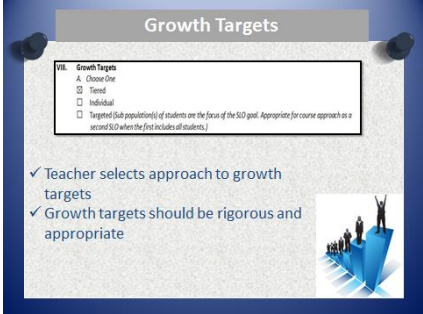
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27)	A Case Study: Reviewing the Anatomy of the SLO	Assessment Checklist Ms. Smith Grade 9 Physical Science	**SAY:** Let's get a sense of what the SLO plan looks like. In your materials you have an SLO example for a HS Physical Science course. ***NOTE:** Give participants a minute to find the resource.* **SAY:** The Example you see here is created on a SLO planning Template. This template represents the standard template the state is using in their training and related resources. Local districts might have their own planning template that represents additional information, and a different order. Nonetheless, you will see the same common components as presented earlier. The SCDE will not be collecting the SLO templates. Districts maintain the SLO planning template and related documentation. **If you are using a district designed planning template, give participants a copy and allow them time to review the similarities and differences. You may also substitute a district created SLO example for this section of the training.** ***NOTE:** After they have had a chance to look at the sample, and review the information, ask that they come back together and walk them through each component part.* **CLICK**	Refer participants to: 1) The example SLO for **Physical Science** in the participant packet 2) Copy of the **Assessment Checklist**
28)		**SAY:** The first page of the template is the dashboard. Here you will see information related to the teacher including the teacher's name, content and grade level, as well as the type and approach the teacher selected, assessment dates, and the interval of instruction **SAY:** Our sample teacher – Ms. Smith – has 3 sections of 9th grade General Science. She has chosen to focus on ONE of the classes, which means all students from that class will be included. The SLO interval of instruction, in this case, is one full academic year. The interval of the SLO lasts for the duration of time the teacher is responsible for planning, delivering and assessing instruction. **SAY:** The teacher's SLO must be approved in a timely fashion according to district timelines.	

#	SLIDE	Script	Resources
		INSERT district timeline dates	
		SAY: There is no particular order to the SLO components within the template, so if you are better able to build your SLO by going in a different order, please do so.	
		CLICK	
29)		**SAY:** The student population section describes what students are included in the SLO goal and how that was determined. It also includes what might impact students' growth goals.	
		SAY: Take a moment and review the student population sample.	
		NOTE: Allow time for them to review the student population.	
		SAY: You will note there is information related to IEPs, gifted and talented students, and English Learning Acquisition	
		CLICK	
30)		**SAY:** Let's move on to the next component – Historical and Trend Data. Ms. Smith references data gathered from her students' previous assessments. Teachers are encouraged to review any historical assessment and performance data that are available as the data will suggest typical performance and any other issues that might impact a student's growth gains within the interval.	
		SAY: Historical data may include but is not limited to: Past performance on similar assessments Attendance records Whether or not the student has any specific learning needs addressed through an IEP, and Conferences with the student's previous teachers.	
		SAY: Take a few moments to read and review the historical and trend data description. As you are doing so, think about sources of evidence that you have available that might lend itself to this portion of the SLO.	
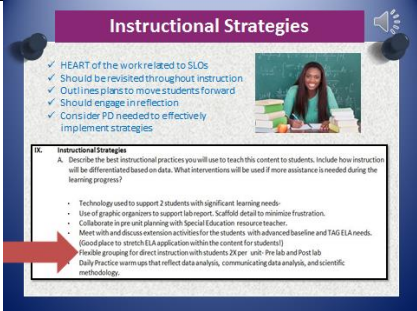
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		NOTE: Spend a few moments allowing participants to share examples of sources of evidence available. **CLICK**	
31)		**SAY:** Here you can see that Ms. Smith has described the assessment she is using as a baseline assessment. The baseline assessment should align to the post assessment used at the end of the SLO interval. **SAY:** Whenever possible, it is suggested teachers use 2-3 measures as benchmark assessments. This allows for multiple avenues for students to demonstrate growth. *NOTE: In early implementation, acknowledge that 2-3 assessments may be difficult. Assure them it's okay, and that down the road (as they develop assessments) they will have more resources to. Assessments are going to be concerning to teachers. Be ready to communicate any district plans related to assessment inventories and supports to teachers in the development of assessments.* **SAY:** The assessment used within the SLO process will need to be approved for use in the Preliminary Conference. To assist teachers in this area, SCDE has created an Assessment Checklist. *NOTE: Allow time to review the Assessment Checklist. Teachers will express concern over what's expected in the development of assessments. Advise them appropriately according to district assessment policy and procedure.* **CLICK**	
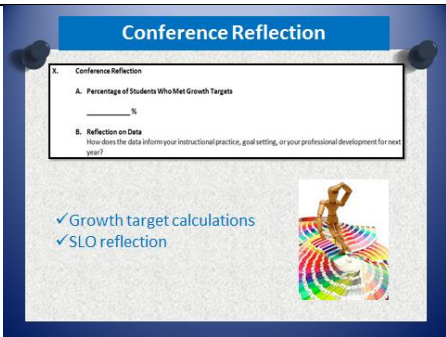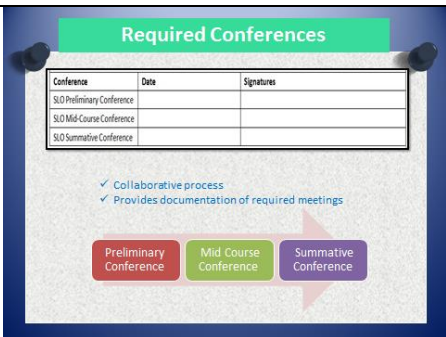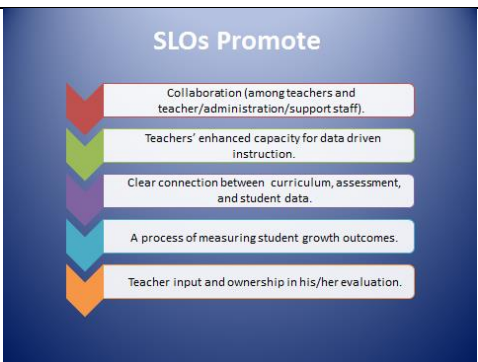
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32)		**SAY:** Whenever possible, standardized tests should be integrated into the SLO process. The standardized assessments may need to be utilized a bit differently than in the past, and administration of the tests will need to fit within district timelines. **SAY:** For example, teachers with access to standardized assessment such as MAP may consider using MAP as a benchmark assessment. In the past, MAP has may have been used as a formative assessment, and administered four times over the course of the year. To use it within the SLO process, a teacher would need to administer the assessment (at the very least) at the beginning and end of the SLO interval. Additional assessments could be administered within the cycle for additional evidence. **SAY:** Not all teachers will have access to standardized assessments, and may need to consider available sources of assessment data they have in place or will need to develop an assessment for use as a baseline and post assessment. An example might be a teacher created performance assessment using a rubric as the assessment instrument. **SAY:** Whenever possible, teacher teams should use a common assessment as the basis for SLO progress monitoring to ensure comparability between teacher teams. **CLICK**	
33)		**SAY:** In this section teachers should describe how the post assessment is aligned to the pre assessment. To gain an accurate measure of the amount of growth achieved by each student, alignment is important. Take a moment to read Ms. Smith's description of her post assessment. **CLICK**	
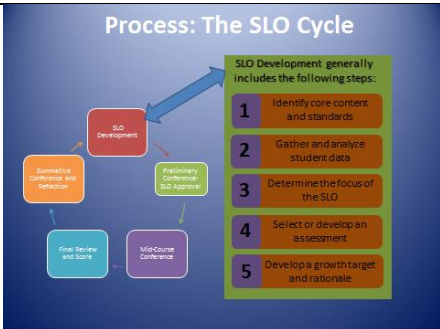
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34)		**SAY:** The progress monitoring section of the SLO template is what makes the SLO process different than past goal-setting practices. **SAY:** The SLO is a living, breathing document in that it does not get "set on the shelf" only to be revisited at the end of the year. The SLO will be continually monitored throughout the interval, with periodic formative and summative assessments informing the instructional strategies and any adjustments to the strategies along the way. **SAY:** Our sample SLO describes the other sources of evidence that will be used to gauge student growth: lab reports and daily warm ups are identified. It's likely that by mid-course check in, there will be additional sources of evidence included. *NOTE: Spend some time allowing teachers to brainstorm the various ways that evidence is presented in their contexts. Share out as a large group. Teachers don't often think of the day to day interactions with students as being evidence or avenues for assessing their knowledge. A large group report out allows for ideas they may not have had individually.* **CLICK**	
35)		**SAY:** The learning goal is a description of what students will be able to do at the end of the SLO interval. The learning goal should appropriately identify and describe an important and meaningful learning goal, capture the major content, and be measurable. **CLICK**	

#	SLIDE	Script	Resources
36)		**SAY:** There is no doubt that teachers work with multiple concepts, enduring understandings, standards within their classes or courses. **SAY:** This section of the SLO represents enduring content and skills around which teachers develop the skills and abilities of their student population. The focus of the SLO represents something that spans the duration of time the teacher is leading instruction. Avoid unit specific content, and focus only on a few standards with relevant meaning to the SLO. **SAY:** In this case study, three standards represent the heart of the work within the SLO. Some districts will identify the focal content/standards for the SLO, while others will allow the teacher to identify the content through their own analysis of student data. **INSERT district decisions related to content/standards used for SLOs.** **CLICK**	
37)		**SAY:** Now let's take a look at the growth target section of the SLO. This section identifies the specific growth targets for the student population included in the SLO goal. **SAY:** This case study is a class-based SLO in which the teacher selected the tiered approach to setting growth targets. It is important that teachers set rigorous, yet appropriate growth targets for the students. **CLICK**	

#	SLIDE	Script	Resources
38)	Growth Targets	**SAY:** In early implementation, setting growth targets will be challenging. Teachers can anticipate that initial growth targets will be off, and that mid-course adjustments will need to be made. This is typical in early implementation of SLOs. Teachers will become more sophisticated in their ability to set appropriate goals in subsequent years. Be patient! *NOTE: Emphasize that adjustments to goals are not to be made arbitrarily, and all changes must be approved by the evaluator. Any adjustments would need to take place during the mid- course conference, and supported with appropriate data.* *Bring them back to the example SLO:* **SAY:** Notice the goals are growth oriented, and not about proficiency levels. This represents the beauty of SLOs. Teachers are not held accountable for bringing students to a predetermined proficiency level; they are expected to grow students regardless of beginning skills and abilities! We will engage in an activity around setting appropriate growth targets later in this training. **CLICK**	
39)	Growth Targets	**SAY:** In this portion of the growth section of the SLO, the teacher provides the rationale for the growth targets set for each student. Notice the teacher incorporates historical, trend, and baseline data in her rationale and additional important course information. **CLICK**	

#	SLIDE	Script	Resources
40)		**SAY:** The Instructional Strategies section of the SLO template is important. Some would call it the heart of the work related to SLOs. The SLO is unlike goals in the past. It is meant to revisit throughout the course of the time teachers are leading their students in instruction. In this section of the SLO the teacher articulates how she plans to move students forward in their learning. **SAY:** It's important that the teacher engage in reflection when completing this portion of the SLO. Take a look at the example SLO. **SAY:** Notice that Ms. Smith has identified flexible grouping as a strategy. This instructional strategy involves a proficient use of formative assessment and differentiation. It's important that Ms. Smith consider the skills necessary in using flexible grouping, and determine what supports and professional development may be needed in order to execute that strategy well. At very least, the teacher will need to be ready to speak to the use of flexible grouping may look like in action. **SAY:** This section of the SLO lends itself to coaching opportunities and collaborative work between teachers and instructional coaches. **NOTE:** *Allow teachers time to review the strategies section of the SLO example, and discuss any other strategies the teacher may consider. This is a good time to add district specific approaches to curriculum and how that might be represented within the instructional strategies.* *Ask for and respond to questions related to the Instructional Strategies.* **CLICK**	
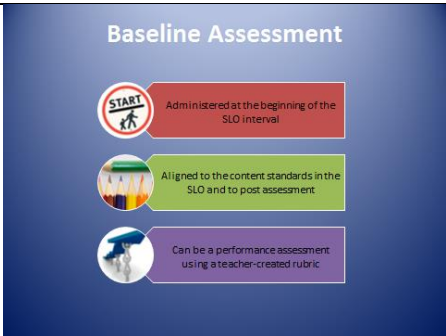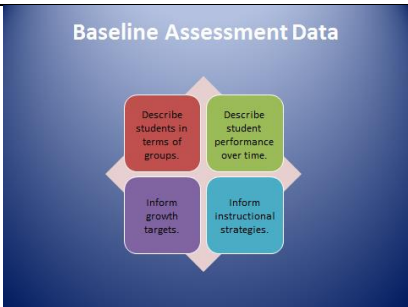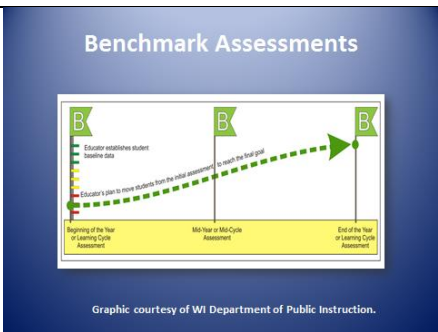
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41)	Conference Reflection ✓Growth target calculations ✓SLO reflection	**SAY:** At the end of the cycle Ms. Smith will calculate the percentage of students who met their growth targets. In the reflection portion, Ms. Smith will use the data to determine next steps. **CLICK**	
42)	Required Conferences ✓ Collaborative process ✓ Provides documentation of required meetings Preliminary Conference Mid Course Conference Summative Conference	**SAY:** Finally, the template provides documentation related to the required meetings between the teacher and the SLO evaluator. Three meetings are expected as part of the SLO process: the Preliminary Conference, the Mid-Course Conference, and the Summative Conference. **SAY:** The SLO process is meant to be a collaborative process. That last section of the SLO template reflects the three required conferences within the SLO cycle. We will speak to each of these later in the training. **CLICK**	
43)	SLOs Promote Collaboration (among teachers and teacher/administration/support staff). Teachers' enhanced capacity for data driven instruction. Clear connection between curriculum, assessment, and student data. A process of measuring student growth outcomes. Teacher input and ownership in his/her evaluation.	**SAY:** Engaging in the three required conferences is one example of the collaborative nature of SLOs. **SAY:** In many instances, SLO development allows educators the opportunity to collaborate with their colleagues on their grade level or content area. There are also opportunities to collaborate with educators across content areas and grade levels. The administrators and support staff are also available to collaborate with during the SLO development stage. SLO development and implementation enhances a teacher's capacity for implementing a data-driven culture in his or her classroom. Using data to make instructional decisions is very important to providing quality instruction. SLOs also help make the connection between what is being taught, what's being assessed, and student outcomes, again helping to inform the teacher's instruction. They serve as a method for measuring student	

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		academic growth and can assist teachers in embedding this process into their practice. **SAY:** Finally, SLOs give teachers input into their own evaluations. The educator can identify an area of focus for the evaluation and draw support from colleagues, support staff, and administrators in an effort to meet the goals that have been set. In shore, the SLO process formalizes many of the best practices you are already doing. **CLICK**	
44)		**SAY:** Now that we've examined the common components within the SLO "plan" or "product", let's switch over to the process around creating, monitoring, and scoring SLOs. **SAY:** The "product" is the result of careful construction at the beginning of a rich, collaborative SLO "process". Let's take a closer look at what goes in to the development of a high quality SLO. **SAY:** The bulk of the work lies in the first step of the SLO cycle. The SLO cycle represents the duration of the SLO interval, to include assessing students and scoring the SLO. The SLO template we just examined represents is done at the beginning of this cycle, and includes five sub tasks. **CLICK**	
45)		**SAY:** You just finished examining an example SLO. What did it take to get there? **SAY:** In order to develop the SLO the teacher considers the following: *Read the five areas included* in the development and remind participants details around each of those steps were included in the previous section of training. *NOTE: This is a good time to gauge understanding-*	

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		"What questions do you have from me related to these five tasks?" **CLICK**	
46)	 Baseline Assessment & Trend Data Activity	***NOTE:*** *Acknowledge that many of those in the room likely engage in some type of student data analysis. Foreshadow this activity by saying:* **SAY:** We are going to engage in an analysis of student data in order to get a sense of what data is telling us about student's baseline skills and abilities and how we might use that to set appropriate but rigorous academic growth goals….. For this activity we will use MAP data as the basis for the activity. We recognize that MAP is not an assessment that is available to all teachers. THAT'S OK. This activity is not about the assessment, but rather how to use assessment data to inform growth goals. For purposes of today's training, it's about the process, not the assessment. **SAY:** This activity has three parts: A baseline, a trend data, and a growth targets step. **SAY:** For this activity you will pretend you are a second grade teacher. You have administered the Fall MAP assessment as well as the Fall DIBELS assessment. Your SLO focus is in the area of Reading, so you are using the reading MAP scores. **CLICK**	Refer participants to: **Baseline Assessment and Trend Data Activity in their participant packet.** Note: While using a teacher's own assessment data may seem like a good idea, there is caution in using it within this training. It will take a lot longer, and- it becomes personal. For introduction purposes we recommend you used the "canned" data.

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47)	Activity Part I: Analyzing Baseline Data • Are there clear groups of students? If so, what are they? • What students are included in each grouping? • How would you describe the performance of each grouping? • Are there any students that are not easily assigned to a group?	**SAY:** You and your table team are to review the data presented on the first page of the activity packet. Your mission is: *Read Bullets* **NOTE:** *Ask for questions.* *Give them 10 minutes to discuss patterns/trends. If they need more time extend. When teams have completed the considerations, ask for a show of hands….* **SAY:** How many had 2? 3? 4? Groups How might those of you with three groups describe or label the groups? **NOTE:** *(Typically groups start with three. A below, at/nearing, and above proficiency)* **SAY:** Were there any students that did not fall easily into a grouping? *(There are typically two students that folks feel were not easy to place)* **CLICK**	
48)	Below Proficiency	**SAY:** Let's investigate one approach to the analysis of this data. Note- this is not the only approach to the data, nor is there concrete evidence for placement of all the students within this data set. However upon initial review, groupings of students might look like this: **CLICK** (Appear Green Arrows): **SAY:** These students have a MAP range of 158-167 RIT score and 13-29 percentile range. Their DIBELS assessment fell in the range of 52-95. We might refer to these students as below proficiency Levels **CLICK** (appear large arrow) **CLICK**	

#	SLIDE	Script	Resources
49)	Above Proficiency	**SAY:** There appears to be an above proficiency tier as well…. **CLICK** (Appear Orange Arrows): **SAY:** These students have a MAP range of 192-206 RIT score and 86-97% percentile range. Their DIBELS assessment fell in the range of 158-185. **CLICK** (appear large arrow) **CLICK**	
50)	At Proficiency	**SAY:** And lastly, a tier of students that we might describe as nearing or at proficiency **CLICK** Appear BLUE Arrows: **SAY:** These students have a MAP range of 182-187 RIT score and 65-78% percentile range. Their DIBELS assessment fell in the range of 107-135. **SAY:** It's this grouping that might have made you a bit uncomfortable. That's because there is a bigger spread in scores, and some inconsistencies in the MAP and DIBELS data. In fact, you may have struggled with placing some of the students in the middle category. ***NOTE:*** *Notice the discrepant data points for student 8. The student is high achieving on MAP and "Well Below Benchmark" on DIBELS. How might teachers think about situations such as this?* *Students like number 8 are representative of what will happen when teachers set initial growth targets. This feeling of unease should push you to look carefully at the historical data or trend data in order to find a confident starting point for that student. This will likely come up in debriefing this activity.* **CLICK**	

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51)	**Baseline Assessment** START — Administered at the beginning of the SLO interval Aligned to the content standards in the SLO and to post assessment Can be a performance assessment using a teacher-created rubric	**SAY:** Before we move to the next step of the activity, let's pause and consider potential assessments for baseline assessments. Whether standardized or teacher-created, in order to write and implement SLOs, a quality assessment is needed to determine the baseline skills and abilities of students and be able to appropriately measure growth over time. **SAY:** Baseline Assessments should be: Administered at the beginning of the SLO interval Aligned to the content standards in the SLO and to the post assessment, and Can be a performance assessment using a teacher-created rubric. **CLICK**	
52)	**Baseline Assessment Data** Describe students in terms of groups. Describe student performance over time. Inform growth targets. Inform instructional strategies.	**SAY:** Ultimately your baseline assessment data should: Describe students in terms of groups. Describe student performance over time. Inform growth targets. Inform instructional strategies. **CLICK**	
53)	**Benchmark Assessments** Educator establishes student baseline data Educator's plan to move students from the initial assessment to reach the final goal Beginning of the Year or Learning Cycle Assessment / Mid-Year or Mid-Cycle Assessment / End of the Year or Learning Cycle Assessment Graphic courtesy of WI Department of Public Instruction.	**SAY:** As mentioned earlier, the baseline assessment is referred to as a benchmark assessment. Training thus far has emphasized the need for a baseline assessment. We've also discussed the importance of having an aligned (or even the same when appropriate) assessment at the end of the interval to measure the growth of students. A teacher may want to consider a mid-cycle assessment in order to gauge how students are progressing – especially if there is not enough evidence to support changes. **SAY:** What questions do you have around assessments used within the SLO process? **CLICK**	
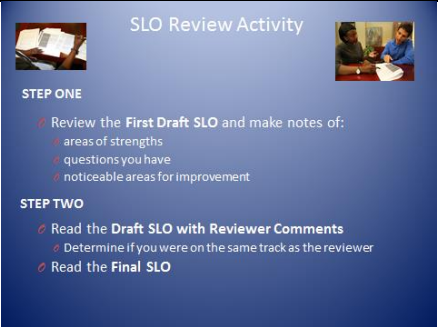
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54)	**Activity Part II:** **Historical/Trend Data** ✓ Trend and other student data help educators determine how much growth each student is likely to make. ✓ Identify and gather trend data ✓ Examples of trend data include: ✓ Test scores from prior years ✓ Current and past grades ✓ Formative assessment data past & present ✓ Reading and math conferences ✓ Data about student population ✓ Attendance records or 504 plans ✓ Results from diagnostic assessments	**SAY:** Ok, then let's move to the second part of the activity. **SAY:** While administering a baseline assessment will give the teacher information related to his/her students' beginning skills and abilities, it's challenging to know for certain whether the data reflects student's typical performance. Because we wish to set appropriate growth targets, we want to dig a little deeper into data to gain a sense of typical performance, as well as anything else that might suggest a different grouping. **SAY:** For many teachers, there will not be historical assessment data to draw from. Here are some other sources of historical data to draw from. *NOTE: Remind participants that three years from now there will be historical data for teachers to draw from. Early Implementation = be patient and do the best they can. Also remind them that the mid-course conference is an appropriate place to adjust goals. Don't become paralyzed by the process, do the best you can with the information you have.* **CLICK**	
55)	**Historical /Trend Data**	**SAY:** On the second page of the activity packet is additional data related to the ten students: in this case the student's FIRST grade MAP scores – Fall through Spring have been provided. **SAY:** Does this information provide any more detail about those students that were hard to place into original groupings? *NOTE: Look at the data for student number 8. This shows a more consistent pattern for the MAP Assessment. It will likely influence their original grouping for this student.* **CLICK**	

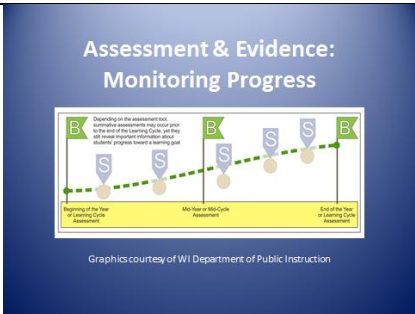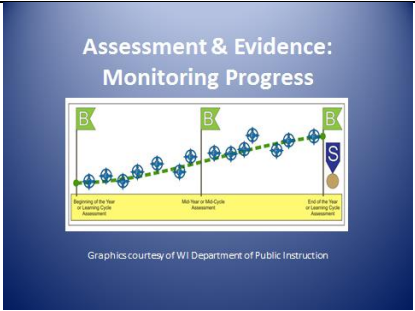| #	SLIDE	Script	Resources
56)	**Historical/Trend Data**	**SAY:** Additionally the teacher has reviewed the scores from her last year's class to gain a sense of the degree to which her teaching impacted student growth. **NOTE:** *Ask participants to review the historical data, and determine whether or not their original groupings are solidified, and allow them to adjust any they feel need to be regrouped according to the historical data.* *Give 7-10 minutes for this based on discussion. This step does not typically take as long.* *Debrief step 2 by asking teams about the changes, in particular the students they felt were difficult to place when looking only at baseline data.* *(Typically those students that were hard to place are easier to place once the teacher looks at the trend data, or typical performance.)* *Lastly, remind teachers that this is a "best guess" at the time with the data they have. The SLO process has assurances in place that allow for adjustments should the students be demonstrating a much different growth trajectory than what was anticipated.* **CLICK**	
57)	**Activity Part III:** **Setting Growth Targets**	**NOTE:** *Foreshadow that part III, setting the actual growth goals is the most challenging for participants, as it will be challenging to declare (on paper) a goal…in this case a point value gain on MAP scores.* *At the end of this step it's important that they have declared an appropriate (yet rigorous) growth gain for each of their groupings (tiers).* **SAY:** Remember, there is no one right answer. Depending on the analysis of data, growth goals might be approached differently. We will see that in the debrief of Part III…… *(This step will take the longest)* **NOTE:** *Ask the participants to use the chart paper to illustrate what they've*	Give each table team a piece of chart paper to illustrate the groupings and their declared growth targets.

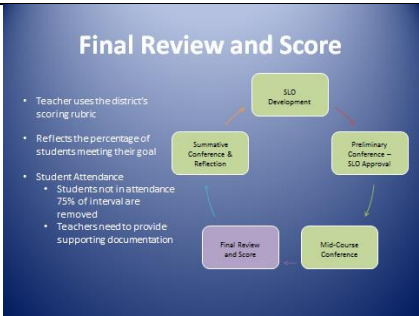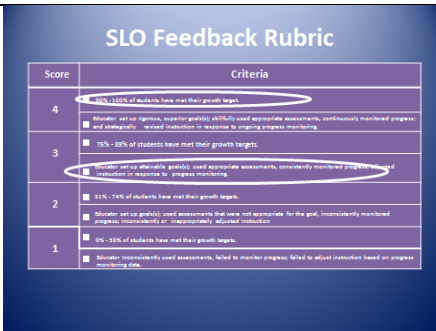| #	SLIDE	Script	Resources
		decided are appropriate growth gains. *Debrief:* *Once all poster papers have been hung, point out a couple of different approaches, and ask a team member to explain the thinking behind the declared growth goals.* *Discussion will include :* • *the wide variance of skills and abilities of students within each tier – bubble students will appear to have made a lot more gain than those at the bottom of the tier…* • *The students that they moved as a result of additional trend data (Student 8 for example)* • *What to do with students that are nearing or at the top of the MAP chart?* • *Attendance issues (presented in historical data, causing concern)* *Remind them of the attendance business rule….* **CLICK (the growth targets will appear on the slide)** **CLICK**	
58)	**Refining Growth Targets** Set Initial Growth Targets Adjust Growth Targets Review Targets What growth have students made in previous years? Are there contextual factors that are likely to affect students' growth in positive and negative ways? What is the minimum score at which students can be proficient? Are these factors reflected in students' previous growth or are they new? Are these targets rigorous and attainable Does the initial growth target allow students to make progress toward proficiency? What growth have students with similar factors made in the past?	**SAY:** Growth goals are not set arbitrarily…. The teacher engages in a rich analysis of available student data to the best they can to set appropriate yet rigorous growth goals… **SAY:** To review, this activity gave insight into the process that occurs in the development of the SLO as the teacher prepares to submit the SLO for approval and begin implementation in the classroom. **NOTE:** *Highlight the steps on the slide….* **CLICK**	

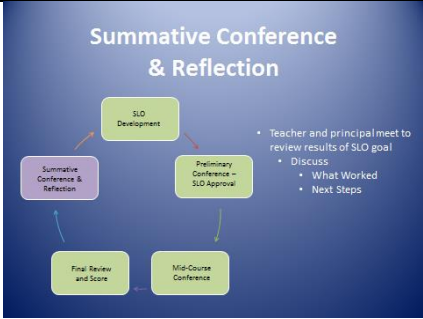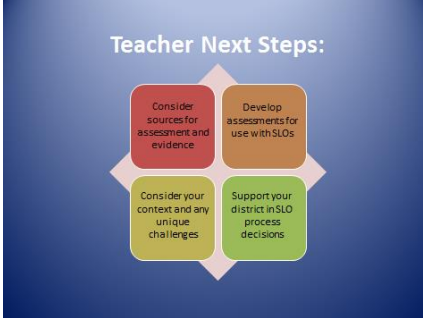| #	SLIDE	Script	Resources
59)	SLO Approval: Preliminary Conference	**SAY:** It is important that a building principal should be involved in some capacity in the approval of the SLO, and ultimately be the one to approve. **SAY:** This does not mean the principal must be responsible for coaching teachers in the development of their SLOs. It is appropriate to have the preparation of SLO goals supported within building teams, PLCs, or in collegial conversations with an instructional coach. Any of these support personnel may review, coach, and present SLOs to the principal as "ready for approval". **CLICK**	
60)	SLO Quality Review	**SAY:** You will recall that we reviewed the components of the SLO in an earlier part of training. All are important, and work to tell the "complete story" around the plan to move students forward in their learning. **SAY:** However, there are three critical areas that provide insight into the quality of the SLO goal: The content, the assessment, and the rigor. **SAY:** Whether you are a teacher working to develop a quality SLO, an instructional coach or colleague that is reviewing another's SLO, or a principal –recognizing quality can be challenging. **SAY:** To assist with this process the Center for Assessment has developed a rubric for rating the quality of SLOs. We will spend time reviewing the tool in just a moment…. **CLICK**	Refer participants to the Rubric for Rating the Quality of Student Learning Objectives. This resource can be found in a separate tab in the SCDE SLO toolkit.

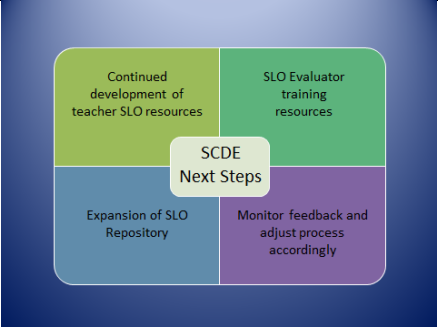| #	SLIDE	Script	Resources
61)	Content, Assessment, & Rigor	**SAY:** What makes these three focus areas important? Content: allows a quick glance into the alignment of district/building initiatives and whether or not the content reflects enduring understandings that can be developed over time. Rigor of Target: reflects the analysis and reflection involved in the preparation. It is tied directly to the data analysis and rationale presented in the SLO. Assessments and Scoring: It cannot be stressed enough. The SLO is only as good as the assessment used to track student growth. **CLICK**	
62)	SLO Review Activity	*NOTE: Ask participants to locate two stand-alone sets of materials:* *The Before/After review packet, and the Center for Assessment Rubric for Rating the Quality of Student Learning Objectives, and its companion tool.* **SAY:** This tool and its companion guide were developed by the Center for Assessment and is included in the SCDE toolkit with permission for use in training and in districts. It's important that teachers have access to the tool and understand the criteria principals will be using in the approval conference. You will notice that is in a rubric format, and allows for specific feedback related to areas of strength and those areas of the SLO that need work. **SAY:** We are going to engage in an activity using this tool and its companion guide in order to familiarize ourselves with the tool, and to spend some time reviewing an SLO example. *NOTE: Ask participants to find the SLO Sample Review Activity Packet in their materials.* *Set up the activity by asking them to play the role of the principal, and you are about to engage in an approval conference with the teacher. In preparation, you are reviewing the teacher's SLO template, and using review tools, will note areas of strength, questions you have, and any noticeable areas for*	You will need: 1) Before/After SLO review Packet 2) Center for Assessment's Rubric for Rating Quality and Companion tool. Both are included separately in the SLO toolkit.

#	SLIDE	Script	Resources
		improvement. Remember, the SLO plan must tell the complete story. *Acknowledge that the packet of materials has a "before" and "after" feedback version. Ask that they don't view the second or third copy. That's like reading the last chapter of the book, and knowing how the story ends. Encourage that this experience be as authentic as possible.* **CLICK**	
63)	SLO Review Activity **STEP ONE** Review the **First Draft SLO** and make notes of: ○ areas of strengths ○ questions you have ○ noticeable areas for improvement **STEP TWO** ○ Read the **Draft SLO with Reviewer Comments** ○ Determine if you were on the same track as the reviewer ○ Read the **Final SLO**	**SAY: R**eview the BEFORE SLO, and using the review tools, jot thoughts related to the quality of the SLO. Once you've finished an independent review, turn to an elbow partner and compare thoughts. *NOTE: Give about 10 minutes for review and discussion. Let them dig into this. If it looks like they need more than 10, give them more time.* *Once it looks like they've had a chance to do both the review and elbow partner conversation, bring them back to large group.* **CLICK (reveals step two)** **SAY:** Now, look at the second copy- titled Reviewers Comments. Review the comments, and determine if they were on the same track. After you've reviewed the compared the two, review the revised SLO. *NOTE: Debrief the activity by asking for volunteers to share thoughts or insights.* **CLICK**	
64)	**SLO Implementation** Begins after SLO approval and lasts the duration of time the teacher is leading instruction Includes regular review of data to determine progress and adjust instruction accordingly Evidence is collected throughout the interval to include assessment results and other evidence of student learning	**SAY:** Once the SLO has been approved for implementation, the teacher begins to employ the instructional strategies identified within the SLO plan. **SAY:** Remember, the difference from past goal setting practices is that the teacher is engaging in ongoing review of assessment data and other evidence of student learning to adjust strategies and supports accordingly. *NOTE: This is a good place to stop, and have teachers consider what evidence they might have on a daily basis other than assessing students:*	

#	SLIDE	Script	Resources
		• *Discussion records* • *Running records* • *Interview with students* • *Small group instruction data* • *Student work samples* **CLICK**	
65)	**Assessment & Evidence: Monitoring Progress** Graphics courtesy of WI Department of Public Instruction	**SAY:** We have spent time discussing the use of pre/post assessments and have referred to them as the benchmark assessments. It's likely that there are other, periodic assessments (such as unit/chapter tests). These are summative snapshots related to their understanding of the content presented in each chapter/unit. They likely encompass far more than what's reflected in the SLO goal. However, they may yield some specific evidence to support the SLO goal. **CLICK**	
66)	**Assessment & Evidence: Monitoring Progress** Graphics courtesy of WI Department of Public Instruction	**SAY:** Another source of evidence is the formative (often daily) evidence a teacher receives about student progress. Many of those formative evidence sources were identified a couple of slides back. **SAY:** Together- the benchmark, summative, and formative assessment data present a balanced assessment framework for use in the SLO process. Down the road, test-score based measures can provide another source of data to support the SLO process. **NOTE:** *Now is a good time to allow participants some think/pair/share time related to formative evidence they may collect to support growth gains in students.* **CLICK**	

#	SLIDE	Script	Resources
67)	Mid-Course Conference	**SAY:** We've discussed the three required conferences involved in the process when we looked at the example template. These conferences provide assurances within the SLO process. **SAY:** Let's dig deeply into the Mid-Course conference. A Mid- Course Conference between the teacher and building principal should take place approximately mid-way through the SLO interval. This is a critical piece of the SLO process. It is at this time, that the teacher reviews the data to date, and determines whether the students are making appropriate progress toward their goal. **SAY:** This conference allows for timely response to needed supports, and possibly adjustment of goals. Goals can be adjusted at the mid-course conference provided assessment data and evidence support the need for adjustment. In early implementation, it is anticipated that SLO goals will likely be adjusted. Thus, this required meeting is critical to the success of the process. Note: *Remind participants that adjustments to the SLO are not to be made arbitrarily, and that any adjustments are done within this conference and not throughout the interval.* *This is a good time to assure the teachers that it is likely that in early implementation, adjustments at mid-course check in are expected. It will take some time to get used to setting growth targets.* **CLICK**	

#	SLIDE	Script	Resources
68)	SLO Scoring	**SAY:** After the Mid-Course Conference, the teacher continues to implement the strategies and gather evidence of student growth. At the end of the SLO interval a post assessment is administered. **SAY:** Once the results of the post assessment are analyzed, the teacher will use all evidence collected to self-score their SLO. Districts are allowed flexibility to develop their own feedback rubric. **CLICK**	
69)	Final Review and Score	**SAY:** When applying a score to the SLO, the teacher will use the district created scoring rubric. **SAY:** Remember the SC business rule that addresses student attendance: Any student that has not met the attendance requirement stipulated in the South Carolina parameters, 75% attendance within the interval, is removed from the calculations. Teachers will need to provide supporting documentation of this in the Summative Conference. **CLICK**	
70)	SLO Feedback Rubric	**SAY:** This is the SC Feedback rubric. This rubric addresses both the SLO process and results of the goal. Note that teachers receive feedback related to the percentage of students meeting growth targets, and on the how the teacher implemented the process. Districts have flexibility to create their own rubrics. **Insert district specific information here. If you wish to skip this slide and go directly to your own district rubric, do so at this time.** **CLICK**	

#	SLIDE	Script	Resources
71)	**Summative Conference & Reflection**	**SAY:** After the SLO is self-scored, the teacher will prepare all documentation and engage in a Summative Conference with the principal or evaluator designee. In this conference, the teacher and principal or evaluator designee meet and review the results of the SLO goal and the teacher's self-selected SLO score to determine the final rating. **SAY:** This conference allows the teacher and principal or evaluator designee to consider what worked, and what will need to be considered for the next cycle of SLO implementation. **CLICK**	
72)	**Teacher Next Steps:**	**SAY:** This training serves as an introduction to the SLO process for measuring student growth. There are several readiness activities in which teachers can engage. **SAY:** Assessments may need to be created prior to SLO implementation. Developing assessments is a good place to focus early energies. **SAY:** Consider your teaching context. Anticipate unique considerations, and work to arrive at solutions to any challenges. **SAY:** Finally, support your district in SLO process decisions. **Insert district specific opportunities to engage teacher in the planning and implementation of SLOs.** **CLICK**	

#	SLIDE	Script	Resources
73)	Continued development of teacher SLO resources / SLO Evaluator training resources / SCDE Next Steps / Expansion of SLO Repository / Monitor feedback and adjust process accordingly	**SAY:** The South Carolina Department of Education has a role in the support of the SLO process. This training represents the beginning of a series of SLO related trainings. SLO Evaluator training resources have also been developed. **SAY:** The SLO example repository will continue to be expanded upon. The SCDE invites you to submit sample SLO plans for inclusion into the repository. All identifying information will be removed, and they will be modified slightly to represent consistency. At this time, any samples can be submitted by emailing then directly to the Office of Educator Effectiveness associates. **SAY:** The SCDE will continue to monitor your feedback and adjust the process accordingly when appropriate. **CLICK**	
74)	**SLO Support** **SLO@ed.sc.gov** Questions and SLO examples http://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/	**SAY:** To assist educators in the support of SLO implementation, an SLO specific email has been created. This email address has been created for all things SLO- questions and feedback related to SLOs and the SLO process are welcome! Districts may also submit SLO examples to this email address for inclusion in the sample repository. Please only submit examples that have been approved for use, and reviewed and/or edited locally. Again all identifying information will be removed, and could be edited or formatted for continuity purposes. Reminder: *While SCDE staff is available to support SLO implementation, many SLOs require local context knowledge. Encourage teachers to use existing resources, and channel questions through their district SLO leaders. In the event that a question cannot be answered locally, this email will help you to get an answer.*	