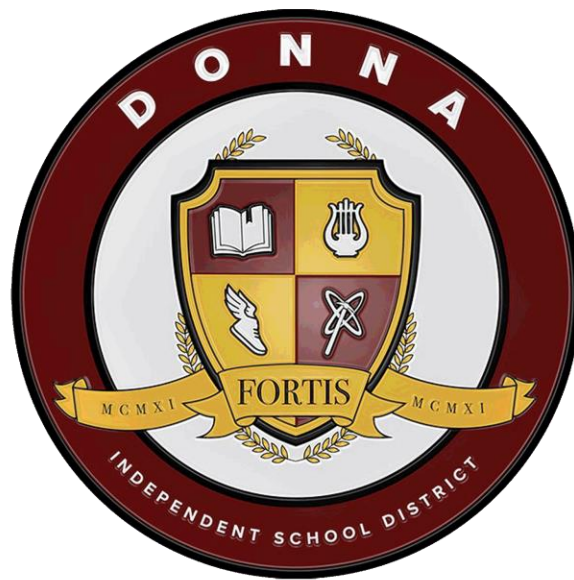


2021-2022 STUDENT LEARNING OBJECTIVE PROCESS & GUIDELINES



“The District”

TEACHER INCENTIVE ALLOTMENT (TIA)

TABLE OF CONTENTS

Table of Contents.....	2
T-TESS and SLO Connection.....	3
Student Learning Objectives (SLO).....	5
SLO Process Overview.....	7
Phase 1: Develop a Student Learning Objective.....	8
Step 1: Identify the Areas of Teacher and Student Need.....	9
Step 2: Create the SLO, Skill Profiles, and Body of Evidence.....	11
Step 3: Review and Approve the SLO.....	17
Phase 2: Implement SLO & Monitor Progress.....	19
Step 4: Teach & Monitor.....	20
Phase 3: Evaluate Success & Reflect on Teacher and Student Growth.....	22
Step 5: Administer Post-Assessment, Enter Scores, Submit SLO.....	23
Appendix A: SLO T-TESS Crosswalk.....	25
Appendix B: Student Learning Objective Form.....	27
Appendix C: Initial Skill Profile Rubric Template.....	28
Appendix D: Targeted Skill Profile Rubric Template.....	29
Appendix E: SLO Success Criteria.....	30
Appendix F: SLO Phase 1 Summary Template.....	31
Appendix G: Student Growth Tracker.....	32
Appendix H: SLO Rating Rubric.....	33
Appendix I: SLO Focus Questions.....	34
References.....	35

T-TESS AND SLO CONNECTION

TEXAS TEACHER EVALUATION AND SUPPORT SYSTEM (T-TESS)

Donna ISD utilizes the Texas Teacher Evaluation and Support System (T-TESS) as an appraisal process to determine classroom performance and to engage teachers in a cycle of continuous improvement. T-TESS seeks to:

- 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 (See Appendix A).



STUDENT LEARNING OBJECTIVES (SLO)

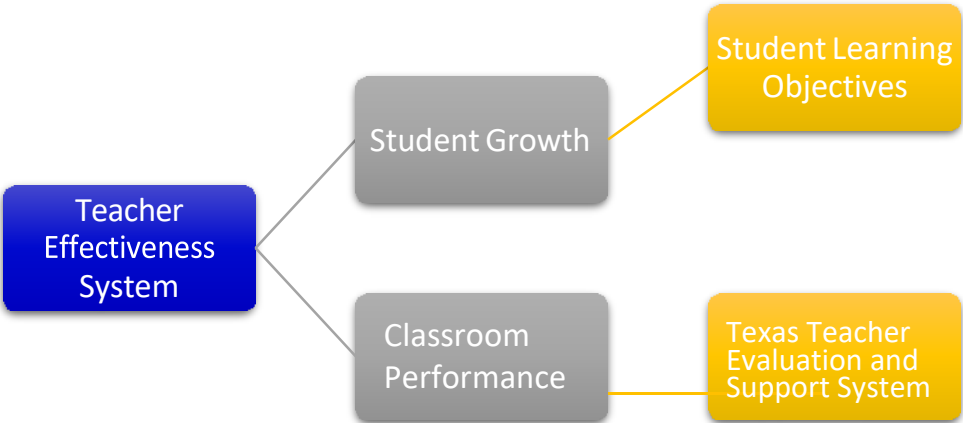
A student learning objective is a focused and measurable goal. It describes an area of need for teachers. It is also aligned to an area of need for the students. This objective is derived from analysis of multiple data resources. The emphasis of an SLO is targeted on foundational skills and is aligned to state standards.

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. For student growth to be a valuable tool in continuous improvement, educators should keep the following in mind:

- 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.

STUDENT GROWTH MEASURE

The student growth measure will be comprised of a process-based growth measure. Student Learning Objectives (SLOs) are a process-based student growth measure.



Donna ISD Teacher Effectiveness System Diagram

STUDENT LEARNING OBJECTIVES (SLO)

VALUE OF SLOS

The intention of creating a Student Learning Objective is to improve instruction in the classroom in order to improve student performance. SLOs help teachers focus on the science and research-based strategies that strengthen and improve the quality of their instruction. Through the SLO process, teachers refine their self-reflection, collaboration, and teaching practices by connecting their practice to student learning. The value of the SLO process is seen as teachers become more deliberate in utilizing research-based methodologies and practices to improve their educator effectiveness.

SLOS ARE

- A means to teacher growth
- Measurable, focused, academic-centered goals
- Used to determine what students should know or be able to do by the end of the interval of instruction
- Focused on supporting teachers in making evidence-based instructional adjustments to improve instructional outcomes
- A tool to monitor student progress over time to determine effective instructional practices

SLOS ARE NOT

- SLOs are not a one-size fits all measure
- Standardized across a campus or district
- A second gradebook
- Focused on a one-time assessment
- The place to address campus or district improvement plans

CRITICAL ATTRIBUTES OF SLOS

Student Learning Objectives are generated based on specific evidence. SLOs support student growth and teacher development with an emphasis on the reflection, adjustment, and development of the individual teacher. SLOs are concentrated in pedagogical improvements to impact student growth.

Critical attributes of a well-crafted SLO focus on teacher growth and are:

- Measure student progress over a specific time period
- Outcome is student growth and increased teacher effectiveness
- Uses a five-step process to determine an overall SLO score for each teacher
- Timelines are year-long, first semester, or second semester intervals of instruction. For different intervals of instruction, the timeline should be adjusted at the campus level to allow for a meaningful interval of instruction.

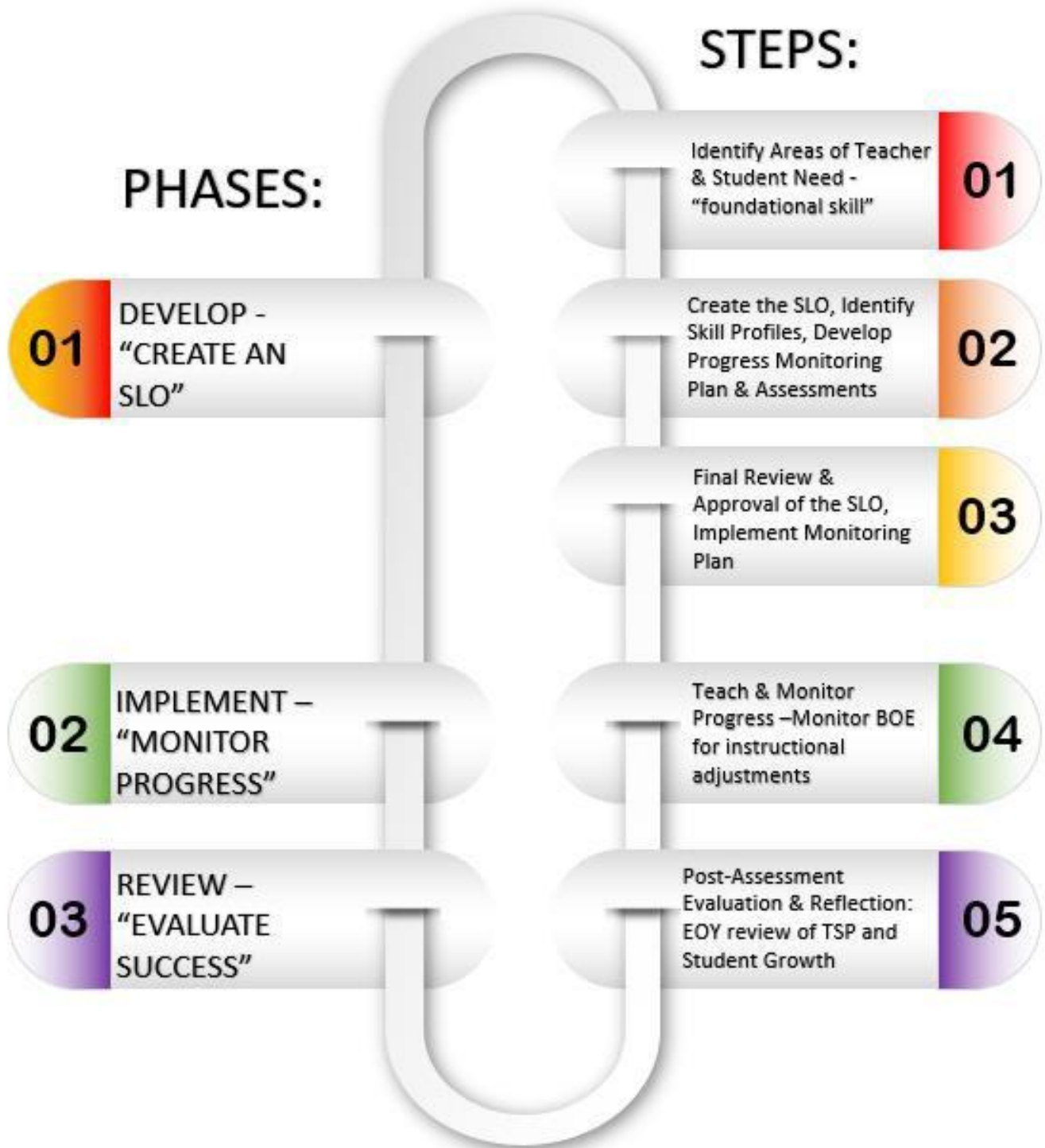
DONNA ISD TIA SLO REQUIREMENTS

All elementary and high school teachers must complete a minimum of one Student Learning Objective (SLO) in order to be eligible for a designation via the Teacher Incentive Allotment. Secondary teachers whose course/section changes during the academic year (i.e., semester courses, block schedule, accelerated block, alternating block, trailer courses, and traditional block) will need to create two SLOs. Occasionally an elementary teacher also will be required to create two SLOs if they are moved to a different teaching assignment in the spring due to campus needs. If a teacher completes more than one SLO, the scores will be averaged for a final score.

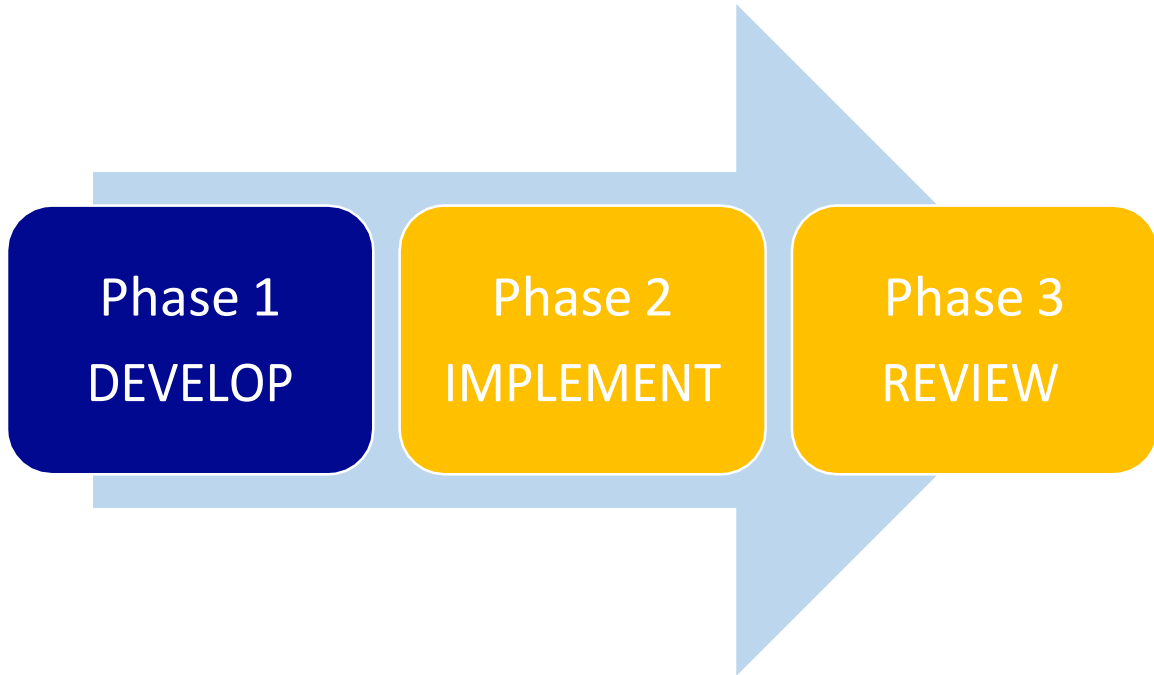
DONNA ISD TIA SLO INTERVALS OF INSTRUCTION & TIMELINES*

		PHASE 1 DEVELOP		PHASE 2 IMPLEMENT	PHASE 3 REVIEW
Critical Questions	What is the Focus of my SLO?	Who are my students? What are my expectations for these students?	How will I guide these students toward growth?	Are students progressing towards targets?	Did students grow and what did I learn from this process?
Steps in the SLO Process	Step 1: Identify the Areas of Teacher and Student Need	Step 2: Create the SLO, Initial Skill Profile (ISP), Targeted Skill Profile (TSP), Body of Evidence (BOE) assessments, Administer pre-assessment, and enter scores (<i>Note: SLO approver must pre-approve BOE assessments before administering</i>)	Step 3: Final Review and Approval of the SLO	Step 4: Ongoing Teaching and Progress Monitoring	Step 5: Administer post-assessment, enter scores, and submit the completed SLO
Focus & TEA Alignment	Foundational Skill	Set Growth Targets for each student	Instruction and collection of BOE	Analyze data from BOE	USE TSP & Student Growth Tracker to determine growth
TIMELINES					
Teachers Completing 1 SLO	August/September	September	September/October	October-May	1 st Week of May
Teachers Completing 2 SLOs First Semester	August/September	September	September/October	October-December	2 nd Week of December
Teachers Completing 2 SLOs Second Semester	January	January	January	February - May	1 st Week of May

SLO PROCESS OVERVIEW



PHASE 1: DEVELOP A STUDENT LEARNING OBJECTIVE



The first phase focuses on purposeful development and planning of instruction. At the beginning of the interval of instruction, teachers work with each other, their appraisers, teacher leaders, and other support staff to identify foundational skills to address, and create an instructional plan, as the SLO is being crafted. During this phase, teachers will develop and articulate a clear vision for teacher and student growth and strategies to be used to monitor progress toward those goals.

STEP 1: IDENTIFY THE AREAS OF TEACHER AND STUDENT NEED

STEP 1 TARGET QUESTIONS

Target Questions	
PHASE 1 – STEP 1	
SLO AREA OF FOCUS	<ul style="list-style-type: none"> • What do I struggle to teach well?
FOUNDATION SKILL	<ul style="list-style-type: none"> • What is the most important content of the course? • What is the foundational skill to focus on for this SLO and why should I focus on this skill?
STUDENT POPULATION	<ul style="list-style-type: none"> • Who are my students and where are they with this SLO?
VALUE OF SLO	<ul style="list-style-type: none"> • Is this SLO the most valuable for my students?

IDENTIFY THE SLO AREA OF FOCUS

In order to identify the areas of teacher need, review data such as STAAR, TELPAS, district assessments, and historical data. Review and analyze the data sources to identify patterns, trends, potential strengths, and areas to refine in your own instructional practices. Align the identified learning needs to the standards (TEKS) for your subject/content area.

POTENTIAL DATA RESOURCES	
<ul style="list-style-type: none"> • Campus Assessments • Diagnostic Tests • District Benchmarks • Eduphoria/DMAC/Tango Data Reports & Trends • Historical STAAR/EOC Data • STAAR Accelerated Reader • TELPAS • TPRI 	<ul style="list-style-type: none"> • Prior and current attendance • Prior and current grades • Current student work • Current observed classroom behaviors • Current discipline report data

FOUNDATIONAL SKILL

The SLO focus should be a foundational skill, which is the most important skill for students to learn throughout the interval of instruction. In order to identify the foundational skill, teachers must select a skill that:

- ✓ Is repeated throughout the interval of instruction.
- ✓ Is found as a component in multiple TEKS.
- ✓ Can have an impact on this course and other courses in the future.

Note:

Foundational skills are:

- ✓ *critical for success*
- ✓ *applied throughout the course and addressed multiple times (spiraled concepts/skills) throughout the interval of instruction.*

Foundational skills are NOT:

- ✓ *based on one unit or a few weeks of the year*
- ✓ *outside of the interval of instruction*

The focus of the SLO should improve the quality of instruction. Once a teacher identifies the foundational skill to generate an SLO skill statement, the teacher must analyze the impact it will have on students.

TARGETED STUDENT POPULATION

The teacher selects one course to be the focus of the SLO. Teachers will use all students in the selected course. Students should be a representative sample of students serviced.

- Self-contained elementary teachers will select the whole class as the SLO target class.
- Departmentalized elementary teachers and secondary teachers will determine which grade/course/section will be used for the SLO.

The teacher then analyzes available data to determine a student's current level of learning related to the SLO focus. By reviewing the data resources, the teacher can determine where the students are at the beginning of the year. The teacher's growth need must benefit the student's learning needs to ensure that the identified SLO skill is appropriate.

STEP 2: CREATE THE SLO, SKILL PROFILES, AND BODY OF EVIDENCE

STEP 2 TARGET QUESTIONS

Target Questions	
PHASE 1 – STEP 2	
LEARNING CONTENT	<ul style="list-style-type: none"> • What do I expect my students to know, learn, and be able to do?
INSTRUCTIONAL STRATEGY PLANNING	<ul style="list-style-type: none"> • How will I ensure that I guide students towards growth?
ASSESSMENT	<ul style="list-style-type: none"> • How will we know if they have learned?

CREATING AND JUSTIFYING THE SLO SKILL STATEMENT

The skill statement identifies specific knowledge and or skills students will be able to improve on. When creating the SLO skill statements, alignment from the SLO focus to the TEKS helps identify the foundational skill and standards we want students to learn and be able to do. The justification provides the rationale behind the selection of this particular SLO skill statement (See Appendix B).

SLO SKILL STATEMENT

1. Represents a foundational skill that is specific to content area.
2. Persists through the course.
3. Measurable through a demonstration of student skill
4. Focus on it will improve the teacher's practice (teacher dependent)
5. The skills captured are clearly defined and appropriately focused (teacher dependent)

SET THE INITIAL SKILL PROFILE (ISP)

In order to set Initial Skill Profile (ISP), the teacher should be able to answer the following question: "Where are my students beginning?" An ISP captures where students are in relation to the skill statement at the beginning of the course. The ISP rubric should capture different levels of student skill in relation to the foundational skill selected (See Appendix C). It should focus on what is typical of the teacher's classroom as students enter the class. The ISP success criteria:

- ✓ Articulates skills for beginning of the year.
- ✓ Differentiates between levels.
- ✓ Descriptors align to skill statement (potentially through subskills)
- ✓ Can be assessed in multiple ways.
- ✓ Is specific to teacher's experience and expectations (teacher dependent)

Skill progression rubric for beginning of the year readiness, across multiple skill levels should include:

- ✓ Five different skill levels
- ✓ Descriptors for each level
- ✓ What students will be able to demonstrate at each of the levels

SAMPLE INITIAL SKILLS PROFILE

INITIAL SKILLS PROFILE DESCRIPTORS		
SLO Skill Focus		Students will be able to design and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.
LEVEL		NUMBER OF STUDENTS IN THIS LEVEL
2	Well Above Typical	The student is able to design simple experiments, with all of the components needed to complete the experiment most of the time when hypothesis is given. The student can create a testable hypothesis some of the time independently. The student can use data to create graphic displays and can explain how the data supports the evidence of their findings in simple terms with minimal assistance from the teacher. Sometimes the student can draw accurate conclusions.
4	Above Typical	The student understands the concepts of what an experiment should include. The student can develop simple experiments and some form of data collection with some teacher assistance most of the time when the hypothesis is given. A testable hypothesis can be created inconsistently and the student isn't always able to connect the experiment, the hypothesis and the components of the experiment into an aligned piece. Sometimes the student can draw conclusions with teacher assistance.
1 Start Here	Typical	The student understands the concepts of what an experiment should include but isn't able to consistently develop simple experiments and data collection without teacher assistance. The student can develop a hypothesis but it isn't always testable and the components of the experiment aren't aligned all the time with the data needed to prove the hypothesis or complete the experiment for the reliable outcomes.
5	Below Typical	The student inconsistently understands the concepts of what an experiment should include and needs some support in designing a simple experiment. The student can develop a hypothesis with probing questions from the teacher but the connection between the experiment and the data collection aren't aligned and the hypothesis isn't always testable. The student doesn't see the connection between the outcome and the data or how it relates to the hypothesis for drawing
3	Well Below Typical	Student has minimal to no understanding of the concepts of what an experiment should include. The student has difficulty in understanding what a hypothesis is and isn't able to develop the steps in creating an experiment and setting up the data collection process without a lot of teacher assistance. The student isn't able to correctly interpret the data or outcome of the experiment and thus can't accurately draw simple conclusions.

MAP STUDENTS TO THE INITIAL SKILL PROFILE

In order to map the students to the ISP, data collection about current students is required. The teacher will evaluate students' current level of learning over 3-4 weeks of instruction. The focus of this step is to determine which description is the best fit for each student included in the SLO. Your task will be to review the current data you have on each student and find which level descriptor is the most appropriate. An important part of this step is to record students' initial skill level on the Student Growth Tracker used to track individual student growth.

INITIAL SKILLS PROFILE DESCRIPTORS			
SLO Skill Focus		Students will be able to design and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.	
LEVEL		DESCRIPTORS	NUMBER OF STUDENTS IN THIS LEVEL
2	Well Above Typical	The student is able to design simple experiments, with all of the components needed to complete the experiment most of the time when hypothesis is given. The student can create a testable hypothesis some of the time independently. The student can use data to create graphic displays and can explain how the data supports the evidence of their findings in simple terms with minimal assistance from the teacher. Sometimes the student can draw accurate conclusions.	0
4	Above Typical	The student understands the concepts of what an experiment should include. The student can develop simple experiments and some form of data collection with some teacher assistance most of the time when the hypothesis is given. A testable hypothesis can be created inconsistently and the student isn't always able to connect the experiment, the hypothesis and the components of the experiment into an aligned piece. Sometimes the student can draw conclusions with teacher assistance.	1
1 Start Here	Typical	The student understands the concepts of what an experiment should include but isn't able to consistently develop simple experiments and data collection without teacher assistance. The student can develop a hypothesis but it isn't always testable and the components of the experiment aren't aligned all the time with the data needed to prove the hypothesis or complete the experiment for the reliable outcomes.	2
5	Below Typical	The student inconsistently understands the concepts of what an experiment should include and needs some support in designing a simple experiment. The student can develop a hypothesis with probing questions from the teacher but the connection between the experiment and the data collection aren't aligned and the hypothesis isn't always testable. The student doesn't see the connection between the outcome and the data or how it relates to the hypothesis for drawing	1
3	Well Below Typical	Student has minimal to no understanding of the concepts of what an experiment should include. The student has difficulty in understanding what a hypothesis is and isn't able to develop the steps in creating an experiment and setting up the data collection process without a lot of teacher assistance. The student isn't able to correctly interpret the data or outcome of the experiment and thus can't accurately draw simple conclusions.	2

SET TARGET SKILL PROFILE (TSP)

Once an ISP has been created, a teacher will develop the Targeted Skill Profile (TSP). The TSP rubric anticipates skill levels for all students by the end of the year based on the foundational skill selected for the SLO (See Appendix D). The TSP is a means for considering long term goals for students and is based on the distribution of skills seen in the students that you have. TSPs describe what you expect of students at the end of the interval of instruction. The TSP:

- ✓ Articulates skills for the end of the year
- ✓ Differentiates between levels
- ✓ Descriptors align to skill statement
- ✓ Can be assessed in multiple ways
- ✓ Targets are specific to the students in the teacher's class (teacher dependent)
- ✓ Reflects high, yet reasonable, expectations for student growth (teacher dependent).

Typical is the description that would fit your goals for the largest group of students at the end of the year.

SAMPLE TARGET SKILLS PROFILE DESCRIPTORS

Targeted Student Skill Profile	
SLO Skill Focus	Students will be able to design and complete experiments and report their findings, providing supporting evidence from their data and using graphic displays to convey their meaning.
Level	Expectations
Well above typical	Student develops and implements novel approaches for investigating a variety of topics using laboratory and technology tools, including devising testable hypotheses, determining the meaning of the outcome, and drawing conclusions using data tables, graphs, and descriptive statistics to explain the outcome. Lab reports are well-written and offer insight into additional experiments that could bring deeper understanding of the topic.
Above typical	Student plans and develops experiments for investigating a variety of topics using laboratory and technology tools, including devising testable hypotheses, determining the meaning of the outcome, and drawing conclusions citing evidence to support findings. Lab reports are well-written follow the protocol provided.
Typical	Student plans and implements experiments using a variety of laboratory and technology tools to investigate key topics discussed, including devising testable hypotheses, determining the meaning of the outcome of the experiment and drawing reasonable conclusions. Lab reports protocols are followed.
Below typical	Student plans and implements experiments with minimal guidance from the teacher using a variety of laboratory and technology tools to investigate key topics discussed, including devising testable hypotheses, determining the meaning of the outcome of the experiment and drawing reasonable conclusions.. Lab report protocols are mostly followed.
Well below typical	Student must be guided through the development and implementation of experiments, use laboratory and technology tools with some difficulty to investigate key topics as assigned, and require considerable coaching to determine hypotheses. Outcome interpretation and conclusions are often incorrect. Student attempts to follow the lab protocols.

SETTING EXPECTED GROWTH TARGETS

After both the ISP and TSP are created, a teacher should begin to set expected growth targets for each student in their class. Setting expected growth targets is based on where you believe students will be able to progress to in relation to the ISP and TSP. The growth target is based on a comparison of a typical student growth in one year across a variety of skill levels, to where the students' skill level was at the beginning of the year. Multiple data sources should be used to determine this expectation and should focus on the expected student skill target at the end of the interval of instruction. See example below:

INITIAL SKILL PROFILE (BASED ON BOY SKILL LEVELS)

Well Below Typical	Below Typical	Typical	Above Typical	Well Above Typical
S1, S9	S2	S3-S8	S10	

Note: S refers to students

EXPECTED EOY SKILL LEVELS

Well Below Typical	Below Typical	Typical	Above Typical	Well Above Typical
	S1, S9	S2	S3-S8	S10

Note: S refers to students

DEVELOPING A BODY OF EVIDENCE (BOE)

To ensure that students meet expected growth targets, the teacher should create an instructional strategy plan that outlines the development of a Body of Evidence (BOE) throughout the interval of instruction. The BOE should ensure that content within assessments is aligned to the SLO foundational skill selected. In order to develop a body of evidence, assessments created must be directly aligned to the SLO foundational skill selected through the Texas Essential Knowledge and Skills (TEKS) and content area. Standard alignment through the TEKS is imperative in order to monitor progression of student mastery. As such, TEKS deconstruction is recommended in order to ensure instructional alignment.

CREATE THE BOE ASSESSMENT DATAPOINTS

Once the content has been deconstructed, review, and analyze all assessments to ensure test validity including:

- Appropriate content to assess: all content in the objective statement is covered and aligned with grade level standards.
- Level of cognitive complexity: Level 1(recall/reproduction); Level 2(skills/concepts); Level 3 (Reasoning/strategic thinking); Level 4(evaluating/applying information)
- Appropriate format for assessment: varied levels of difficulty (i.e., multiple choice, open-ended, fill in the blank)

Teachers who choose to create a performance task must provide a rubric that is transparent and has clear evaluation criteria. Rubrics allow teachers to collect valuable data that determines relevant differences between a student's skill at the beginning and end of the year.

Once, teachers create the pre-assessment, teachers are required to get approval from their SLO approver prior to administering the pre-assessment. Teachers will need approval for subsequent assessments included in the BOE.

STEP 3: REVIEW AND APPROVE THE SLO

STEP 3 TARGET QUESTIONS

Target Questions	
Phase 1 – Step 3	
SKILL STATEMENT	<ul style="list-style-type: none"> • Is the skill statement focused on the standards that represent an identified need?
STUDENT POPULATION	<ul style="list-style-type: none"> • Is the skill statement appropriate for the grade level/subject area/student population?
STANDARDS	<ul style="list-style-type: none"> • Is the objective aligned to the standards (TEKS)?
SLO BODY OF EVIDENCE ASSESSMENTS	<ul style="list-style-type: none"> • Do assessments within the Body of Evidence measure the identified standards of the objective? • Do the assessments have various levels of questions to ensure equity to demonstrate growth for all students? • Do the pre-instruction scores reflect alignment to students' academic needs? Are scores too high or too low?
TARGET GROWTH	<ul style="list-style-type: none"> • What is the growth target for each student?

SLO SUCCESS CRITERIA

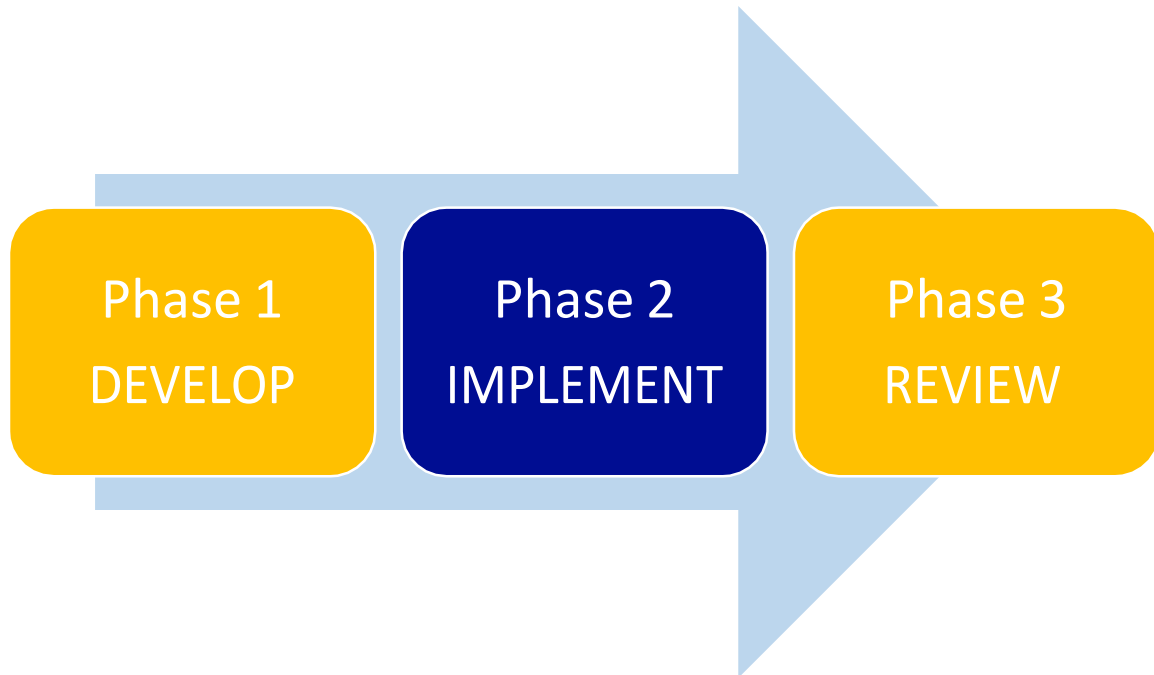
SLO SKILL STATEMENT	<ul style="list-style-type: none"> • Represents a foundational skill that is specific to the content area • Persists throughout the course • Measurable through a demonstration of student skill • Focus on it will improve the teacher’s practice (teacher dependent) • The skills captured are clearly defined and appropriately focused (teacher dependent)
INITIAL SKILL PROFILE	<ul style="list-style-type: none"> • Articulates skills for the beginning of the year • Differentiates between levels • Descriptors align to skill statement (potentially through subskills) • Can be assessed in multiple ways • Specific to the teacher’s experience and expectations (teacher dependent)
TARGETED SKILL PROFILE	<ul style="list-style-type: none"> • Articulates skills for the end of the year • Differentiates between levels • Descriptors align to skill statement • Can be assessed in multiple ways • Targets are specific to the students in the teacher’s class (teacher dependent) • Reflects high, yet reasonable, expectations for student growth (teacher dependent)
PLAN	<ul style="list-style-type: none"> • Consider highest and lowest performing students in planning • Challenges all students regularly

See Appendix E

SLO APPROVAL PROCESS

Educators submit the SLOs to their primary appraiser and uploads all appropriate documents. The appraiser reviews the components of an SLO, Initial Skill Profile, Targeted Skill Profile, Expected Growth Targets, and the instructional strategy plan to evaluate the intended progress of each student’s growth target. During the SLO Approval process, teachers share their SLO focus with their appraiser. Once the appraiser reviews and assess the SLO as acceptable, the teacher is then able to move on to Phase 2 of the SLO Process. If the SLO is not approved, teachers use the feedback provided by their reviewer to revise and resubmit the amended SLO (See Appendix F).

PHASE 2: IMPLEMENT SLO & MONITOR PROGRESS



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 develop strategies to adjust instruction based on progress monitoring. To improve efficiency in implementation, SLO processes should be integrated into existing support frameworks at each school.

STEP 4: TEACH & MONITOR

STEP 4 TARGET QUESTIONS

Target Questions	
Phase 2 – Step 4	
TEACH & TARGET	<ul style="list-style-type: none"> • Is the instructional strategy plan helping students meet their target needs? • How am I monitoring progress on the SLO? • How can I scaffold my SLO into my lessons throughout the interval of instruction? • What professional development would help me achieve my goals?
MONITOR & ADJUST	<ul style="list-style-type: none"> • Have students met or progressed towards the learning targets? What do I do if they do not? • Do I have multiple ways and opportunities for my students to demonstrate their understanding of the objective? • Have I identified ongoing checkpoints during the interval of instruction?

To determine Monitoring alignment please see Success Criteria below.

MONITOR & COLLABORATE SUCCESS CRITERIA

SUCCESS CRITERIA “Monitor & Collaborate”	<ul style="list-style-type: none"> • Assesses student progress on SLO at least twice per semester, assessments are aligned to SLO in content and rigor, and adjusts pedagogy and lesson plans based on assessment results. • Alignment with district and campus expectations for collaboration
---	--

ONGOING TEACHING & PROGRESS MONITORING OF THE BOE

As you plan lessons, reference the Instructional Strategy Plan and the Body of Evidence to review data, reflect on student progress, and adjust instruction. Schedule data conversations with teacher leaders and principal to receive feedback on student progress and identify areas to refine/adjust your practice.

The Body of Evidence must include a minimum of five data points throughout the interval of instruction. The BOE plan should include timelines for providing assessments as well as a timeline for reviewing progression of student growth after every assessment. The BOE should be developed as a robust collection of evidence used to determine progression of student growth. Evidence should inform a monitoring system such as a student growth tracker (See Appendix G) in order to determine student growth in relation to TSP.

Included in a BOE Plan:

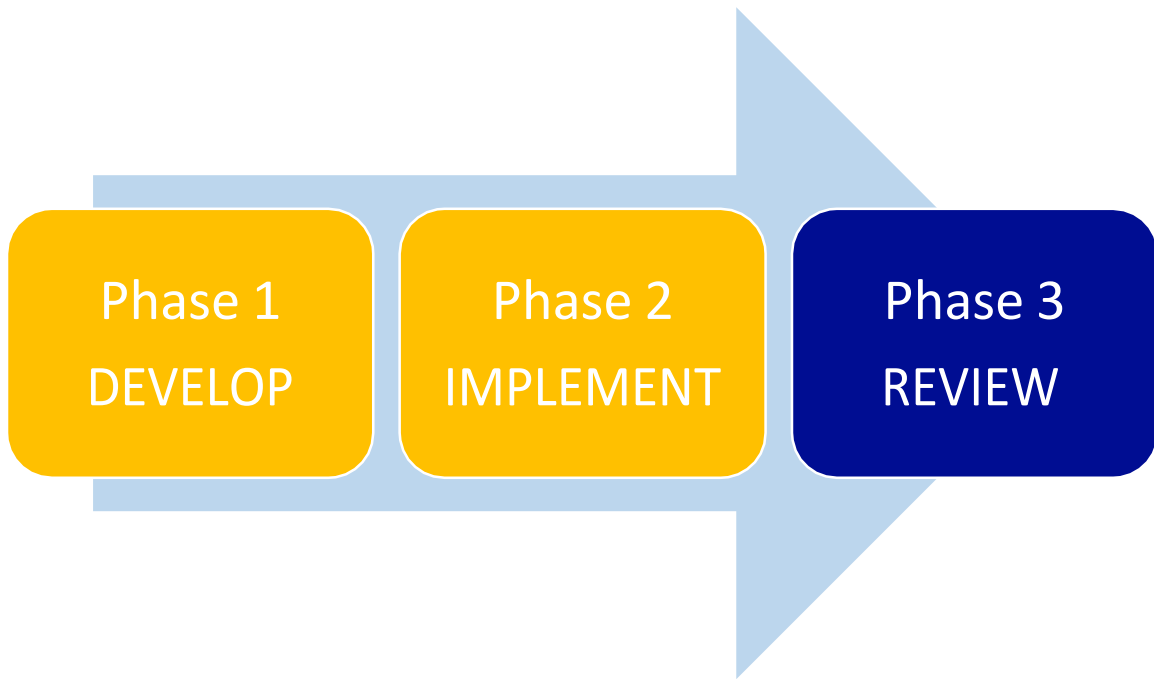
- ✓ Frequency of Assessment (Minimum of 5 data points)
- ✓ Review & Approval of Assessment Instruments
- ✓ Development of a Documentation Process
- ✓ Monitoring of Students based on Expected Growth Targets Set
- ✓ Inform Refinement of Instructional Practices based on Growth Progression

SAMPLE STUDENT GROWTH TRACKER



Student Growth Tracker							
Teacher:							
Course:							
Student Name	Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-in #1	Progress Check-in #2	Progress Check-in #3	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1	--	--				--	--
2	--	--				--	--
3	--	--				--	--
4	--	--				--	--
5	--	--				--	--
6	--	--				--	--

PHASE 3: EVALUATE SUCCESS & REFLECT ON TEACHER AND STUDENT GROWTH



This phase takes place at the end of the interval of instruction and includes a conversation between the teacher and the appraiser regarding the quality of the SLO, the level of expectations for teacher and student growth, the teacher’s effectiveness at monitoring students’ progress and adjusting instruction, and how well students did in meeting or exceeding growth targets. The final conversation is designed to help teachers and appraisers reflect on student progress and teacher practice throughout the interval of instruction in order to plan for the refinement of instruction for the following year.

STEP 5: ADMINISTER POST-ASSESSMENT, ENTER SCORES, SUBMIT THE COMPLETED SLO, AND REFLECT ON TEACHER PRACTICE AND STUDENT GROWTH

STEP 5 TARGET QUESTIONS

Target Questions	
Phase 3 – Step 5	
Actual Growth	<ul style="list-style-type: none"> • What is the evidence of student growth? • Have I used the TSP and BOE to determine End of Year (EOY) Expected Growth? ☐ Was my data submitted on time? • Have I determined a post-instruction score for all student in the SLO? • Have I entered the post-instruction scores for all students included in the SLO?

REFLECTION

What have I learned and have my students grown through this process?

EVALUATING SUCCESS OF EXPECTED STUDENT GROWTH

As the interval of instruction comes to a close, teachers should review BOE to determine whether or not students have progressed towards targets. This should consider progression throughout the interval of instruction and evidence collected from all data points within the BOE. Phase 3 occurs near the end of the course and the appraiser and teacher discuss the following:

- Progress throughout the year
- Quality of the SLO
- Expectations for Student Growth
- Monitoring and Adjustments
- Overall student growth using the Targeted Skill Profile, Student Growth Tracker, and the SLO Rating Rubric (See Appendix H).

REFLECTION

Review student growth and consider areas to refine your practice. Based on the data collected from the Body of Evidence and student growth tracker, teachers will reflect on the SLO process, determine students' growth, and self-reflect on lessons learned and their instructional practices.

INITIAL SKILL PROFILE (BASED ON BOY SKILL LEVELS)

Well Below Typical	Below Typical	Typical	Above Typical	Well Above Typical
S1, S9	S2	S3-S8	S10	

TARGET/EXPECTED EOY SKILL LEVELS

Well Below Typical	Below Typical	Typical	Above Typical	Well Above Typical
	S1, S9	S2	S3-S8	S10

ACTUAL EOY LEVELS

Well Below Typical	Below Typical	Typical	Above Typical	Well Above Typical
S1	S9		S2-S8	S10

SELF-REFLECTION GUIDE

- What students met/exceeded growth targets? What made it so successful?
- What students did not meet growth targets? Can you identify where their problems in learning occurred?
- Were there any common characteristics among those who did not achieve the expected growth?
- How did you adjust instruction during the year based on your BOE? Did the changes you made help improve student learning?
- What trends did you determine based on the BOE collected?
- What did you learn about your own pedagogy?
- What would you do differently next time? Would you change the focus, the instructional strategies or the goals set for students? Why or why not?

The lessons learned from this SLO should inform SLOs for the next school year as well as current practices to work towards closing instructional gaps.

SLO T-TESS CROSSWALK – APPENDIX A



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 demonstrate their content knowledge in selecting focus standards and in selecting an approach for delivering instructions of those standards.	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 learn to analyze data and use formative assessments to monitor each student's growth and adjust plans for student instruction and growth.	Phase 1: Student Starting Level	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.	Phase 1: Student Starting Level	2A
1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Teachers consider the character of the discipline and how students can apply it to new situations in planning the content and instructional activity.	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 selections made by the teacher in the SLO process helps teacher differentiate and elicit a good outcome 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.	Phase 2: Progress Check-ins	5B
2.4 Differentiation The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Teachers adjust their instruction based on student input and formative assessment throughout the entire SLO process.	Phase 2: Progress Check-ins	1C

APPENDIX A (cont.)

Dimension	Connection to SLOs	SLO Component	Dimension in Chapter 149
2.5 Monitor and Adjust The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Teachers give consideration to all types of student assessment and feedback for use in developing and implementing and adjusting instruction.	Phase 2: Progress Check-ins	1F
LEARNING ENVIRONMENT			
3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible and efficient classroom.	Teachers identify instructional strategies, selecting evidence-based activities and using all available resources to maximize learning.	Phase 2: Instruction	4B
3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.	Teachers manage student behavior in order to maximize the time spent learning the content.	Phase 2: Instruction	4C
3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.	Teachers create an environment of respect and rapport to effectively convey the learning content and immerse students in the learning content.	Phase 2: Instruction	4A
PROFESSIONAL PRACTICES AND RESPONSIBILITIES			
4.1 Professional Demeanor and Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	Teachers complete each phase of the SLO process with integrity and fidelity, meeting deadlines and providing all documentation as requested.	Entire SLO process	6D
4.2 Goal Setting The teacher reflects on his/her practice.	The process encourages teachers to plan instruction with deliberation and to set growth targets and monitor each student's growth. Reflection is encouraged at all stages and is the basis of immediate changes and opportunity for professional learning.	Phase 2: Progress Check-ins; Phase 3: Reflection	6A
4.3 Professional Development The teacher enhances the professional community.	The SLO process flourishes in collaborative settings. Data, best practice, reflection, and new learning are the hallmarks of teacher	Phase 2: Progress Check-ins	6B
4.4 School Community Involvement The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	SLO initiatives include teachers and community members from the beginning. From this experience, expand their learning circle and their sphere of influence.	Entire SLO process	6C

STUDENT LEARNING OBJECTIVE FORM – APPENDIX B



Student Learning Objectives Form

Teacher Name	<input type="text"/>	Date	<input type="text"/>
School	<input type="text"/>	Appraiser Name	<input type="text"/>
Grade	<input type="text"/>	Subject Area	<input type="text"/>

Step 1: What is the focus for my SLO?

a. Identify the content area for focus in the SLO.

b. What is the SLO skill focus statement for this content area or subject?

c. What led to the decision to focus on this content area and the SLO skill focus?

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.

INITIAL SKILL PROFILE RUBRIC TEMPLATE – APPENDIX C

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. You may wish to describe the average student (middle level or "typical") first, then, the highest performing student ("well above typical"), and the lowest performing student ("well below typical") and finally, complete the in-between levels ("above" and "below typical").

Initial Student Skill Profile		
SLO Skill Focus		
Level	Descriptors	Number of Students in this level
Well above typical		
Above typical		
Typical		
Below typical		
Well below typical		

a. Who will be included in your SLO?

When choosing your class or classes, gather informal data about your students to determine which class or classes is/are most representative of the cross-section of students that you teach.

- Elementary classroom teachers: select your entire class.
- Elementary departmentalized teachers or secondary teachers: identify the targeted class or classes (class, grade and subject).

b. Match your current students to the descriptions in the Initial Student Skill profile.

- List the total number of students at each level in the right hand column above, and
- Record the level for each individual student on the Student Growth Tracker.
- Check here when both tasks are complete:

c. What student work did you use to map students to the Initial Student Skill Profile?

TARGETED SKILL PROFILE RUBRIC TEMPLATE

– APPENDIX D

Step 3: What are my expectations for these students?

- a. Use information about how students mapped to the Initial Student Skill Profile to describe how, as a whole, students are expected to progress. In other words, what are your expectations for 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 students' performance at the end of the interval. For example, the description at the middle level describes what you expect of the typical student at the end of the interval.

Targeted Student Skill Profile	
SLO Skill Focus	
Level	Expectations
Well above typical	
Above typical	
Typical	
Below typical	
Well below typical	

- b. Use available data on your current students (e.g., attendance, grades in relevant courses, early student work, prior testing data, etc.) along with each student's description on the Initial Student Skill Profile to establish a target for each individual student covered in the SLO. Record these targets on the Student Growth Tracker.

Check here when complete:

- c. What evidence will you use to establish students' skill levels at the end of the interval? Describe the measures to be used and how they are aligned with the skills identified in the SLO.

SLO SUCCESS CRITERIA – APPENDIX E



Student Learning Objectives 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 of the SLO. In addition, teachers are encouraged to use this tool as a guide to improve the quality of their SLOs as they are crafting them.

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 improve the teacher's practice (teacher dependent) 5) The skills captured are clearly defined and appropriately focused (teacher dependent) 	
Initial Skill Profile	
<ol style="list-style-type: none"> 1) Articulates skills for the beginning of the year 2) Differentiates between levels 3) Descriptors align to skill statement (potentially through subskills) 4) Can be assessed in multiple ways 5) Specific to the teacher's experience and expectations (teacher dependent) 	
Targeted Skill Profile	
<ol style="list-style-type: none"> 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 (teacher dependent) 6) Reflects high, yet reasonable, expectations for student growth (teacher dependent) 	
Plan, Monitor, Collaborate	
<p>Plan</p> <ol style="list-style-type: none"> 1) Considers highest and lowest performing students in planning 2) Challenges all students regularly <p>Monitor</p> <ol style="list-style-type: none"> 1) Assesses student progress on SLO at least twice per semester 2) Assessments are aligned to SLO in content and rigor 3) Adjusts pedagogy and lesson plans based on assessment results <p>Collaborate</p> <ol style="list-style-type: none"> 1) In alignment with district and campus expectations for collaboration 	

SLO PHASE 1 SUMMARY TEMPLATE – APPENDIX F

1. SLO Skill Statement	
STUDENT LEARNING OBJECTIVE	
SLO Skill Statement (What will the student learn & do)	
Interval of Instruction	
Explain and justify why you chose this SLO skill statement.	
2. Student Population a. Teacher explains and shares justification for the SLO skill statement.	
STUDENT POPULATION	
Total students taught this period	
Describe your student population and why you selected them for this SLO.	
3. Standards a. Teacher shares the foundational skill and its alignment to the focus statement.	
STANDARDS	
Course	
Which course standards are you selecting?	
Why are you selecting these standards?	
4. SLO Assessment a. Teacher creates a pre- and post-assessments with a rubric or scoring guide b. An SLO statement requires pre- and post-assessments. An assessment must have various levels of the depth of knowledge and a grading rubric.	
SLO ASSESSMENT	
Provide a grading rubric	
What resources were used to create the assessment?	
Provide the assessment specification table completed.	
1. SLO Growth Target a. Teacher identifies the target population for the SLO based on the needs of the students. b. Teacher shares implementation and on how students will be guided throughout the interval of instruction towards growth c. A growth target indicates a level of mastery for each student. To determine student growth, educators may use a formula. Each student should have an individualized growth target. This must contain expected and exceeds growth targets.	
SLO Growth Target	
What is the target population?	
What is the instructional learning plan for this SLO?	

STUDENT GROWTH TRACKER – APPENDIX G



Student Growth Tracker							
Teacher:							
Course:							
Student Name	Initial Student Skill Profile Level	Targeted Student Skill Profile Growth Goal	Progress Check-in #1	Progress Check-in #2	Progress Check-in #3	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1	---	---				---	---
2	---	---				---	---
3	---	---				---	---
4	---	---				---	---
5	---	---				---	---
6	---	---				---	---
7	---	---				---	---
8	---	---				---	---
9	---	---				---	---
10	---	---				---	---
11	---	---				---	---
12	---	---				---	---
13	---	---				---	---
14	---	---				---	---
15	---	---				---	---
16	---	---				---	---
17	---	---				---	---
18	---	---				---	---
19	---	---				---	---
20	---	---				---	---
21	---	---				---	---
22	---	---				---	---
23	---	---				---	---
24	---	---				---	---
25	---	---				---	---
26	---	---				---	---
27	---	---				---	---
28	---	---				---	---
29	---	---				---	---

SLO RATING RUBRIC – APPENDIX H

SLO RATING RUBRIC	
DISTINGUISHED	<p>All or most of the following have been accomplished</p> <ul style="list-style-type: none"> • Teacher has crafted a high quality SLO • Teacher has set student growth goals that reflects high expectations for students • Teacher has consistently monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustment to strategies, as needed • All or almost all students demonstrated targeted growth • Most students exceeded targeted growth
ACCOMPLISHED	<p>All or most of the following have been accomplished</p> <ul style="list-style-type: none"> • Teacher has crafted a quality SLO • Teacher has set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made adjustment to strategies, as needed • Most students demonstrated targeted growth • Some students exceeded targeted growth
PROFICIENT	<p>All or most of the following have been accomplished</p> <ul style="list-style-type: none"> • Teacher has crafted a quality SLO • Teacher as set student growth goals that reflect high expectations for students • Teacher has monitored student progress, collected data, reflected on his or her pedagogy, and made some adjustments to strategies • Most students demonstrated targeted growth
DEVELOPING	<p>All or most of the following have been accomplished:</p> <p>Teacher has crafted an adequate SLO Teacher has set growth goals that reflect adequate expectations for 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 Some students demonstrated targeted growth</p>
IMPROVEMENT	<p>Few or none of the following have been accomplished:</p> <p>Teacher has crafted an adequate SLO Teacher has set student growth goals that reflect adequate expectations for 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 Some students demonstrated targeted growth</p>

SLO FOCUS QUESTIONS – APPENDIX I

		FOCUS TOPIC	FOCUS QUESTION
PHASE 1	STEP 1	SLO AREA OF FOCUS	<ul style="list-style-type: none"> Based on my historical data, what do I struggle to teach well?
		FOUNDATION SKILL	<ul style="list-style-type: none"> What is the foundational skill to focus on for this SLO and why should I focus on this skill?
		STUDENT POPULATION	<ul style="list-style-type: none"> Who are my students and where are they with this SLO?
		VALUE OF SLO	<ul style="list-style-type: none"> Is this SLO the most valuable for my students?
	STEP 2	LEARNING CONTENT	<ul style="list-style-type: none"> What do I expect my students to know, learn, and be able to do?
		INSTRUCTIONAL STRATEGY PLANNING	<ul style="list-style-type: none"> How will I ensure that I guide students towards growth?
		ASSESSMENT	<ul style="list-style-type: none"> How will we know if they have learned?
	STEP 3	SKILL STATEMENT	<ul style="list-style-type: none"> Is the skill statement focused on the standards that represent an identified need?
		STUDENT POPULATION	<ul style="list-style-type: none"> Is the skill statement appropriate for the grade level/subject area/student population?
		STANDARDS	<ul style="list-style-type: none"> •Is the objective aligned to the standards (TEKS)?
		SLO PRE –AND -POST ASSESSMENT	<ul style="list-style-type: none"> Do the assessment have various levels of questions to ensure equity to demonstrate growth for all students?
		TARGET GROWTH	<ul style="list-style-type: none"> What is the growth target for each student?
PHASE 2	STEP 4	TEACH & TARGET	<ul style="list-style-type: none"> •Is the instructional strategy plan helping student meet their target needs? •How am I monitoring progress on the SLO? •How can I scaffold my SLO into my lessons throughout the interval of instruction? •What professional development would help me achieve my goals?
		MONITOR & ADJUST	<ul style="list-style-type: none"> Have students met or progressed towards the learning targets? What do I do if they do not? •Do I have multiple ways and opportunities for my students to demonstrate their understanding of the objective? •Have I identified ongoing checkpoints during the interval of instruction?
PHASE 3	STEP 5	ACTUAL GROWTH	<ul style="list-style-type: none"> Have I determined a post-instruction score for all student in the SLO? •Have I entered the post-instruction scores for all students included in the SLO? •What is the evidence of student growth? •Was my data submitted on time?
		REFLECTION	<ul style="list-style-type: none"> What have I learned and have my students grown through this process?

REFERENCES

Texas Education Agency, (2018). ISP Example: 7th Grade Science. https://texasslo.org/Resource_files/trainers/Improved_ISPs.pdf

Texas Education Agency, (2020). Orientation Materials Student Learning Objectives. <https://texasslo.org/Orientation>

Texas Education Agency, (2020). Student Learning Objectives. <https://texasslo.org/>

Texas Education Agency, (2020). Student Learning Objectives. <https://texasslo.org/SLOProcess>

Texas Education Agency, (2017). Student Learning Objectives Form. https://texasslo.org/Resource_files/resources/SLO_Form.pdf

Texas Education Agency, (2018). Student Learning Objectives Implementation Guide for Teachers. https://texasslo.org/Resource_files/resources/SLO_Teacher_Guide.pdf

Texas Education Agency, (2020). SLO Process Overview. https://texasslo.org/Resource_files/resources/SLO_Process_Overview.pdf

Texas Education Agency, (2018). Student Learning Objectives. SLO Rating Rubric. https://texasslo.org/Resource_files/resources/SLO_Rating_Rubric.pdf

Texas Education Agency, (2018). Student Learning Objectives Success Criteria. https://texasslo.org/Resource_files/resources/SLO_Success_Criteria.pdf

Texas Education Agency, (2018). Student Learning Objectives Teacher Orientation PowerPoint Presentation. https://texasslo.org/Resource_files/orientation/SLO_Teacher_Orientation.pptx

Texas Education Agency, (2020). Teacher Incentive Allotment Student Learning Objectives Power Point Presentation (Updated August 10, 2020).

Texas Education Agency, (2018). Teacher Orientation Manual Student Learning Objectives. https://texasslo.org/Resource_files/orientation/Teacher_Orientation_Manual.pdf