SLOs and Evidence-Based Teacher Evaluations

Increasing Student Achievement, Advancing Teacher Practice

COMMUNITY TRAINING AND ASSISTANCE CENTER

The Community Training Assistance Center (CTAC) is part of the Mid-Atlantic Comprehensive Center. CTAC is a national, minority-controlled, nonprofit organization with a demonstrated record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher effectiveness, and organizational capacity, and is available via the following contact information:

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Generating Evidence

Throughout the SLO process, principals have many opportunities to collaborate with teachers in support of student and teacher goals. These conversations provide important evidence of a teacher's practice that helps evaluators both assess and support teacher growth needs. What follows is a list of sample prompts sequenced by SLO phase that have proven effective in generating evidence of teacher practice.

Preparation
Typically August and September (or start of year)

- How prepared do you feel to begin SLO development?
- What connections are you seeing in the SLO process to other initiatives?
- How do you plan to complete SLO development?
- With whom do you plan to collaborate during SLO development?
- What supports can help inform SLO development?

Development
Typically September and October (or beginning of course)

- On which standards do you plan to focus?
- Why are the selected measures the best measures of student learning?
- How do the student growth targets reflect sufficient rigor?
- What evidence supports the identified instructional strategies?
- What supports do you anticipate needing during SLO implementation?

Implementation
Typically October through May (during the course of instruction)

- How are students progressing towards their targets?
- How effective are you finding the instructional strategies with students?
- How are professional development activities supporting the SLO?
- How are SLO discussions incorporated into existing professional dialogue?
- What supports might help continue to advance your practice and student learning?

Results Analysis
Typically May through June (or just before course's end)

- How did students perform compared to your expectations?
- To what do you attribute the success of students meeting or exceeding their targets?
- To what do you attribute the lack of success for students who did not meet their targets?
- How might you approach your next SLO in light of this year's SLO(s)?
- What supports would help you advance your practice?

Collecting Evidence

Multiple aspects of the SLO process afford evaluators the opportunity to collect evidence of teacher practice. While a connection to each component of *The Framework for Teaching* can be made, the key opportunities are described below to help evaluators more efficiently gather evidence.

The Framework for Teaching (FfT) Domain	Typical Location of Key SLO-Related Evidence (Component-specific alignments to *FfT* are found in parenthesis.)
Domain 1: Planning and Preparation	In the developed SLO: ▪ Data Review & Baseline Evidence (1b, 4b) ▪ Learning Content (1a) ▪ Target (1c) ▪ Evidence of Growth (1f) ▪ Rationale (4a) ▪ Strategies (1a)
Domain 2: Classroom Environment	In the classrom: ▪ Students engaged in critical content (2b, 2d) ▪ Instructional goals clearly understood and tied to the SLO (2b) ▪ Space arranged to facilitate deep exploration of the content (2e)
Domain 3: Instruction	In the classroom: ▪ Teachers providing feedback to students (3a) ▪ Students engaged in critical content (3c) ▪ Formative assessmetns measuring SLO progress (3d) In professional conversations: ▪ Teachers collaborate to discuss SLO progress and better meet student needs (3e)
Domain 4: Professional Responsibilities	In the developed SLO: ▪ Teacher Professional Development and Support (4e) In professional conversations: ▪ Teachers collaborate to discuss SLO progress and better meet student needs (4c, 4d) In the completed SLO: ▪ Accurate and completed SLO documentation (4b, 4f) ▪ Reflection on results (4a, 4e) ▪ Identifcation of growth areas for next year/cycle (4e)

Discussing Evidence

Before making final analyses and judgments, evidence from the multiple measures of SLOs and observational data need to be discussed with educators. When using multiple measures to make determinations, several possibilities arise and evaluators should be prepared for each.

Multiple measures corroborate findings

Sometimes multiple measures yield the same or similar findings. When this occurs for one or more areas of practice, consider discussing the following:

- Do you feel the multiple measures accurately portray your practice? Why or why not?
- Do you agree more strongly with one of these measures? Why or why not?
- Do you expect these measures to yield similar findings next year? Why or why not?

Multiple measures contradict findings

Sometimes multiple measures yield different findings. When this occurs for one or more areas of practice, consider discussing the following:

- Why do you believe these measures yielded different findings?
- Do you agree more strongly with one of these measures? Why or why not?
- Are there additional measures or clarifications that should be incorporated?

One measure fills a gap of another measure

It may be that only one measure exists for one or more areas of practice. When this occurs, consider discussing the following:

- Are there additional measures or clarifications that should be incorporated?
- How well do you believe the single measure portrays your practice? Why?
- How might we look forward to next year at providing additional measures for this area?

Note that the suggested discussions above should be rooted in evidence. This evidence may be more empirical in nature, such as student outcomes, or written rationales; however, teacher beliefs and judgment are just as much—if not more so—vital to include in the professional conversations.

Additional Resources

Visit the CTAC website for a sample *SLO Tool for School Leaders* that articulates key leadership practices proven to help improve SLO processes at the school level.
(http://www.ctacusa.com/wp-content/uploads/2013/11/SLOToolforSchoolLeaders.pdf)