**SLO Module A: Reflective Practice from a Previous SLO**

**Overview:** This module is intended to provide time for your teachers to reflect on the results of their SLO and how well their strategies impacted student growth. It also provides time for a data based discussion about impactful standards and how to assess them in a meaningful way. Additionally, this module focuses on reflecting on the results and SLO process instead of considering recycling an SLO as is (especially if the data does not reflect the need).

**Rationale:** Reflective practice can be one of the most impactful habits for professional growth. Likewise, the reflective parts of the SLO can have the most impact on future instruction. This module gives the time we don’t always take reflect.

**Materials:**

* Computer or device to access MyPGS
* Previous year’s SLO (log into MyPGS and on the right side of the homepage, click on “view archived OR under the *My Plans* tab, click on “view Archived”)
* Reflective PLC Practice Handout (this list is on the next page)

**Setup:**

The level of formality in this session is up to the facilitator. Will teachers talk through these questions or write out their answers? How will responses/dialogue be shared?

The timeframe and structure is flexible. Perhaps you’ll want your entire staff in a computer lab or maybe it’s best for them to work with their grade/department level teams in different classrooms.

**A note on the Reflective PLC Practice Handout (next page)**

Each question has teachers look at their data and reflect on how the students did and what could be improved based on evidence.

**Reflective PLC Practice Handout**

**“How did students perform relative to your expectations?”**

* Based on the culminating assessment, \_\_\_\_\_\_\_\_% of my students made their growth targets. This aligns/does not align to my expectations because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Could be based on formative assessment(s), instructional strategies supporting the learning content, anecdotal data, etc.)

**“To what do you attribute these outcomes, both those reaching and not reaching their targets?”**

* Students who reached their targets did so because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Could be due to targeted instruction, specific instructional strategy, referencing culminating assessment to drive instruction, etc.)
* Students were unable to reach their target because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Could be due to instruction not aligning to culminating assessment, instructional strategy not supporting learning content, student attendance, etc.)

**“Looking back, how would you modify your approach, assessment and/or content for this SLO?”**

* Based on my students’ results, I would change \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_.
* Based on my students’ results, I would continue \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.

**Look back at the Results Analysis Phase and the comments left by your administrator.**

* How will you use these comments to improve/change instruction?

**Access any data that you have available on your current students (MAP, Infinite Campus Attendance and Grades, BIG, AIMS, IEP, etc.)**

* Can you identify any areas of need from the data you have available?