

Rating & Approving High Quality SLOs



slido

Join at

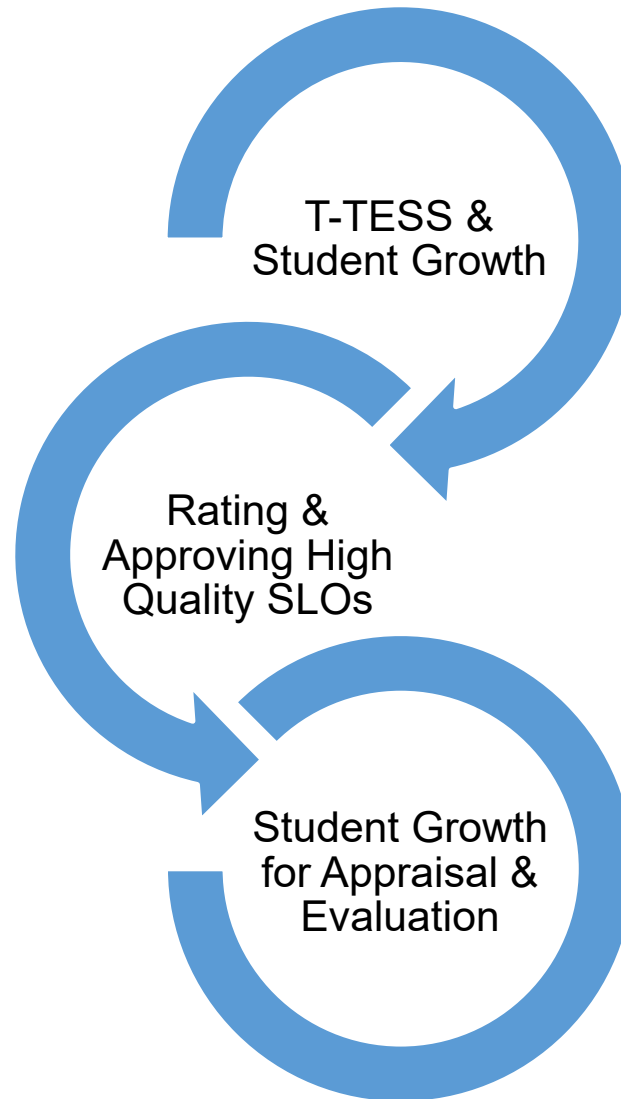
slido.com

#6223 806





Rating & Approving High Quality SLOs



Workshop Material & Resources

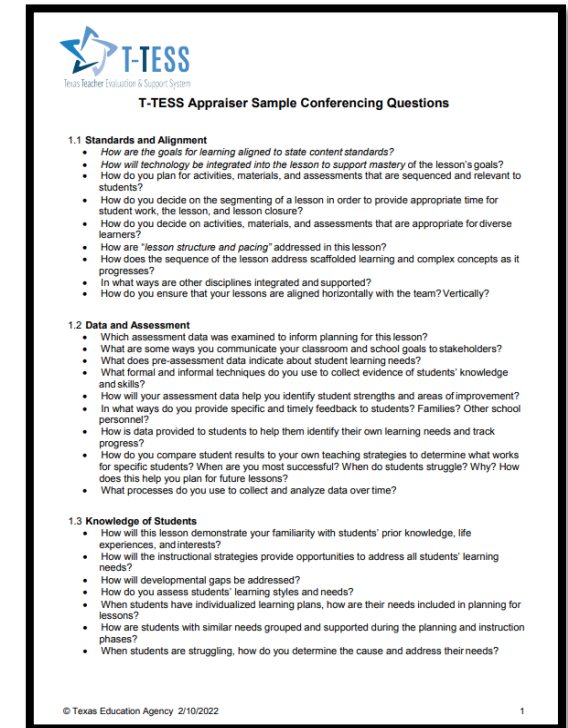
Workshop Materials



Slido Questions/Polls/Q&A



T-TESS Conferencing Questions



Training Norms



Take care of your needs



Be Respectful of others



Encourage one another



Use electronic devices as learning tools



Actively participate



Reflect on Practices Collaboratively



Community Learning Agreements: Showing Up for One Another

Stay Engaged Remain morally, emotionally, intellectually, and socially involved in the dialogue.

Experience Discomfort As you lean into vulnerability, notice what surprises you or where and when you might experience cognitive dissonance. Identify these moments and seek to understand what's challenging you and why.

Speak Your Truth Be willing to share your personal truth, experience and expertise and avoid just saying what you think others want to hear.

Expect & Accept a Lack of Closure Focus on the journey and remember that disrupting and eliminating inequities requires ongoing dialogue and direct action.

Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp.58-65. Thousand Oaks, CA: Corwin.



Learning Objectives for Today



Today we will...

- ☐ Review T-TESS and the Student Growth Component
- ☐ Review the Role of Teacher Appraisers in the SLO Process
- ☐ Describe components of successful SLO artifacts (SLO skill statement, Initial Skill Profile, Targeted Skill Profile, and Assessments/Data points, Student Growth Trackers)
- ☐ Apply SLO success criteria to current campus/district SLOs for refinement
- ☐ Analyze SLO artifacts to determine gaps, and next steps for support
- ☐ Plan for coaching conversations to refine the SLO process



T-TESS & Student Growth



slido

Join at

slido.com

#6223 806



slido



When you think of T-TESS, what one or two words come to mind?

ⓘ Start presenting to display the poll results on this slide.

slido



When your teachers think of T-TESS, what typically comes to mind for them?

ⓘ Start presenting to display the poll results on this slide.

Overview



- Beginning with the 2017-2018 school year, student growth will become a required component in teacher appraisal for any district to which Texas Education Code Sec. 21.351 and 21.352 apply.

“The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers. The criteria must be based on observable, job-related behavior, including:

- (1) teachers' implementation of discipline management procedures; and
- (2) the performance of teachers' students.”

- 2017-2018 – pilot year, with a waiver submitted to TEA prior to ‘17-’18 school year



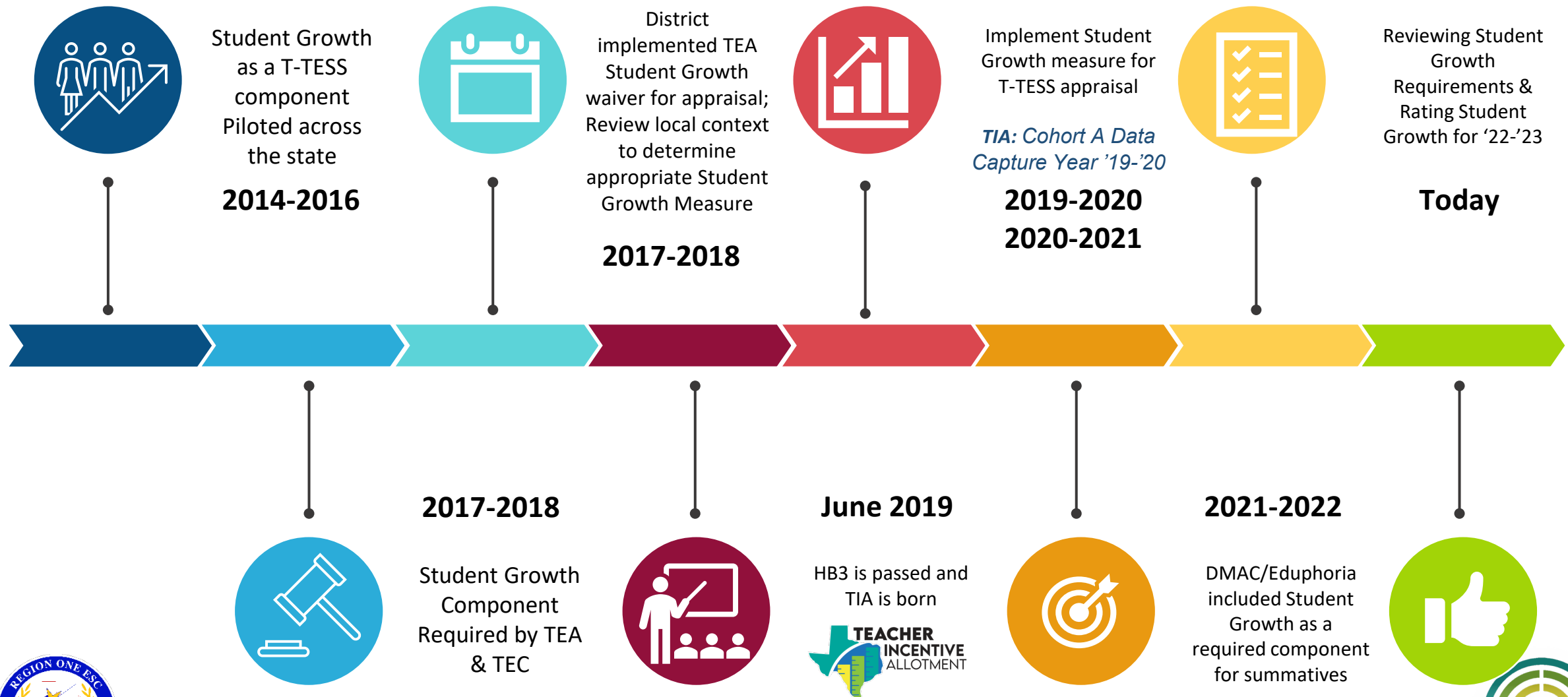
Overview (continued)



- Districts are encouraged to consider their local contexts and the district's priorities with teacher appraisal when shaping their approach to student growth.
- Districts are free to adopt and implement any student growth measure and model they choose.



Student Growth Timeline



Purpose



What is the purpose of T-TESS?

- Create a shared understanding and common language across a campus and district to describe effective pedagogy
- Increase the frequency and quality of collaborative and coaching conversations between teachers and their appraisers
- Strengthen habits of reflection, self-assessment, and adjustment on the part of teachers
- Strategically sequence development opportunities for teachers

When considering student growth within T-TESS, the intended purpose is the same. Student growth also seeks to provide feedback to teachers and their appraisers that captures where teachers are in their practice in order to pinpoint strengths and areas for development.



Student Growth (for continuous improvement)



- Although it's called student growth, it is really about teacher growth
- Student growth is not the end in itself – the key to a meaningful experience with student growth measures is the ability to translate the student growth outcomes into feedback on pedagogical practices
- In contrast to an observation, which captures impact in a snapshot of time, student growth captures impact over an entire course
- Honest assessment of pedagogy, sincere reflection on the approach to planning, and a commitment to adjustment are the best ways to improve student growth
- Ratings are less important than the process of professional growth



Discuss:
“student growth will
mirror the culture of
the district and
campus”

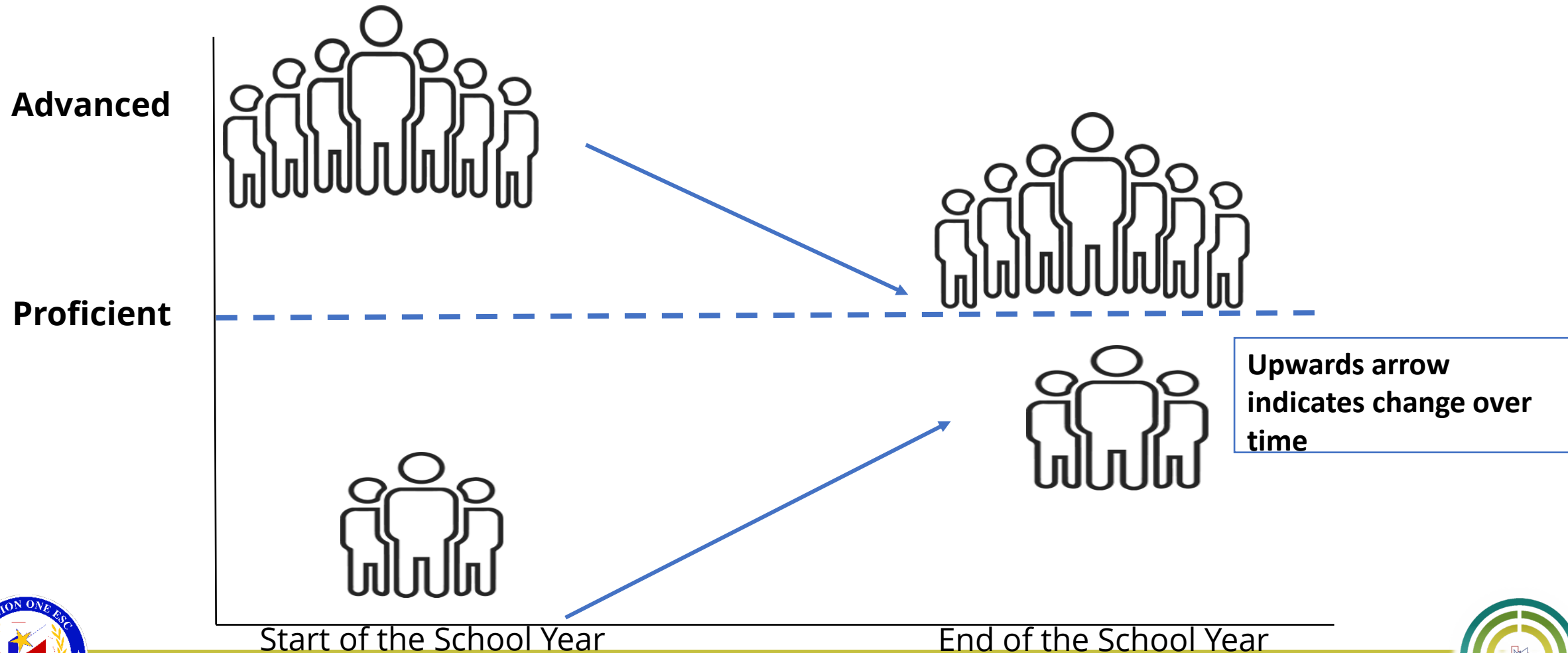


Growth Mirrors Culture

“If teachers feel like appraisal is about ratings and labels and not about improvement, then student growth will likely be viewed negatively. If a continuous improvement culture has been established, student growth should fit positively into that culture.”



Growth vs. Proficiency



Discuss:
How does measuring
student growth
develop instructional
practices?



Measuring Student Growth for Development

“By measuring growth, a teacher develops a better understanding about the academic impact of his or her instructional choices for the purpose of solidifying strengths and identifying opportunities for development.”



General Guidance on Student Growth Measures

- Measures academic progress over time
- Establishes a baseline for each student covered in the measure that captures what learning the student brought into class
- Tailors the expectation for growth to the student (reflects rigorous instruction and high expectations, but is not a uniform expectation for all students)
- Narrowed Focus “student growth measures tend to be strongest when they concentrate on the knowledge and skills that persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application”
- Rating rubric to measure teacher performance related to student growth



T-TESS Ratings (Option 1: Single Overall Summative Rating)

1. Observations (formal and informal) – 80%
2. Student Growth (single summative) –20%
 - Student Learning Objectives (SLOs)
 - Portfolios
 - Pre-Test/Post-Test
 - Value Added Measures



T-TESS Ratings (Option 2: Disaggregated Ratings)

1. Observations—formal and informal (disaggregated ratings)
 - 16 dimensions across 4 domains
2. Student Growth (individual rating) –17th dimension
 - Student Learning Objectives (SLOs)
 - Portfolios
 - Pre-Test/Post-Test
 - Value Added Measures



District Options

Ratings

- Single Overall Summative Rating
 - 5 Domains (4+1)
 - S.G. = 20%
- Disaggregated Ratings
 - 17 Dimensions (16+1)
 - S.G. = 17th Dimension

Student Growth

- Student Learning Objectives (SLOs)
- Portfolios
- Pre-Test/Post-Test
- Value Added Measures

SLO Vision & Guiding Principles

- Provides a framework for continuous dialogue between students, teachers, and principal to support teacher development and student growth throughout the year
- **Support Growth and Development:** Provide a meaningful framework to support student growth and teacher development
- **Support Local Autonomy:** Provide flexibility for districts, campuses, and classrooms to adapt as needed



[SLO Process Overview.pdf \(texasslo.org\)](https://texasslo.org)



Why SLOs as a Measure of Student Growth?

- SLOs drive both teacher practice and student learning by strengthening instruction.
- The use of SLOs has been associated with improved student outcomes on standardized assessments.
- Teachers crafting SLOs report improved understanding of how to use data to determine student needs and to measure progress toward goals.
- SLOs encourage collaboration among teaching peers as well as between teachers and their appraisers.
- SLOs encourage the adoption of **long-term vision for student learning** and contribute to more meaningful discussion about vertical planning.



[SLO Process Overview.pdf \(texasslo.org\)](https://texasslo.org)



SLOs as a Measure of Student Growth For Teachers

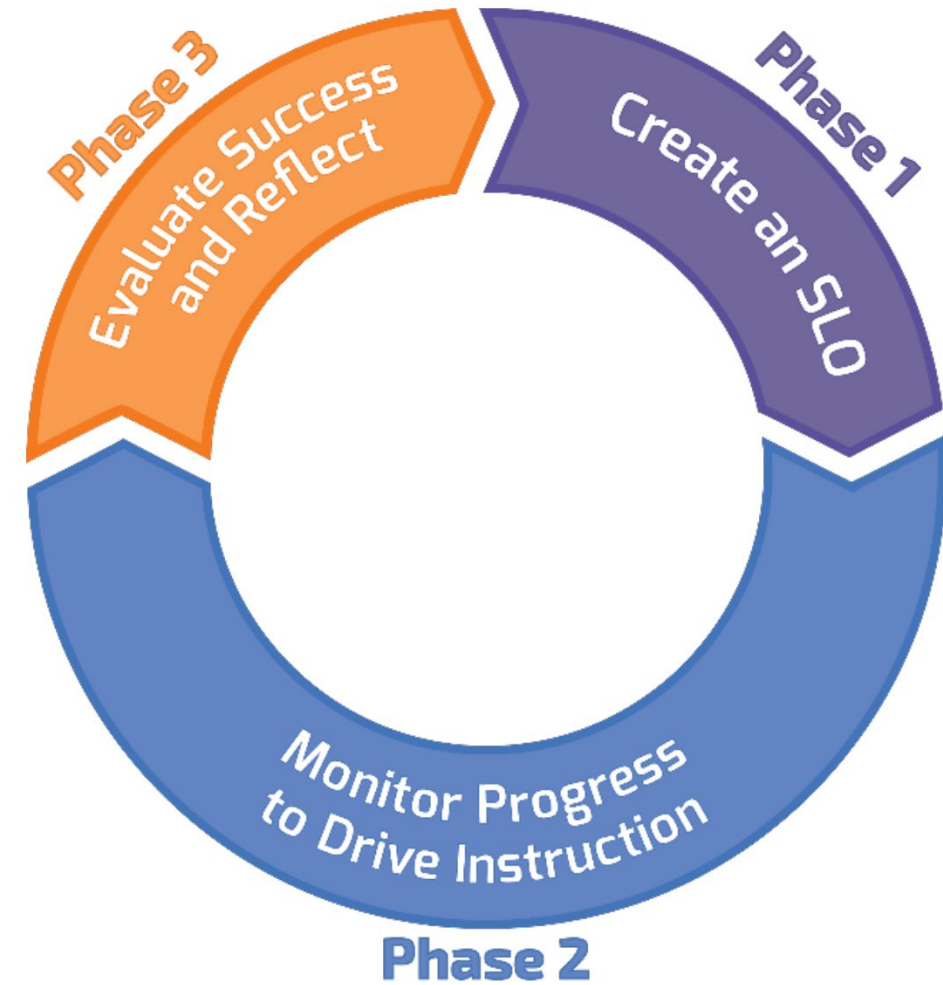
- SLOs are often seen as a growth measure that provides specific feedback about which instructional strategies and choices prove effective with particular students.
- The process prompts deliberate thinking about what decisions a teacher makes and why he or she makes them.
- They enable teachers, in collaboration with their appraisers, to assess their strengths and weaknesses, such as analyzing data or linking instruction to standards.
- Those insights then allow for specifically tailored professional development, improvement of instruction and ultimately, improved student learning



The logo consists of three overlapping chevron-like shapes in orange, purple, and dark blue, pointing towards the right.

STUDENT LEARNING OBJECTIVES

Represent a continuous cycle of improvement embodied in strong teaching practice.



SLO Process



Phase 1

- Create an SLO
- Based on “foundational skill” for the course
- Create Initial Skill Profile
- Create Targeted Skill Profile
- Set Learning Targets

Phase 2

- Monitor Progress
- Instruction, collect evidence, analyze data, reflect

Phase 3

- Evaluate Success
- Using Skill Profile and Student Growth Tracker, determine student progress on targeted growth



Student Learning Objectives Process



- Should be used **throughout the school year** to help teachers plan backward from an end vision for student success.
- Helps encourage regular conversations and collaboration between teachers, students and appraisers in order to **ensure that instruction facilitates students' progress toward growth goals**.
- Teachers and their appraisers will **use SLOs to design strategies to meet their goals for student success**, beginning with planning and leading to thoughtful instructional design and delivery.
- **Throughout the year**, teachers will **collect evidence of student learning** and **adjust instruction accordingly**.
- At the end of the cycle, teachers will **reflect on outcomes** and **prepare for next cycle of growth and improvement**.



Engaging Teachers in the SLO process

Designed to engage teachers in deliberate thinking as they answer fundamental questions about their instructional planning and delivery:



- 1) What are the most important skills that I develop in students through this course?
- 2) Where do I think my students will be with these skills upon entering my class?
- 3) Where are my students actually with these skills upon entering my class?
- 4) Based on where my students actually are with these skills, where should they be at the end of the course if I provide effective instruction?



Engaging Teachers in the SLO process

- Teacher then **monitors student progress throughout the course** to ensure that the instructional plans for those students are effectively moving them to their targeted skill level,
- **making adjustments to pedagogy** when students aren't progressing as expected.



SLOs

- A means to teacher growth (reflect, assess, adjust, and develop over time)
- A concentrated look at instructional impact through the lens of the most important skill(s)
- A part of a teacher's own cycle of development (results could feed in to Goal Setting and Professional Development plans)
- Evidence-based

SLOs

Are...

- ✓ A means to teacher growth (reflect, assess, adjust, and develop over time)
- ✓ A concentrated look at instructional impact through the lens of the most important skill(s)
- ✓ A part of a teacher's own cycle of development (results could feed in to Goal Setting and Professional Development plans)
- ✓ Evidence-based

Are Not...

- ✗ A second gradebook
- ✗ Mathematical or mathematically precise
- ✗ Focused on traditional testing
- ✗ Standardized across a campus or district (as in, all students must reach a predetermined level or all teachers will focus on reading)
- ✗ The place to supersede teacher development needs with campus or district improvement plan needs



SLOs – Ultimate Goals & Next Steps

- Improvement of practice is the ultimate goal in T-TESS
- Student growth component should be structured so that teachers have a better sense of what's working, what's not working, and what they can do to improve their practice moving forward.
- In that sense, measuring student growth should be a means to supporting teacher growth.

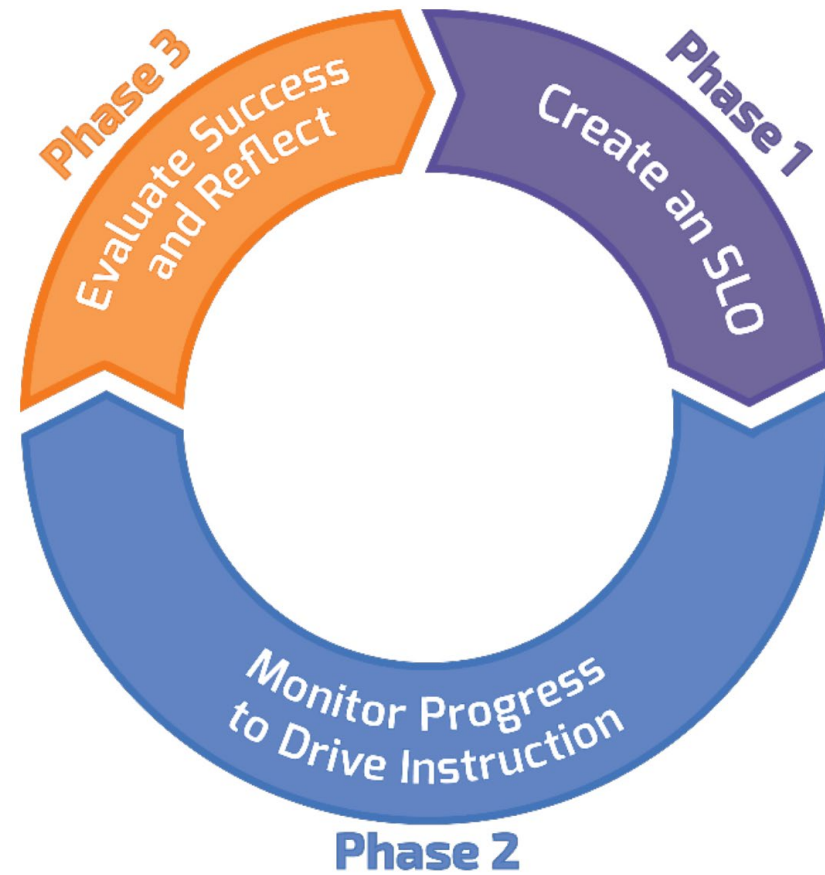
So what's next for Appraisers?



Understanding the Role of Teacher Appraisers in the SLO Process



STUDENT LEARNING OBJECTIVES



“In order for the process to truly be valid and reliable, it is critical that the SLO process is implemented with fidelity”



texasslo.org/Appraiser_Role_in_the_SLO_Process



Independent Reading

- Read through the “Role of the Appraiser” document
- Questions to consider:
 1. Does this describe the current role you have had in the SLO process this year?
 2. What is something you have held tight to this year?
 3. What is something you aspire to refine this year?

A key part of the process involves the role of the teacher appraiser. In order for teacher appraiser's to be able to approve the teacher's SLO with accuracy, they must:

- a) Be familiar with the entire SLO process and cycle
- b) Be familiar with the appraiser's role in the process



Role of Teacher Appraisers in the SLO Process

Student Learning Objectives can be a valid and reliable measure of student growth based on a body of evidence of student work. There are many advantages to using multiple examples of actual student work to measure student growth, as opposed to using a test. However, in order for the process to truly be valid and reliable, it is critical that the SLO Process is implemented with fidelity. A key part of the process involves the role of the teacher appraiser. In order for teacher appraisers to be able to approve a teacher's SLO with accuracy, they must a) be familiar with the entire SLO process and cycle as outlined on the [SLO website](#), and b) be familiar with the appraiser's role in the process, as outlined in [Administrator's Guide to SLOs](#). Below is a summary of key steps for teacher appraisers/administrators in the SLO process.

Beginning of the Year

1. Approve the SLO Skill Statement. Did the teacher select a foundational skill? Does this area of focus represent the main content area covered in the course. Does the statement itself describe what student skill level should look like at the end of the year if they have been successful in the course?
2. Approve the descriptors in the Initial Skill Profile (ISP). Are the descriptors at each of the five levels specific enough? Do they describe a variety of skill levels including specific descriptions of what students know and are able to do at the beginning of the year?
3. Review the data the teacher used to place students on the ISP. Is there sufficient data? Using a sample of the student data used to place students on the ISP, does the appraiser place the students in the same category as the teacher? For example, is there a student whose data suggests he is at the below typical level, but the teacher placed him at the well below typical level? Or vice versa? Note: the appraiser can review the data for a sample size of students, and is not required to review the data used to place students on the ISP for every single student included in the SLO.
4. Review the expected growth targets set for the students on the Targeted Skill Profile (TSP). What data did the teacher use to set these growth targets? View a sample of the data the teacher used. Does the appraiser set the same growth target as the teacher? For example, does the student data for a given student suggest that the student's growth target should be at the Typical level, but the teacher placed the student at Above Typical? Note: the appraiser can review the data for a sample size of students, and is not required to review the data used to set expected growth targets on the TSP for every single student included in the SLO.
5. Discuss the teacher's plans to collect a body of evidence of student work throughout the course of the year. Ensure that the teacher will have at least five pieces of student work in the body of evidence for each student. Remind the teacher that the appraiser will need to review this student work at the middle of year and at the end of year, to ensure

© Texas Education Agency 2/15/2022



1900 W. Schunior Edinburg, TX 78541 | (956) 984-6000 | www.esc1.net | © 2022 Region One Education Service Center 22



texasslo.org/Appraiser_Role_in_the_SLO_Process



Role of Teacher Appraisers in the SLO Process

Beginning of Year



APPROVE

- ☐ SLO Skill Statement
- ☐ ISP descriptors



REVIEW

- ☐ ISP Student Data
- ☐ TSP Expected Growth Targets



DISCUSS

- ☐ Body of Evidence Collection Plan
- ☐ Plan to Track Evidence



Middle of Year



REVIEW

- ☐ SLO Skill Statement
- ☐ TSP Expected Growth Targets
- ☐ BOE Student Samples



DETERMINE

- ☐ Student Growth Target Progress



AGREE ON

- ☐ Next Steps to support Expected Growth Targets
- ☐ Support Teacher will need from the Appraiser

End of Year



REVIEW

- ☐ SLO Skill Statement
- ☐ TSP Expected Growth Targets
- ☐ BOE Student Samples



REFLECT

- ☐ Using the BOE, do I place students on the same EOY skill level as the teacher?
- ☐ Did students meet their expected growth targets?



DEBRIEF

- ☐ Entire SLO Process

SLO Phase 1: Create a Student Learning Objective

- Create a Student Learning Objective The first phase focuses on purposeful planning of instruction. At the beginning of the course, teachers work with each other, their ***appraisers***, and other support staff to identify the SLO focus, create an instructional plan, and identify where their students are academically at the beginning of the course as well as expectations for growth. During this phase, teachers will develop and articulate a clear vision of success and strategies to be used to achieve this vision.



SLO Phase 2: Monitor Progress to Drive Instruction

- After the Student Learning Objective is completed and approved by the **appraiser**, teachers will work with each other and their **appraiser**, engaging in ongoing dialogue about progress toward goals. These discussions will also be opportunities for teachers to receive feedback and support, and to develop strategies to adjust instruction based on how students progress. SLO processes will be integrated into existing support frameworks at each school, improving efficiency in implementation.



SLO Phase 3: Evaluate Success and Reflect

- This last phase takes place at the end of the course and includes a conversation between the teacher and their **appraiser** regarding students' overall progress throughout the year. This conversation results in an overall student growth rating based holistically on how well the teacher engaged in the SLO process and how well students have met growth targets in the course. The final conversation is designed to help teachers and **appraisers** reflect on student progress and teacher practice throughout the course in order to prepare for the following year.



Coaching the SLO process

Was data reviewed to make the selection for a focus? If so, what data was used and how did it guide the focus?

How did you approach developing the ISP? How did you assign students to descriptors? Were there any challenges in that process? What evidence was utilized?

What factors went into the differentiation of student skill in the TSP?

How did you approach developing the Targeted Skill Profile created? How did set EOY growth targets? What evidence was utilized?

How were decisions made about the focus? What personal knowledge or experience led to the selection?

What is the plan for instruction to address all students?



slido



When it comes to my role as an appraiser, my role in the SLO process this past year was...

ⓘ Start presenting to display the poll results on this slide.

Rating & Approving High Quality




STUDENT LEARNING OBJECTIVES



Rating & Approving High Quality SLOs

Home
Rating & Approving HQ SLOs



Region One

EDUCATION SERVICE CENTER

"Students First"

Rating & Approving High Quality SLOs

Home
Rating & Approving HQ SLOs (

Rating & Approving High Quality SLOs


"You don't know where to go if you haven't determined the destination. Use the exemplar to start with the end in mind." -P. Bambrick-Santoyo, Driven by Data 2.0 (2019)

SLO Success Criteria

'22-23 School Year

Role of Teacher Appraiser

in the SLO Process - (Appendix)



SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Literally, SLOs will demonstrate effectiveness and show the student's growth. Appraisers can use this tool to assess whether the requirements throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
1) Represents a foundational skill that is specific to the content area
2) Provides throughout the course
3) Measurable through a demonstration of student skill
4) Focuses on a skill used by students and teacher growth in this course and beyond
5) This table includes any necessary criteria and competencies reviewed, and aligned to the standards for the course

Initial Skill Profile

1) Articulates skills for the beginning of the year
2) Differentiates between skill levels
3) Describes align to self-relevant (generally through rubrics)
4) Can be measured in multiple ways



Role of Teacher Appraisers in the SLO Process

Student Learning Objectives can be a valid and reliable measure of student growth based on a quality of student's growth work. There are many advantages to using significant examples of student achievement to measure student growth, as opposed to using a test. However, in order for the process to be valid and reliable, it is critical that the SLO process is implemented with fidelity. A key part of the process involves the role of the teacher appraiser. In order for teacher appraisers to be able to appraise a teacher's SLO with accuracy, they need to be familiar with the entire SLO process and align to the SLO process, and to be familiar with the appraiser's role in the process, as outlined in the SLO process. Below is a summary of key steps for teacher appraisers in the SLO process.

Beginning of the Year

1. Approve the SLO Skill Statement. Did the teacher select a foundational skill? Does this area of focus represent the main content area covered in the course. Does the statement itself describe what student will learn about this skill by the end of the year?



www.texasslo.org/Resources



[TEA WEBSITE](#)

[CONTACT TEA](#)

[SIGN UP FOR TEA UPDATES](#)



[HOME](#)

[GET STARTED](#)

[TRAINING & RESOURCES](#)

[FAQS](#)



[ESC Trainers](#)

TEXAS STUDENT LEARNING OBJECTIVES

Long-term goals for student learning crafted by teachers and administrators.

The TEA logo, featuring the letters 'TEA' in a large, bold, white, sans-serif font, with 'Texas Education Agency' in a smaller, white, sans-serif font below it. The logo is overlaid on a background image of a teacher and young students looking at a book.



© 2022 Region One Education Service Center



Workshop Material & Resources

SLO T-TESS Crosswalk

Workshop Materials



Rating & Approving
High Quality



**STUDENT
LEARNING
OBJECTIVES**

Workshop Materials

SLO T-TESS Crosswalk			
Connections between Student Learning Objectives (SLOs) and Dimensions of the Texas Teacher Evaluation and Support System (T-TESS) Rubric			
Dimension	Connection to SLOs	SLO Component	Dimension in Chapter 149
PLANNING			
1.1 Standards and Alignment The teacher designed clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Teachers select focus standards, determine foundational skills, write a skill statement and in select an approach for delivering instruction aligned to the standards and foundational skills.	Phase 1: Standard-aligned SLO Statement	1B
1.2 Data and Assessment The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Teachers analyze data and use formative assessments to monitor each student's growth and adjust plans for student instruction. Teacher constructs a reliable body of evidence (BOE) of student work to document growth.	Phase 1: Student Starting Level Phase 2: Body of Evidence (BOE)	5C
1.3 Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	Teachers consider students' abilities and experiences and consult multiple data sources to determine the best instructional approach to address student needs and to set expected growth goals that reflect high expectations.	Phase 1: Student Starting Level, Setting Growth Targets	2A
1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Teachers consider the focus area and Skill Statement when planning lesson content and instructional activities so all students can make progress on their targeted growth goal.	Phase 1: Instructional Plan	3E
INSTRUCTION			
2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	The instructional strategies analysis and corresponding adjustments made by the teacher in the SLO process helps teachers differentiate and elicit growth for every student.	Phase 1: Instructional Plan	3D
2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	The SLO planning process for teachers is grounded in the subject matter/discipline and content-specific pedagogy, including opportunity for deeper learning and college and career readiness.	Phase 1: Standard-aligned SLO Statement	3A
2.3 Communication The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	Teachers share SLO expectations for their learning with students; teachers also communicate closely during learning experience to engage students in their learning. Students are involved in tracking their own progress toward growth.	Phase 2: Progress Check-ins	5B

SLO Teacher Rating Rubric

SLO Teacher Rating Rubric	
(For rating of the student growth component of T-TESS, either as a 5 th domain or a 17 th dimension)	
Student Growth Rating	Descriptors
Distinguished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all of the students met their expected growth target and most exceeded their expected growth target
Accomplished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target
Proficient	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target
Developing	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year skill profiles using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for students Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence or a body of evidence that inadequately documents students' end of year growth Significantly less than half of the student met their expected growth target
Improvement needed	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year preparedness levels using minimal sources of data Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence that inadequately documents students' end of year growth Very few of the student met or exceeded their expected growth target
Appraiser Comments:	

SLO Success Criteria

SLO Success Criteria	
<p>This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.</p>	
SLO Skill Statement	
<ol style="list-style-type: none"> Represents a foundational skill that is specific to the content area Persists throughout the course Measurable through a demonstration of student skill Focus on it will lead to student and teacher growth in this course and beyond The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course 	
Initial Skill Profile	
<ol style="list-style-type: none"> Articulates skills for the beginning of the year Differentiates between skill levels Descriptors align to skill statement (potentially through subskills) Can be assessed in multiple ways Based on multiple sources of evidence and a teacher's experience 	
Targeted Skill Profile	
<ol style="list-style-type: none"> Articulates skills for the end of the year Differentiates between skill levels Descriptors align to skill statement Can be assessed in multiple ways Targets are specific to the students in the teacher's class and based on multiple sources of evidence Reflects high, yet reasonable, expectations for student growth 	
Plan, Monitor, Collaborate	
Plan	<ol style="list-style-type: none"> Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals Challenges all students regularly Uses evidence of student work/skill levels to drive planning
Monitor and Adjust	<ol style="list-style-type: none"> Assesses student progress on SLO at least twice per semester Assessments are aligned to SLO Skill Statement in content and rigor Adjusts pedagogy and lesson plans based on assessment results Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement
Collaborate	<ol style="list-style-type: none"> Collaborates in order to ensure alignment with district and campus expectations



Think-Turn-Talk



Discuss: How does this relate to the SLO process for you?



“You don’t know where to go if you haven’t determined the destination. Use the exemplar to start with the end in mind.”

P. Bambrick-Santoyo, Driven by Data 2.0 (2019)





Role of Teacher Appraisers in the SLO Process

A key part of the process involves the role of the teacher appraiser. In order for teacher appraiser's to be able to approve the teacher's SLO with accuracy, they must:

- a) Be familiar with the entire SLO process and cycle
- b) Be familiar with the appraiser's role in the process



texasslo.org/Appraiser_Role_in_the_SLO_Process

Role of Teacher Appraisers in the SLO Process



Beginning of Year



APPROVE

- ☐ SLO Skill Statement
- ☐ ISP descriptors



REVIEW

- ☐ ISP Student Data
- ☐ TSP Expected Growth Targets



DISCUSS

- ☐ Body of Evidence Collection Plan
- ☐ Plan to Track Evidence



Middle of Year



REVIEW

- ☐ SLO Skill Statement
- ☐ TSP Expected Growth Targets
- ☐ BOE Student Samples



DETERMINE

- ☐ Student Growth Target Progress



AGREE ON

- ☐ Next Steps to support Expected Growth Targets
- ☐ Support Teacher will need from the Appraiser

End of Year



REVIEW

- ☐ SLO Skill Statement
- ☐ TSP Expected Growth Targets
- ☐ BOE Student Samples



REFLECT

- ☐ Using the BOE, do I place students on the same EOY skill level as the teacher?
- ☐ Did students meet their expected growth targets?



DEBRIEF

- ☐ Entire SLO Process




STUDENT LEARNING OBJECTIVES



T-TESS

Texas Teacher Evaluation & Support System





“The Student Learning Objectives process aims to capture this best practice as a means to allow teachers and teacher appraisers to determine and reflect on a teacher’s pedagogical strengths and areas for growth. SLOs drive both teacher practice and student learning by strengthening instruction.”

–TEA on SLOs



“T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices.”

– Teach for Texas on T-TTESS



SLO & T-TESS Crosswalk

Four Domains of the T-TESS Rubric

Planning

Standards and Alignment
Data and Assessment
Knowledge of Students
Activities

Instruction

Achieving Expectations
Content Knowledge and Expertise
Communication
Differentiation
Monitor and Adjust

Learning Environment

Classroom Environment, Routines,
and Procedures
Managing Student Behavior
Classroom Culture


Professional Practices and Responsibilities

Professional Demeanor and Ethics
Goal Setting
Professional Development
School Community Involvement



SLO & T-TESS Crosswalk



 STUDENT LEARNING OBJECTIVES			
SLO T-TESS Crosswalk Connections between Student Learning Objectives (SLOs) and Dimensions of the Texas Teacher Evaluation and Support System (T-TESS) Rubric			
Dimension	Connection to SLOs	SLO Component	Dimension in Chapter 149
PLANNING			
1.1 Standards and Alignment The teacher designed clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Teachers select focus standards, determine foundational skills, write a skill statement and in select an approach for delivering instruction aligned to the standards and foundational skills.	Phase 1: Standards-aligned SLO Statement	1B
1.2 Data and Assessment The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	Teachers analyze data and use formative assessments to monitor each student's growth and adjust plans for student instruction. Teacher constructs a reliable body of evidence (BOE) of student work to document growth	Phase 1: Student Starting Level Phase 2: Body of Evidence ((BOE)	5C
1.3 Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	Teachers consider students' abilities and experiences and consult multiple data sources to determine the best instructional approach to address student needs and to set expected growth goals that reflect high expectations	Phase 1: Student Starting Level, Setting Growth Targets	2A
1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Teachers consider the focus area and Skill Statement when planning lesson content and instructional activities so all students can make progress on their targeted growth goal.	Phase 1: Instructional Plan	3E
INSTRUCTION			
2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	The instructional strategies analysis and corresponding adjustments made by the teacher in the SLO process helps teachers differentiate and elicit growth for every student.	Phase 1: Instructional Plan	3D
2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.	The SLO planning process for teachers is grounded in the subject matter/discipline and content-specific pedagogy, including opportunity for deeper learning and college and career readiness.	Phase 1: Standard-aligned SLO Statement	3A

Review the SLO T-TESS Crosswalk

- How does this alignment support the work you do as appraisers?
- How does this alignment support student and teacher success?



T-TESS Crosswalk Key Points

Entire SLO Process:

- ☐ 4.1 Professional Demeanor and Ethics
- ☐ 4.4 School Community Involvement

BOY – SLO Phase I

- ☐ Standards-Aligned SLO Skill Statement
 - ✓ 1.1 Standards & Alignment
 - ✓ 2.2 Content Knowledge & Expertise
- ☐ Student Starting Levels-ISP
 - ✓ 1.2 Data & Assessment
 - ✓ 1.3 Knowledge of Students
- ☐ Setting Growth Targets-TSP
 - ✓ 1.3 Knowledge of Students
- ☐ Instructional Plan-BOE
 - ✓ 1.4 Activities
 - ✓ 2.1 Achieving Expectations

MOY - Phase 2

- ☐ Instruction
 - ✓ 3.1 Classroom Environment, Routines, & Procedures
 - ✓ 3.2 Managing Student Behavior
 - ✓ 3.3 Classroom Culture
- ☐ Progress Check-Ins
 - ✓ 2.3 Communication
 - ✓ 2.4 Differentiation
 - ✓ 2.5 Monitor & Adjust
 - ✓ 4.2 Goal Setting
 - ✓ 4.3 Professional Development
- ☐ Body of Evidence (BOE) Collection
 - ✓ 1.2 Data & Assessment
 - ✓ 2.5 Monitor & Adjust

EOY - Phase 3

- ☐ Evaluate/Reflect
 - ✓ 4.3 Professional Development
- ☐ Reflection
 - ✓ 4.2 Goal Setting





**BREAK
TIME!!!**

15:00

T-TESS Rubric

INSTRUCTION DIMENSION 2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs. Differentiation Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS The Teacher... <ul style="list-style-type: none"> Adapts lessons to provide a variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	STUDENT-CENTERED ACTIONS The Teacher... <ul style="list-style-type: none"> Adapts lessons to address individual needs of students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	STUDENT-CENTERED ACTIONS The Teacher... <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students 	STUDENT-CENTERED ACTIONS The Teacher... <ul style="list-style-type: none"> Adapts lessons to address some individual needs of students. Monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	TEACHER-CENTERED ACTIONS The Teacher... <ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

Performance Levels

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

Analyzing the SLO Teacher Rating Rubric



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished <input type="radio"/>	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all students met their expected growth target and most exceeded their expected growth target
Accomplished <input type="radio"/>	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of students met their expected growth target
Proficient <input type="radio"/>	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target
Developing <input type="radio"/>	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a Skill Statement Teacher has set beginning of year skill profiles using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth Significantly less than half of students met their expected growth target
Improvement Needed <input type="radio"/>	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year preparedness levels using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth Very few of the student met or exceeded their expected growth target




Appraiser Comments:

© Texas Education Agency 2/23/2022

1

**Performance
Levels**



Student Growth Rating	Descriptors
<p>Distinguished</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all of the students met their expected growth target and most exceeded their expected growth target
<p>Accomplished</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target
<p>Proficient</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target



Analyzing the SLO Teacher Rating Rubric

Reflective Questions:

- **SOLO:** How are the descriptors differentiated? **Highlight** or underline your copy on Activity #1
- What requirements remain constant between the ratings (Improvement Needed-Distinguished) – **See p.5?**
- How is the rating affected by the amount of students meeting or exceeding expected growth targets?
- What is the impact on our students if we approve SLOs that are rated at less than Distinguished?

ACTIVITY #1: SLO TEACHER RATING RUBRIC ANALYSIS

Directions: Reviewing the SLO Teacher Rating Rubric, use the space below to identify how descriptors are differentiated. Highlight or underline differences below (See page 5 for full rubric).

Student Growth Rating	Descriptors
Distinguished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all of the students met their expected growth target and most exceeded their expected growth target
Accomplished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target
Proficient	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target

Reflective Questions:

- > What requirements remain constant between the Proficient, Accomplished, and Distinguished ratings?
- > How is the rating affected by the amount of students meeting or exceeding expected growth targets?


Student Growth Rating	Student Growth Expectation	Description
Distinguished		
Accomplished		
Proficient		
Developing		
Improvement Needed		

- > What is the impact on our students if we approve SLOs that are rated at less than distinguished?

1900 W. Schunior Edinburg, TX 78541 | (956) 984-6000 | www.esc1.net © 2022 Region One Education Service Center 7





Analyzing the SLO Teacher Rating Rubric

Student Growth Rating	Descriptors
Proficient 	<p>The following have been accomplished:</p> <ul style="list-style-type: none">• Teacher has crafted a quality Skill Statement• Teacher has set beginning of year skill profiles using multiple sources of data• Teacher has set student growth goals that reflect high expectations for students• Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed• Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth• Most students met targeted growth goals and some students exceeded targeted growth goals*





Analyzing the SLO Teacher Rating Rubric

Student Growth Rating	Descriptors
<p>Accomplished</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All students met targeted growth goals and some students exceeded targeted growth goals*
<p>Proficient</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Most students met targeted growth goals and some students exceeded targeted growth goals*





Analyzing the SLO Teacher Rating Rubric

Student Growth Rating	Descriptors
<p>Distinguished</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a high-quality Skill Statement • Teacher has set beginning of year skill profiles using multiple sources of data • Teacher has set student growth goals that reflect high expectations for students • Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed • Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth • All students met targeted growth goals and most students exceeded targeted growth goal*
<p>Proficient</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a quality Skill Statement • Teacher has set beginning of year skill profiles using multiple sources of data • Teacher has set student growth goals that reflect high expectations for students • Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed • Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth • Most students met targeted growth goals and some students exceeded targeted growth goals*



Analyzing the SLO Teacher Rating Rubric

Student Growth Rating	Descriptors
<p>Developing</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year skill profiles using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for students Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success Teacher has complied a limited body of evidence or a body of evidence that unreliably documents students' end of year growth Some students met targeted growth goal
<p>Improvement Needed</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year preparedness levels using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has complied a limited body of evidence that unreliably documents students' end of year growth Few students met targeted growth goal



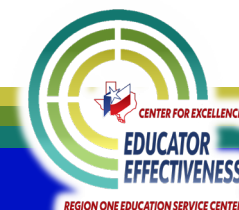
Analyzing the SLO Teacher Rating Rubric



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Student Expected Growth (* <i>Required</i>)
Distinguished	All or almost all of the students met their expected growth target and most exceeded their expected growth target
Accomplished	Significantly more than half of the students met their expected growth target and at least some exceeded their growth target
Proficient	Approximately half of the students met their expected growth target
Developing	Significantly less than half of the student met their expected growth target
Improvement Needed	Very few of the student met or exceeded their expected growth target




SLO Rating Rubric- Distinguished



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
<p>Distinguished</p> 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> • Teacher has crafted a high-quality Skill Statement • Teacher has set beginning of year skill profiles using multiple sources of data • Teacher has set student growth goals that reflect high expectations for students • Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed • Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth • All or almost all of the students met their expected growth target and most exceeded their expected growth target



[*SLO Teacher Rating Rubric \(texasslo.org\)](http://texasslo.org)





What does a high-quality skill statement contain?





SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
<ol style="list-style-type: none"> 1) Represents a foundational skill that is specific to the content area 2) Persists throughout the course 3) Measurable through a demonstration of student skill 4) Focus on it will lead to student and teacher growth in this course and beyond 5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course
Initial Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience
Targeted Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth
Plan, Monitor, Collaborate
<p>Plan</p> <ol style="list-style-type: none"> 1) Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals 2) Challenges all students regularly 3) Uses evidence of student work/skill levels to drive planning <p>Monitor and Adjust</p> <ol style="list-style-type: none"> 1) Assesses student progress on SLO at least twice per semester 2) Assessments are aligned to SLO Skill Statement in content and rigor 3) Adjusts pedagogy and lesson plans based on assessment results 4) Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement <p>Collaborate</p> <ol style="list-style-type: none"> 1) Collaborates in order to ensure alignment with district and campus expectations

© Texas Education Agency 7/30/2021

1



STUDENT LEARNING OBJECTIVES

Success Criteria



Success Criteria for Writing an Effective Skill Statement

1. Represents a foundational skill that is specific to the content area
2. Persists throughout the course
3. Measurable through a demonstration of student skill
4. Focus on it will lead to student and teacher growth in this course and beyond
5. The skills captured are clearly defined and appropriately focused

SLO Skill Statement

Students will write clear, well documented lab reports that analyze and synthesize experimental results using the language of science.

SLO Skill Statement Success Criteria

1. Represents a foundational skill that is specific to the content area
2. Persists throughout the course
3. Measurable through a demonstration of student skill
4. Focus on it will lead to student and teacher growth in this course and beyond
5. The skills captured are clearly defined and appropriately focused

TEKS

- 7.2(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.
- 7.3 (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student



Analyzing the SLO Skill Statement

Reflective Questions:

- Does this SLO meet all of the success criteria descriptors?
- What evidence have you identified?
- What gaps have you identified?
- What questions do you still have about this SLO?

ACTIVITY #2: ANALYZING A SLO SKILL STATEMENT

Directions: Review the completed SLO form below. Identify evidence for each of the success criteria descriptors. Develop additional to strengthen evidence for this Skill Statement.

STUDENT LEARNING OBJECTIVES **TEA**
Texas Education Agency

Student Learning Objectives Form

Step 1: What is the focus for my SLO?

a. Identify the focus area of the SLO.
7th Grade Science

b. What is the SLO Skill Statement for this content area/subject?
Students will write clear, well documented lab reports that analyze and synthesize experimental results using the language of science.

c. What led to the decision to focus on this content area/subject and the SLO Skill Statement?
Students historically have difficulty analyzing data to form hypothesis and provide explanations of scientific results. Benchmarks and end of year exams have shown the lowest percentages on assessment items that require students to support their conclusions with data as well as predicting trends. All scientific experiments and labs in 7th grade prepare students for 8th grade science and beyond as they continue to rely on these skills to develop sound scientific hypotheses as well as use data to support findings from experiments.

d. What TEKS for the content area or subject correspond to these most important skills? You may provide an enumerated list of TEKS, but be prepared to share the verbiage of the TEKS with your appraiser.
7.2(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.
7.3 (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student;

Reflective Questions:

➤ Does this SLO meet all of the success criteria descriptors?

SLO Skill Statement Success Criteria	Y/N	Evidence/Questions
1. Represents a foundational skill that is specific to the content area		
2. Persists throughout the course		
3. Measurable through a demonstration of student skill		
4. Focus on it will lead to student and teacher growth in this course and beyond		
5. The skills captured are clearly defined and appropriately focused		

➤ What questions do you still have about this SLO? What additional information can you request to strengthen the support for this SLO?



SLO Skill Statement

Students will write clear, well documented lab reports that analyze and synthesize experimental results using the language of science.

SLO Skill Statement Success Criteria

1. Represents a foundational skill that is specific to the content area
2. Persists throughout the course
3. Measurable through a demonstration of student skill
4. Focus on it will lead to student and teacher growth in this course and beyond
5. The skills captured are clearly defined and appropriately focused

TEKS

- 7.2(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.
- 7.3 (A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, so as to encourage critical thinking by the student



Analyzing Campus SLO Skill Statements (Tab 1)

- **Review** your campus SLO skill statement samples.
- Do they meet all requirements for a high-quality SLO? What evidence do you have?
- Did you identify any gaps?
- What additional information can you request?
- **Draft** a couple of questions that might help you coach this teacher's SLO.



Google Sheets

bit.ly/RatingApprovingSLOs



ACTIVITY #3: ANALYZING A CAMPUS/DISTRICT SLO SKILL STATEMENT

Directions: Use the SLO Skill Statement Success Criteria to analyze your own campus SLO samples. Identify evidence to support your selection (Y/N). If evidence is unavailable, develop a follow-up question for the teacher related to this descriptor. What additional information do you need to strengthen the descriptor and skill statement?

Sample #1: Teacher: _____ Grade: _____ Subject: _____

SLO Skill Statement Success Criteria	Y/N	Evidence/Questions
1. Represents a foundational skill that is specific to the content area		
2. Persists throughout the course		
3. Measurable through a demonstration of student skill		
4. Focus on it will lead to student and teacher growth in this course and beyond		
5. The skills captured are clearly defined and appropriately focused		

Sample #2: Teacher: _____ Grade: _____ Subject: _____

SLO Skill Statement Success Criteria	Y/N	Evidence/Questions
1. Represents a foundational skill that is specific to the content area		
2. Persists throughout the course		
3. Measurable through a demonstration of student skill		
4. Focus on it will lead to student and teacher growth in this course and beyond		
5. The skills captured are clearly defined and appropriately focused		

Reflective Questions:

- What gaps, if any, did you identify for this SLO?

- What additional questions may support you in assisting a teacher with strengthening their identification of the SLO Skill statement?

- How can planning for coaching and reflective questions support high-quality SLO skill statements on your campus?

**TIME
FOR
LUNCH!**




SLO Rating Rubric- Distinguished



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished 	<p>The following have been accomplished:</p> <ul style="list-style-type: none">• Teacher has crafted a high-quality Skill Statement• Teacher has set beginning of year skill profiles using multiple sources of data• Teacher has set student growth goals that reflect high expectations for students• Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed• Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth• All or almost all of the students met their expected growth target and most exceeded their expected growth target



[*SLO Teacher Rating Rubric \(texasslo.org\)](https://texasslo.org)



How do we effectively set BOY skill profiles (Initial Skill Profiles)?





SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
1) Represents a foundational skill that is specific to the content area 2) Persists throughout the course 3) Measurable through a demonstration of student skill 4) Focus on it will lead to student and teacher growth in this course and beyond 5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course
Initial Skill Profile
1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience
Targeted Skill Profile
1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth
Plan, Monitor, Collaborate
Plan <ol style="list-style-type: none"> 1) Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals 2) Challenges all students regularly 3) Uses evidence of student work/skill levels to drive planning Monitor and Adjust <ol style="list-style-type: none"> 1) Assesses student progress on SLO at least twice per semester 2) Assessments are aligned to SLO Skill Statement in content and rigor 3) Adjusts pedagogy and lesson plans based on assessment results 4) Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement Collaborate <ol style="list-style-type: none"> 1) Collaborates in order to ensure alignment with district and campus expectations

© Texas Education Agency 7/30/2021

1



STUDENT LEARNING OBJECTIVES

Success Criteria




Success Criteria for Writing an Effective Initial Skill Profile (ISP)

1. Articulates skills for the beginning of the year
2. Differentiates between levels
3. Descriptors align to skill statement
4. Can be assessed in multiple ways
5. Based on multiple sources of evidence/a teacher's experience

Sample ISP: Culinary Arts

Skill Statement Culinary Arts I: Students will be able to plan and prepare food commonly served in food service operations,(aligned to USDA standards) applying industry standard cooking techniques and using American Culinary Federation Education Standards for sanitation and safety.

Level	Descriptors
Well above typical skill	Students have considerable experience with cooking and report often helping to cook the family meals, including cooking some dishes independently. Students are familiar with cooking techniques and safety standards.
Above typical skill	Students have cooked one or two dishes independently and sometime assist in cooking family meals. Students are aware of some cooking techniques and safety standards
Typical skill 	Students have some cooking experience , typically assisting family members as they prepare meals, but have not cooked independently. Students with prompting can recognize basic cooking techniques and safety standards.
Below Typical skill	Students have a little cooking experience, typically with prepared foods/cake mixes/refrigerated cookie dough, etc. Students are not aware of most basic cooking techniques but recognize some basic safety standards.
Well Below Typical skill	Students have no cooking experience and are not aware of basic cooking techniques or safety standards.

Analyzing the Initial Skill Profile (ISP)

Reflective Questions:

- Does this ISP meet all of the success criteria descriptors?
- What evidence have you identified?
- What gaps have you identified?
- What questions do you still have about this ISP as it relates to the course and BOY skill levels?

ACTIVITY #4: ANALYZING AN INITIAL SKILL PROFILE (ISP) -CULINARY ARTS

Directions: Review the completed Initial Skill Profile form below. Identify evidence for each of the success criteria descriptors. Develop additional to strengthen evidence for this ISP.

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Statement	Descriptors	Number of Students in this level
Well above typical skill	Students have considerable experience with cooking and report often helping to cook the family meals, including cooking some dishes independently. Students are familiar with cooking techniques and safety standards.	
Above typical skill	Students have cooked one or two dishes independently and sometime assist in cooking family meals. Students are aware of some cooking techniques and safety standards.	
Typical skill	Students have some cooking experience, typically assisting family members as they prepare meals, but have not cooked independently. Students with prompting can recognize basic cooking techniques and safety standards.	
Below typical skill	Students have a little cooking experience, typically with prepared foods/cake mixes/refrigerated cookie dough, etc. Students are not aware of most basic cooking techniques but recognize some basic safety standards.	
Well below typical skill	Students have no cooking experience and are not aware of basic cooking techniques or safety standards.	

SLO Skill Statement Success Criteria	Y/N	Evidence/Questions
1. Articulates skills for the beginning of the year		
2. Differentiates between levels		
3. Descriptors align to skill statement		
4. Can be assessed in multiple ways		
5. Based on multiple sources of evidence/a teacher's experience		

Reflective Questions:


- What are possible sources of evidence/student work that could be guiding the differentiated student skills listed within the ISP?
- What gaps, if any, did you identify for this ISP?
- What additional questions may support you in assisting a teacher with strengthening their descriptors for this ISP?

10



Sample ISP: Culinary Arts

Skill Statement Culinary Arts I: Students will be able to plan and prepare food commonly served in food service operations,(aligned to USDA standards) applying industry standard cooking techniques and using American Culinary Federation Education Standards for sanitation and safety.

Level	Descriptors
Well above typical skill	Students have considerable experience with cooking and report often helping to cook the family meals, including cooking some dishes independently. Students are familiar with cooking techniques and safety standards.
Above typical skill	Students have cooked one or two dishes independently and sometime assist in cooking family meals. Students are aware of some cooking techniques and safety standards
Typical skill 	Students have some cooking experience, typically assisting family members as they prepare meals, but have not cooked independently. Students with prompting can recognize basic cooking techniques and safety standards.
Below Typical skill	Students have a little cooking experience, typically with prepared foods/cake mixes/refrigerated cookie dough, etc. Students are not aware of most basic cooking techniques but recognize some basic safety standards.
Well Below Typical skill	Students have no cooking experience and are not aware of basic cooking techniques or safety standards.

ISP Sample:


- 1) Does it meet all criteria?
- 2) What questions do you have?

ISP Success Criteria	
1. Articulates skills for the beginning of the year	✓
2. Differentiates between levels	✓
3. Descriptors align to skill statement	✓
4. Can be assessed in multiple ways	?
5. Based on multiple sources of evidence/a teacher’s experience	? ✓

Initial Skill Profile: Exemplar	
Skill Statement Culinary Arts I: Students will be able to plan and prepare food commonly served in food service operations,(aligned to USDA standards) applying industry standard cooking techniques and using American Culinary Federation Education Standards for sanitation and safety.	
Level	Descriptors
Well above typical skill	Students have considerable experience with cooking and report often helping to cook the family meals, including cooking some dishes independently. Students are familiar with cooking techniques and safety standards.
Above typical skill	Students have cooked one or two dishes independently and sometime assist in cooking family meals. Students are aware of some cooking techniques and safety standards
Typical skill	Students have some cooking experience, typically assisting family members as they prepare meals, but have not cooked independently. Students with prompting can recognize basic cooking techniques and safety standards.
Below typical skill	Students have a little cooking experience, typically with prepared foods/cake mixes/refrigerated cookie dough, etc. Students are not aware of most basic cooking techniques but recognize some basic safety standards.
Well below typical skill	Students have no cooking experience and are not aware of basic cooking techniques or safety standards.

Sample ISP: 3rd Grade Math

Skill Statement 3rd Grade Math: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.

Level	Descriptors
Well above typical skill	Student can multiply independently but are not able to use multiplication skills to solve one or two step word problems.
Above typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers independently, without support
Typical skill 	Students can add and subtract four-digit numbers with accuracy and multiply some numbers when given support like manipulatives.
Below Typical skill	Students can add and subtract four-digit numbers with difficulty and often without accuracy. Students understand groupings of numbers but cannot multiply numbers.
Well Below Typical skill	Students can add four-digit numbers but struggle with subtraction and regrouping.



Analyzing the Initial Skill Profile (ISP)

Reflective Questions:

- Does this ISP meet all of the success criteria descriptors?
- What evidence have you identified?
- What gaps have you identified?
- What questions do you still have about this ISP as it relates to the course and BOY skill levels?

ACTIVITY #5A: ANALYZING AN INITIAL SKILL PROFILE - 3RD GRADE MATH

Directions: Review the completed Initial Skill Profile form below. Identify evidence for each of the success criteria descriptors. Develop additional to strengthen evidence for this ISP. Post group work [here: bit.ly/ISPsample1](https://bit.ly/ISPsample1)

Step 2: What do I think my students will be able to do?

Use your knowledge of prior students' performance and end-of-year expectations for students in previous, vertically aligned courses to describe typical students in the class. A best practice is to start by describing a typical entering skill level, then, the highest entering skill level ("well above typical skill"), and the lowest entering skill level ("well below typical skill") and finally, complete the in-between levels ("above typical skill" and "below typical skill").

Initial Student Skill Profile		
SLO Skill Statement	Level	Number of Students in this level
Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.	Well above typical skill	
	Above typical skill	
	Typical skill	
	Below typical skill	
	Well below typical skill	

Initial Skill Profile Success Criteria	Y/N	Evidence/Questions
1. Articulates skills for the beginning of the year		
2. Differentiates between levels		
3. Descriptors align to skill statement		
4. Can be assessed in multiple ways		
5. Based on multiple sources of evidence/a teacher's experience		

Reflective Questions:

- What are possible sources of evidence/student work that could be guiding the differentiated student skills listed within the ISP?
- What gaps, if any, did you identify for this ISP?
- What additional questions may support you in assisting a teacher with strengthening their descriptors for this ISP?

11



Table Talk:

- 1) Does it meet all criteria?
- 2) What evidence/questions do you have?

ISP Success Criteria	
1. Articulates skills for the beginning of the year	✓
2. Differentiates between levels	✓
3. Descriptors align to skill statement	✓?
4. Can be assessed in multiple ways	✓
5. Based on multiple sources of evidence/a teacher's experience	?

Skill Statement 3rd Grade Math: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.

Level	Descriptors
Well Above Typical Skill	Student can multiply independently but are not able to use multiplication skills to solve one or two step word problems.
Above Typical Skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers independently, without support
Typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers when given support like manipulatives.
Below Typical Skill	Students can add and subtract four-digit numbers with difficulty and often without accuracy. Students understand groupings of numbers but cannot multiply numbers.
Well Below Typical Skill	Students can add four-digit numbers but struggle with subtraction and regrouping.

ISP Mapping - BOY Skill Levels

ACTIVITY #5B: ANALYZING STUDENT WORK & ISP MAPPING – 3RD GRADE MATH

Directions: Review student work on pages 10-14. Using the ISP on [Activity 5A](#), on the previous page, identify Initial Skill Levels for each student.

ISP Student Work Samples-
3rd Grade Math

Show what you know!

Name: Elias

Date: _____

Use the models to help you solve these multiplication problems:

$$4 \times 3 = \underline{7}$$



$$2 \times 6 = \underline{8}$$



$$5 \times 2 = \underline{7}$$



Solve these any way you know

$$3 \times 6 = \underline{9}$$

$$2 \times 5 = \underline{7}$$



$$4 \times 5 = \underline{9}$$

$$4,323 + 1,251 = \underline{5,574}$$

$$\begin{array}{r} 4323 \\ + 1251 \\ \hline 5574 \end{array}$$

$$3,625 + 2,379 = \underline{6,994}$$

$$\begin{array}{r} 3625 \\ + 2379 \\ \hline 6994 \end{array}$$

$$8,493 - 231 = \underline{6,183}$$

$$\begin{array}{r} 8493 \\ - 231 \\ \hline 6183 \end{array}$$

$$7,322 - 4,761 = \underline{3,441}$$

$$\begin{array}{r} 7322 \\ - 4761 \\ \hline 3441 \end{array}$$



5B: ISP Mapping Slide

SLO Skill Focus: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.		
Level	Descriptors	Students in this level
Well above typical skill	Student can multiply independently but are not able to use multiplication skills to solve one or two step word problems.	Josh
Above typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers independently, without support	Maria
Typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers when given support like manipulatives.	Vanessa
Below typical skill	Students can add and subtract four-digit numbers with difficulty and often without accuracy. Students understand groupings of numbers but cannot multiply numbers.	Reina
Well below typical skill	Students can add four-digit numbers but struggle with subtraction and regrouping.	Elias



Analyzing Campus Initial Skill Profiles (ISP-Tab 2)

- **Review** your campus ISP statement samples.
- Do they meet all requirements for a high-quality ISP? What evidence do you have?
- Did you identify any gaps?
- What additional information can you request?
- **Draft** a couple of questions that might help you coach this teacher's ISP rubric.



Google Sheets

bit.ly/RatingApprovingSLOs

ACTIVITY #6: ANALYZING A CAMPUS/DISTRICT INITIAL SKILL PROFILE

Directions: Use the ISP Statement Success Criteria to analyze your own campus ISP samples. Identify evidence to support your selection (Y/N). If evidence is unavailable, develop a follow-up question for the teacher related to this descriptor. What additional information do you need to strengthen the descriptor and ISP?

Sample #1: Teacher: _____ Grade: _____ Subject: _____

Initial Skill Profile Success Criteria	Y/N	Evidence/Questions
1. Articulates skills for the beginning of the year		
2. Differentiates between levels		
3. Descriptors align to skill statement		
4. Can be assessed in multiple ways		
5. Based on multiple sources of evidence/a teacher's experience		

Sample #2: Teacher: _____ Grade: _____ Subject: _____

Initial Skill Profile Success Criteria	Y/N	Evidence/Questions
1. Articulates skills for the beginning of the year		
2. Differentiates between levels		
3. Descriptors align to skill statement		
4. Can be assessed in multiple ways		
5. Based on multiple sources of evidence/a teacher's experience		

Reflective Questions:

- > What are sources of evidence/student work that be guided the differentiated student skills listed within these ISPs?
- > What gaps, if any, did you identify for these ISPs?
- > What additional questions may support you in assisting each teacher with strengthening their descriptors for these ISPs?

1900 W. Schunior Edinburg, TX 78541 | (956) 984-6000 | www.esc1.net | © 2022 Region One Education Service Center




SLO Rating Rubric- Distinguished



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished 	<p>The following have been accomplished:</p> <ul style="list-style-type: none">• Teacher has crafted a high-quality Skill Statement• Teacher has set beginning of year skill profiles using multiple sources of data• Teacher has set student growth goals that reflect high expectations for students• Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed• Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth• All or almost all of the students met their expected growth target and most exceeded their expected growth target



[*SLO Teacher Rating Rubric \(texasslo.org\)](https://texasslo.org)



How do we effectively set student growth goals that reflect high expectations for **ALL** students ?





SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
<ol style="list-style-type: none"> 1) Represents a foundational skill that is specific to the content area 2) Persists throughout the course 3) Measurable through a demonstration of student skill 4) Focus on it will lead to student and teacher growth in this course and beyond 5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course
Initial Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience
Targeted Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth
Plan, Monitor, Collaborate
Plan <ol style="list-style-type: none"> 1) Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals 2) Challenges all students regularly 3) Uses evidence of student work/skill levels to drive planning Monitor and Adjust <ol style="list-style-type: none"> 1) Assesses student progress on SLO at least twice per semester 2) Assessments are aligned to SLO Skill Statement in content and rigor 3) Adjusts pedagogy and lesson plans based on assessment results 4) Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement Collaborate <ol style="list-style-type: none"> 1) Collaborates in order to ensure alignment with district and campus expectations

© Texas Education Agency 7/30/2021

1



STUDENT LEARNING OBJECTIVES


Success Criteria



Success Criteria for Writing an Effective Targeted Skill Profile (TSP)

1. Articulates skills for the end of the year
2. Differentiates between levels
3. Descriptors align to skill statement
4. Can be assessed in multiple ways
5. Targets are specific to the students in the teacher's class and based on multiple sources of evidence
6. Reflects high, yet reasonable expectations for student growth

Skill Statement 3rd Grade Math: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.

Level	Descriptors
Well above typical	Students can solve one and two step word problems using multiplication and division strategies. Students can justify their answers, explain the strategies they used and why and can generate their own word problems.
Above typical skill	Students can write the equation based on a word problem and use multiplication and division strategies in order to solve one and two step word problems. Students can justify their answers without prompting and with support can explain their strategies.
Typical skill 	Students can write the equation based on a word problem and use multiplication and division strategies in order to solve one and two step word problems. With assistance students can justify their answers and explain their strategies
Below typical	Students can solve one and two step multiplication and division problems when given the equation, but struggle to create the equation based on the word problem, and cannot consistently justify their answers.
Well below typical	Students can solve basic multiplication and division problems with accuracy, but cannot solve one or two step word problems without assistance, and cannot justify their answers.



Skill Statement 3rd Grade Math: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.

Level	ISP Descriptors	Page 11
Well Above Typical Skill	Student can multiply independently but are not able to use multiplication skills to solve one or two step word problems.	
Above Typical Skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers independently, without support	
Typical skill	Students can add and subtract four-digit numbers with accuracy and multiply some numbers when given support like manipulatives.	
Below Typical Skill	Students can add and subtract four-digit numbers with difficulty and often without accuracy. Students understand groupings of numbers but cannot multiply numbers.	
Well Below Typical Skill	Students can add four-digit numbers but struggle with subtraction and regrouping.	

Level	TSP Descriptors	Page 16
Well above typical	Students can solve one and two step word problems using multiplication and division strategies. Students can justify their answers, explain the strategies they used and why and can generate their own word problems.	
Above typical skill	Students can write the equation based on a word problem and use multiplication and division of strategies in order to solve one and two step word problems. Students can justify their answers without prompting and with support can explain their strategies.	
Typical skill	Students can write the equation based on a word problem and use multiplication and strategies in order to solve one and two step word problems. With assistance students can justify their answers and explain their strategies	
Below typical	Students can solve one and two step multiplication and division problems when given the equation, but struggle to create the equation based on the word problem, and cannot consistently justify their answers.	
Well below typical	Students can solve basic multiplication and division problems with accuracy, but cannot solve one or two step word problems without assistance, and cannot justify their answers.	

Analyzing the Targeted Skill Profile (TSP)

bit.ly/TSPSample padlet

Reflective Questions:

- Does this TSP meet all of the success criteria descriptors? What evidence/questions do you have?
- What possible sources of evidence/student work could be guiding the differentiated skills in the TSP?
- What gaps have you identified?
- What additional questions do you have to strengthen this TSP?

ACTIVITY #7: ANALYZING A TARGETED SKILL PROFILE (TSP) -3RD GRADE MATH

Directions: Review the completed Initial Skill Profile form below. Identify evidence for each of the success criteria descriptors. Develop additional to strengthen evidence for this TSP. Post group work [here: bit.ly/TSPSample](https://bit.ly/TSPSample) padlet

Step 3: What are my expectations for these students?

a. Use information about how students mapped to the Initial Student Skill Profile to describe the expected skill sets across all five levels, that student will be expected to demonstrate at the end of the year. In other words, what are the specific skills that will describe what high, average, and low performers will be able to do at the end of the course? Complete the Targeted Student Skill Profile below.
The profile should describe your expectations for what this particular group of students' performance will look like at the end of the interval. For example, the description at the middle level describes what you expect to be a typical skill level at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Statement	Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.
Expectations	
Well above typical skill	Students can solve one and two step word problems using multiplication and division strategies. Students can justify their answers, explain the strategies they used and why and can generate their own word problems.
Above typical skill	Students can write the equation based on a word problem and use multiplication and division of strategies in order to solve one and two step word problems. Students can justify their answers without prompting and with support can explain their strategies.
Typical skill	Students can write the equation based on a word problem and use multiplication and strategies in order to solve one and two step word problems. With assistance students can justify their answers and explain their strategies.
Below typical skill	Students can solve one and two step multiplication and division problems when given the equation, but struggle to create the equation based on the word problem, and cannot consistently justify their answers.
Well below typical skill	Students can solve basic multiplication and division problems with accuracy, but cannot solve one or two step word problems without assistance, and cannot justify their answers.

Targeted Skill Profile Success Criteria	Y/N	Evidence/Questions
1. Articulates skills for the end of the year		
2. Differentiates between levels		
3. Descriptors align to skill statement		
4. Can be assessed in multiple ways		
5. Targets are specific to the students in the teacher's class and based on multiple sources of evidence		
6. Reflects high, yet reasonable expectations for student growth		

Reflective Questions:

- What are possible sources of evidence/student work that could be guiding the differentiated student skills listed within the TSP?
- What gaps, if any, did you identify for this TSP?
- What additional questions may support you in assisting a teacher with strengthening their descriptors for this TSP?



3rd Grade Math TSPbit.ly/TSPSample**Table Talk:**

1) Does it meet all criteria?

Success Criteria of a TSP

1. Articulates skills for the end of the year
2. Differentiates between levels
3. Descriptors align to skill statement
4. Can be assessed in multiple ways
5. Targets are specific to the students in the teacher's class and based on multiple sources of evidence
6. Reflects high, yet reasonable expectations for student growth

Skill Statement 3rd Grade Math: Students will be able to recall basic multiplication and division facts with fluency and accuracy and apply their understanding of multiplication and division to solve one and two-step word problems.

Level	Descriptors
Well above typical	Students can solve one and two step word problems using multiplication and division strategies. Students can justify their answers, explain the strategies they used and why and can generate their own word problems.
Above typical skill	Students can write the equation based on a word problem and use multiplication and division of strategies in order to solve one and two step word problems. Students can justify their answers without prompting and with support can explain their strategies.
Typical skill	Students can write the equation based on a word problem and use multiplication and strategies in order to solve one and two step word problems. With assistance students can justify their answers and explain their strategies
Below typical	Students can solve one and two step multiplication and division problems when given the equation, but struggle to create the equation based on the word problem, and cannot consistently justify their answers.
Well below typical	Students can solve basic multiplication and division problems with accuracy, but cannot solve one or two step word problems without assistance, and cannot justify their answers.



**BREAK
TIME!!!**

15:00

Analyzing Campus Targeted Skill Profiles (TSP-Tab 3)

- **Review** your campus TSP samples.
- Do they meet all requirements for a high-quality TSP? What evidence do you have?
- Did you identify any gaps?
- What additional information can you request?
- **Draft** a couple of questions that might help you coach this teacher's TSP growth target levels.



Google Sheets

bit.ly/RatingApprovingSLOs

ACTIVITY #8: ANALYZING A CAMPUS/DISTRICT TARGETED SKILL PROFILES

Directions: Use the ISP Statement Success Criteria to analyze your own campus TSP samples. Identify evidence to support your selection (Y/N). If evidence is unavailable, develop a follow-up question for the teacher related to this descriptor. What additional information do you need to strengthen the descriptor and TSP?

Sample #1: Teacher: _____ Grade: _____ Subject: _____

SLO Skill Statement Success Criteria	Y/N	Evidence/Questions
1. Articulates skills for the end of the year		
2. Differentiates between levels		
3. Descriptors align to skill statement		
4. Can be assessed in multiple ways		
5. Targets are specific to the students in the teacher's class and based on multiple sources of evidence		
6. Reflects high, yet reasonable expectations for student growth		

Sample #2: Teacher: _____ Grade: _____ Subject: _____

SLO Skill Statement Success Criteria	Y/N	Evidence/Questions
1. Articulates skills for the end of the year		
2. Differentiates between levels		
3. Descriptors align to skill statement		
4. Can be assessed in multiple ways		
5. Targets are specific to the students in the teacher's class and based on multiple sources of evidence		
6. Reflects high, yet reasonable expectations for student growth		

Reflective Questions:

- What are sources of evidence/student work that be guided the differentiated student skills listed within these ISPs?
- What gaps, if any, d you identify for these TSPs?
- What additional questions may support you in assisting each teacher with strengthening their descriptors for these TSPs?




SLO Rating Rubric- Distinguished



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished 	<p>The following have been accomplished:</p> <ul style="list-style-type: none">Teacher has crafted a high-quality Skill StatementTeacher has set beginning of year skill profiles using multiple sources of dataTeacher has set student growth goals that reflect high expectations for studentsTeacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as neededTeacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growthAll or almost all of the students met their expected growth target and most exceeded their expected growth target



[*SLO Teacher Rating Rubric \(texasslo.org\)](https://texasslo.org)



How do we consistently monitor progress?
How do we define consistent?





SLO Success Criteria

This tool is designed to be used by appraisers as they review SLOs for approval. Ideally, SLOs will demonstrate effectiveness with each of the success criteria. Appraisers can use this tool to coach teachers for improvement throughout the SLO process. In addition, teachers are encouraged to use this tool as a guide to improve the quality while crafting each aspect of the SLO process.

SLO Skill Statement
<ol style="list-style-type: none"> 1) Represents a foundational skill that is specific to the content area 2) Persists throughout the course 3) Measurable through a demonstration of student skill 4) Focus on it will lead to student and teacher growth in this course and beyond 5) The skills captured are clearly defined and appropriately focused, and aligned to the standards for the course
Initial Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the beginning of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Based on multiple sources of evidence and a teacher's experience
Targeted Skill Profile
<ol style="list-style-type: none"> 1) Articulates skills for the end of the year 2) Differentiates between skill levels 3) Descriptors align to skill statement 4) Can be assessed in multiple ways 5) Targets are specific to the students in the teacher's class and based on multiple sources of evidence 6) Reflects high, yet reasonable, expectations for student growth
Plan, Monitor, Collaborate
Plan <ol style="list-style-type: none"> 1) Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals 2) Challenges all students regularly 3) Uses evidence of student work/skill levels to drive planning Monitor and Adjust <ol style="list-style-type: none"> 1) Assesses student progress on SLO at least twice per semester 2) Assessments are aligned to SLO Skill Statement in content and rigor 3) Adjusts pedagogy and lesson plans based on assessment results 4) Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement Collaborate <ol style="list-style-type: none"> 1) Collaborates in order to ensure alignment with district and campus expectations

© Texas Education Agency 7/30/2021

1



STUDENT LEARNING OBJECTIVES

Success Criteria



Success Criteria

a. Plan/Differentiate

- Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals
- Challenges all students regularly
- Uses evidence of student work/skill levels to drive planning

b. Monitor and Adjust

- Assesses student progress on SLO at least twice per semester (5)
- Assessments are aligned to SLO Skill Statement in content and rigor
- Adjusts pedagogy and lesson plans based on assessment results
- Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement

c. Collaborate

- Collaborates in order to ensure alignment with district and campus expectations

Student Progress - Case Study

bit.ly/SLOCaseStudy

Student Profile

- **Student ISP Level:** Below Typical
- **Student TSP Level** (EOY Target): Above Typical
- Student is reading on grade level
- Student is an Advanced High EL student
- Student has perfect attendance this year
- Student has few assignments that are submitted late
- Parents monitor student work/progress on Parent Portal frequently

Table Student Work Analysis padlet

- I. **Review** the Student Assessments/Assignments
- II. **Analyze** the BOE & determine student evidence of success
- III. **Respond to 6 questions on Padlet.**

Note: The upcoming Checkpoint #3 Assessment is provided on the Padlet for reference.



Progress aligned to TSP

Below is a sample Targeted Skill Profile for the Grade 5 science teacher.

Targeted Student Skill Profile	
SLO Skill Statement	SLO Skill Statement- Students will be able to analyze information from multiple pieces of evidence, draw accurate conclusions about their findings and justify their conclusions both verbally and in writing.
Skill Level	Expectations
Well above typical skill	Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence and includes the scientific principle.
Above typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing. Student is able to use the evidence to make a connection between their conclusion and a real-world example.
Typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing.
Below typical skill	Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from one piece of evidence.
Well below typical skill	Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence. Conclusion may be inaccurate and supported with irrelevant evidence.



ANIMAL STRUCTURES & FUNCTIONS



Organisms have unique structures for survival.

- **External structures** are on the outside of a plant or animal. External structures on animals include necks, hooves, ears, claws, coloring, feet, and many more unique body parts.
- **Internal structures** are found inside of a plant or animal. Examples include spines, hearts, and digestive systems.
- Structures help an animal with the following **functions**: movement in its environment, finding food, and protecting itself.

Borneo
Video



I can identify the functions of some animals' structures in the tall jungles of Borneo.

ANIMAL	STRUCTURE	FUNCTION
Wallace's Flying Frog	Moves on land to find insects	Pectoral fins
Paradise Tree Snake	Ribs that can be flattened	Glides from tree to tree
Mudskipper	Webbed feet and elbows	Glides from tree to tree

Progress aligned to TSP

Below is a sample Targeted Skill Profile for the Grade 5 science teacher.

Targeted Student Skill Profile	
SLO Skill Statement	SLO Skill Statement- Students will be able to analyze information from multiple pieces of evidence, draw accurate conclusions about their findings and justify their conclusions both verbally and in writing.
Skill Level	Expectations
Well above typical skill	Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence and includes the scientific principle.
Above typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing. Student is able to use the evidence to make a connection between their conclusion and a real-world example.
Typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing.
Below typical skill	Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from one piece of evidence.
Well below typical skill	Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence. Conclusion may be inaccurate and supported with irrelevant evidence.



ANIMAL STRUCTURES & FUNCTIONS

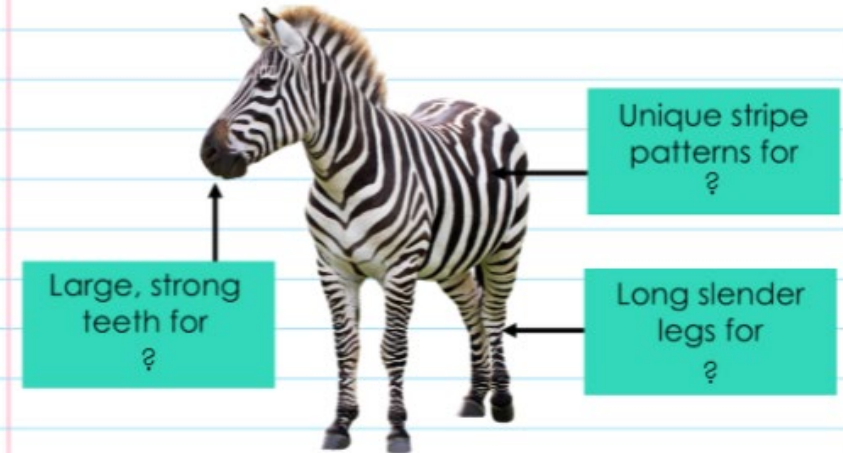


I can identify the function of a zebra's external structures as for movement, finding food, or protection.

Zebra Video



A ZEBRA'S EXTERNAL STRUCTURES



I can use information from the video to explain why a zebra has black and white stripes.

So they can scare the away there predators by making them dizzy with there strips.

Sentence Stem

A zebra has black and white stripes because ____.

Student Progress - Case Study



bit.ly/SLOProgressCaseStudy

- 1) Analyze the artifacts. Are assessments aligned to the SLO Skill statement? Explain.
- 2) Analyze the student work samples included in the Body of Evidence provided (two assessments), determine student evidence of success aligned to the SLO skill statement.
- 3) Identify the student's current TSP level based on the student work samples provided. (Review Student work and use TSP)
- 4) Analyze the student work provided. Is the student on track, ahead, off-track, and why?
- 5) What type of support would you provide this teacher to make adjustments in assessments/BOE artifacts and their progress monitoring? Identify a few questions you might use to coach this teacher.
- 6) Identify other artifacts you may want to collect/prepare for a Mid-Year Check-In.

ACTIVITY #9: STUDENT PROGRESS CASE STUDY

Directions: Use the following student Case Study and attached artifacts to analyze a partial body of evidence and determine student evidence of success. Review artifacts and post group work [here: bit.ly/SLOProgressCaseStudy](https://bit.ly/SLOProgressCaseStudy)

Student Profile

- Student TSP Level: Below Typical
- Student TSP Level: Above Typical
- Student is reading on grade level (5th grade)
- Student is an Advanced High EL student
- Student has perfect attendance this year
- Student has few assignments that are submitted late
- Parents monitor student work/progress on Parent Portal frequently

Plan - Success Criteria	Y/N	Evidence/Questions
1. Considers highest and lowest skill levels in planning so that all students are supported to meet targeted growth goals		
2. Challenges all students regularly		
3. Uses evidence of student work/skill levels to drive planning		
Monitor and Adjust - Success Criteria	Y/N	Evidence/Questions
1. Assesses student progress on SLO at least twice per semester		
2. Assessments are aligned to SLO Skill Statement in content and rigor		
3. Adjusts pedagogy and lesson plans based on assessment results		
4. Compiles a valid and reliable body of evidence of student work, aligned to the Skill Statement		
Collaborate	Y/N	Evidence/Questions
1. Collaborates in order to ensure alignment with district and campus expectations		

ACTIVITY #9 (CONTINUED): STUDENT PROGRESS CASE STUDY

5th Grade Science Targeted Student Skill Profile (TSP) - Case Study: Student Progress

SLO Skill Statement	Targeted Student Skill Profile
SLO Skill Statement: Students will be able to analyze information from multiple pieces of evidence, draw accurate conclusions about their findings and justify their conclusions both verbally and in writing.	
Skill Level	Expectations
Well above typical skill	Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence and includes the scientific principle.
Above typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing. Student is able to use the evidence to make a connection between their conclusion and a real-world example.
Typical skill	Using multiple sources of evidence, the student is able to make inferences, draw accurate an accurate conclusion and justify their conclusion verbally and/or in writing.
Below typical skill	Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from one piece of evidence.
Well below typical skill	Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence. Conclusion may be inaccurate and supported with irrelevant evidence.

Reflective Questions:

- > Analyze the artifacts. Are assignments aligned to the SLO skill statement? Explain.
- > Analyze the student work samples included in the Body of Evidence provided (two assessments), determine student evidence of success aligned to the SLO skill statement.
- > Identify the student's current TSP level based on the student work samples provided. (Review Student work and use TSP)
- > Analyze the student work provided. Is the student on track, ahead, off-track, and why?
- > What type of support would you provide this teacher to make adjustments in assessments/BOE artifacts and their progress monitoring? Identify a few questions you might use to coach this teacher.
- > Identify other artifacts you may want to collect/prepare for a Mid-Year Check-In.




SLO Rating Rubric- Distinguished



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished 	<p>The following have been accomplished:</p> <ul style="list-style-type: none">• Teacher has crafted a high-quality Skill Statement• Teacher has set beginning of year skill profiles using multiple sources of data• Teacher has set student growth goals that reflect high expectations for students• Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed• Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth• All or almost all of the students met their expected growth target and most exceeded their expected growth target



[*SLO Teacher Rating Rubric \(texasslo.org\)](http://texasslo.org)



Analyzing Student Growth (Student Growth Tracker)

Reflective Questions:

- Analyze the student growth tracker:
 - Mid-Year Check-In
 - Interventions
 - EOY Growth
 - Specific Student Analysis
 - Errors/Invalid data
- Coaching & Adjustments

SAMPLE: Student Growth Tracker

		Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-In #1	Progress Check-In #2	Progress Check-In #3	Mid-Year Check-In	Progress Check-In #4	Progress Check-In #5	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1	Buzz Lightyear	Well Below Typical	Below Typical	25	35	45	On-Track	55	60	Typical	Exceeded Expected Growth
2	Daffey Duck	Well Below Typical	Below Typical	35	40	45	On-Track	45	50	Below Typical	Met Expected Growth
3	Donald Duck	Below Typical	Typical	40	35	40	Off-Track	35	45	Below Typical	Did Not Meet Expected Growth
4	Mickey Mouse	Below Typical	Below Typical	45	40	55	On-Track	60	65	Typical	Exceeded Expected Growth
5	Minnie Mouse	Below Typical	Below Typical	50	60	65	On-Track	70	70	Typical	Exceeded Expected Growth
6	Mike Wazowski	Typical	Above Typical	65	70	60	Off-Track	60	65	Typical	Did Not Meet Expected Growth
7	Isabella Madrigal	Typical	Typical	60	50	65	Off-Track	75	70	Typical	Met Expected Growth
8	Luisa Madrigal	Typical	Typical	60	75	80	Ahead	85	85	Above Typical	Exceeded Expected Growth
9	Mirabel Madrigal	Above Typical	Above Typical	75	80	85	On-Track	85	90	Above Typical	Met Expected Growth
10	Bruno Madrigal	Above Typical	Above Typical	80	80	85	On-Track	90	95	Well Above Typical	Exceeded Expected Growth

ACTIVITY #10 (CONTINUED): ANALYZING A STUDENT GROWTH TRACKER

Reflective Questions:

- Analyze the student growth tracker on pg. 20 to determine the responses for the Mid-Year progress identified in the Mid-Year Check-In (Column Title: "Mid-Year Check-In")

Mid-Year Check-In (Progress)	# of Students	% of students
Ahead		
On-Track		
Off-Track		

- Based on the information above, what students might have needed additional interventions at the mid-year SLO check-in? Explain. What is one question you might ask in relation to the student progress?

- Analyze the student growth tracker to determine the total number of students and corresponding percentages for the EOY levels represented in the final column (Column Title: "Does the EOY Targeted Student Skill Profile Level represent expected growth?")

EOY Student Growth Levels Represented	# of Students	% of students
Exceeded Expected Growth		
Met Expected Growth		
Did Not Meet Expected Growth		

- Analyze the student growth tracker. Are there any students whose EOY Targeted Skill Profile level might be invalid? Explain.

- Based on the data provided for Mike Wazowski, what are some additional questions you might ask this teacher regarding this student's growth performance for this SLO?

- How can this process of analyzing student growth trackers support your role as an appraiser in the SLO process? What additional artifacts would you request to accompany a student growth tracker?

21



Student Growth Rating

- What rating requirements does EOY student growth for met/exceeded student growth meet for this SLO?

SAMPLE: Student Growth Tracker

		Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-In #1	Progress Check-In #2	Progress Check-In #3	Mid-Year Check-In	Progress Check-In #4	Progress Check-In #5	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1	Buzz Lightyear	Well Below Typical	Below Typical	25	35	45	On-Track	55	60	Typical	Exceeded Expected Growth
2	Daffey Duck	Well Below Typical	Below Typical	35	40	45	On-Track	45	50	Below Typical	Met Expected Growth
3	Donald Duck	Below Typical	Typical	40	35	40	Off-Track	35	45	Below Typical	Did Not Meet Expected Growth
4	Mickey Mouse	Below Typical	Below Typical	45	40	55	On-Track	60	65	Typical	Exceeded Expected Growth
5	Minnie Mouse	Below Typical	Below Typical	50	60	65	On-Track	70	70	Typical	Exceeded Expected Growth
6	Mike Wazowski	Typical	Above Typical	65	70	60	Off-Track	60	65	Typical	Did Not Meet Expected Growth
7	Isabella Madrigal	Typical	Typical	60	50	65	Off-Track	75	70	Typical	Met Expected Growth
8	Luisa Madrigal	Typical	Typical	60	75	80	Ahead	85	85	Above Typical	Exceeded Expected Growth
9	Mirabel Madrigal	Above Typical	Above Typical	75	80	85	On-Track	85	90	Above Typical	Met Expected Growth
10	Bruno Madrigal	Above Typical	Above Typical	80	80	85	On-Track	90	95	Well Above Typical	Exceeded Expected Growth



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all of the students met their expected growth target and most exceeded their expected growth target
Accomplished 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target
Proficient 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target
Developing 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year skill profiles using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for students Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence or a body of evidence that unreliably documents students' end of year growth Significantly less than half of the student met their expected growth target
Improvement Needed 	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year preparedness levels using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth Very few of the student met or exceeded their expected growth target

Student Growth Rating

- What rating requirements does EOY student growth for met/exceeded student growth meet for this SLO?

SAMPLE: Student Growth Tracker

		Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-In #1	Progress Check-In #2	Progress Check-In #3	Mid-Year Check-in	Progress Check-In #4	Progress Check-In #5	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1	Buzz Lightyear	Well Below Typical	Below Typical	25	35	45	On-Track	55	60	Typical	Exceeded Expected Growth
2	Daffey Duck	Well Below Typical	Below Typical	35	40	45	On-Track	45	50	Below Typical	Met Expected Growth
3	Donald Duck	Below Typical	Typical	40	35	40	Off-Track	35	45	Below Typical	Did Not Meet Expected Growth
4	Mickey Mouse	Below Typical	Below Typical	45	40	55	On-Track	60	65	Typical	Exceeded Expected Growth
5	Minnie Mouse	Below Typical	Below Typical	50	60	65	On-Track	70	70	Typical	Exceeded Expected Growth
6	Mike Wazowski	Typical	Above Typical	65	70	60	Off-Track	60	65	Typical	Did Not Meet Expected Growth
7	Isabella Madrigal	Typical	Typical	60	50	65	Off-Track	75	70	Typical	Met Expected Growth
8	Luisa Madrigal	Typical	Typical	60	75	80	Ahead	85	85	Above Typical	Exceeded Expected Growth
9	Mirabel Madrigal	Above Typical	Above Typical	75	80	85	On-Track	85	90	Above Typical	Met Expected Growth
10	Bruno Madrigal	Above Typical	Above Typical	80	80	85	On-Track	90	95	Well Above Typical	Exceeded Expected Growth



SLO Teacher Rating Rubric

(For rating of the student growth component of T-TESS, either as a 5th domain or a 17th dimension)

Student Growth Rating	Descriptors
Distinguished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all of the students met their expected growth target and most exceeded their expected growth target
Accomplished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect adequate expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target
Proficient	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect adequate expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target
Developing	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year skill profiles using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence or a body of evidence that unreliably documents students' end of year growth Significantly less than half of the student met their expected growth target
Improvement Needed	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year preparedness levels using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth Very few of the student met or exceeded their expected growth target

Accomplished



Improvement Needed=1

Distinguished=5



Student Growth for Appraisal & Evaluation



Rating Student Growth on T-TESS

Student Growth	Evidence	*	Distinguished (5)	Accomplished (4)	Proficient (3)	Developing (2)	Improvement Needed (1)
Student Growth	+		0	0	0	0	0

STUDENT LEARNING OBJECTIVES	
SLO Teacher Rating Rubric	
(For rating of the student growth component of T-TESS, either as a 5 th domain or a 17 th dimension)	
Student Growth Rating	Descriptors
Distinguished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a high-quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make successful adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth All or almost all of the students met their expected growth target and most exceeded their expected growth target
Accomplished	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Significantly more than half of the students met their expected growth target and at least some exceeded their expected growth target
Proficient	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted a quality Skill Statement Teacher has set beginning of year skill profiles using multiple sources of data Teacher has set student growth goals that reflect high expectations for students Teacher has consistently monitored student progress, collected data, and used evidence of student work to make some adjustments to instructional strategies, as needed Teacher has compiled a valid and reliable body of evidence that accurately documents students' end of year growth Approximately half of the students met their expected growth target
Developing	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year skill profiles using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for students Teacher has attempted to monitor student progress, collect data, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence or a body of evidence that unreliably documents students' end of year growth Significantly less than half of the student met their expected growth target
Improvement Needed	<p>The following have been accomplished:</p> <ul style="list-style-type: none"> Teacher has crafted an adequate Skill Statement Teacher has set beginning of year preparedness levels using minimal sources of data Teacher has set student growth goals that reflect adequate expectations for some students Teacher has attempted to monitor student progress, collect data, reflect on his or her pedagogy, and make some adjustments to strategies, although with limited success Teacher has compiled a limited body of evidence that unreliably documents students' end of year growth Very few of the student met or exceeded their expected growth target



Student Growth on DMAC

Count Student Growth as:

☒ a 17th Dimension ☐ % Domain ☐ Growth Waiver

No overall rating is given if Student Growth is calculated as a 17th Dimension.

Percentage of Students Who Met or Exceeded Expected Growth:

%

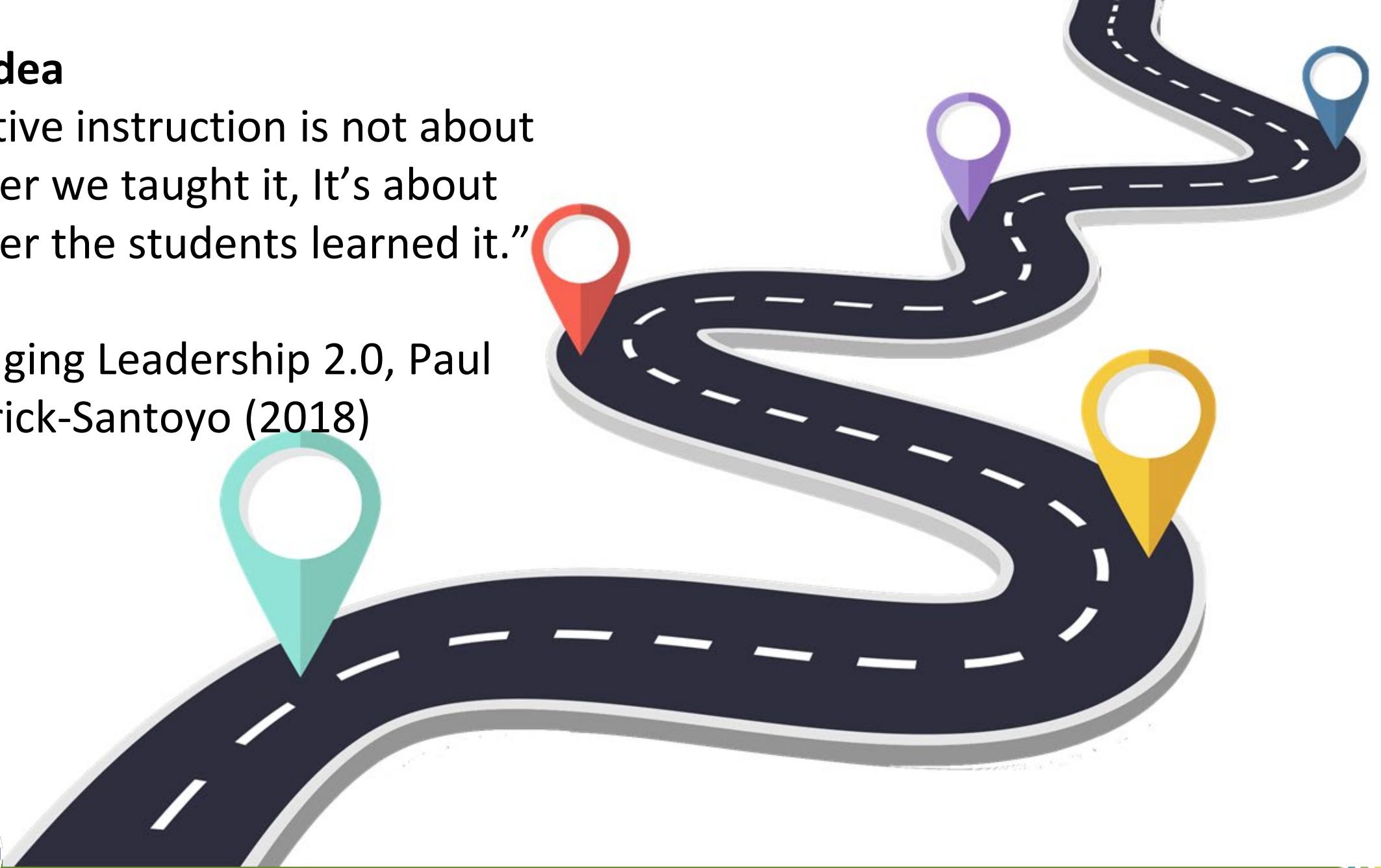
$$\left(\frac{\# \text{ Met} + \# \text{ Exceeded Expected Growth}}{\text{Total}} \right) \times 100$$



Core Idea

“Effective instruction is not about whether we taught it, It’s about whether the students learned it.”

Leveraging Leadership 2.0, Paul Bambrick-Santoyo (2018)



Contacts:

Maggie Guzman, *Director*
mguzman@esc1.net

Liz Palacios, *Specialist*
epalacios@esc1.net



Session Exit Ticket

Feel free to leave feedback
on Slido Q&A:

slido	
Join at slido.com #6223 806	



References

1. Bambrick-Santoyo, P. (2019). Driven by Data 2.0: A Practical Guide to Improve Instruction.
2. Texas Education Agency, (2022). Appraiser Role in the SLO Process
https://texasslo.org/Resource_files/resources/Appraiser_Role_in_the_SLO_Process.pdf
3. Texas Education Agency, (2021). SLO Implementation Guide for Administrators.
https://texasslo.org/Resource_files/resources/SLO_Administrator_Guide_w_TIA_Tips.pdf
4. Texas Education Agency, (2021). SLO Rating Rubric.
https://texasslo.org/Resource_files/resources/SLO_Rating_Rubric.pdf
5. Texas Education Agency, (2021). SLO Teacher Guide.
https://texasslo.org/Resource_files/resources/SLO_Teacher_Guide.pdf
6. Texas Education Agency, (2021). Teacher Orientation (Trainer).
https://texasslo.org/Resource_files/orientation/SLO_Teacher_Orientation_Trainer.pptx
7. Texas Education Agency, (2021). Teacher Orientation Manual.
https://texasslo.org/Resource_files/orientation/Teacher_Orientation_Manual.pdf
8. Texas Education Agency, (2021). Texas student learning objectives. <https://texasslo.org/>
9. Texas Education Agency, (2021). SLO T-TESS Crosswalk. [SLO T-TESS_Crosswalk.pdf \(texasslo.org\)](#)





Intellectual Property Statement

All materials, content, and forms contained in this training/presentation are the intellectual property of the Region One Education Service Center and are intended for use by session participant at the classroom, campus, or district level only. Materials are to be used “as is” without modification.

Materials may not be used for personal benefit or financial gain or for use outside of the school system.

esc1.net | facebook.com/RegionOneEducationServiceCenter | twitter.com/RegionOneESC

