



SLO Evaluation Conversation

Grades preK-12

Phase 1:
SLO Approval

Questions, Notes and Rationale from the Evaluator Perspective

Evaluator Speaking: _____	Teacher Speaking: _____
Joint Discussion	

Phase 1 - SLO Development and Approval Meeting

Meeting Opening

Prompts	Evaluator's Notes and Clarification:
Evaluator Acknowledges Teacher's Time	
Ex: "Thank you for meeting with me today..."	
Evaluator sets a Positive Tone	
Ex: "I am excited about...(learning of your technique...digging into this group of student's needs...)"	

SLO & Professional Growth: Discussion

Prompts	Evaluator's Notes and Clarification:
Evaluator asks Teacher's AIM/professional goals for SLO process	<i>Prompts for clarification: Can you elaborate on that? Can you give me an example? What did you mean by....? How would you like to use this information to become a more exceptional teacher?</i>
"What are your professional goals? How does the SLO help you to reach those goals this year? What professional development and/or resources are needed to meet these goals?"	

<p>Evaluator asks Teacher about Assessment Tool(s)</p>	<p><u>Prompts for clarification:</u> Tell me how this is an authentic assessment for your classroom. Does this assessment have questions at multiple levels of cognitive demand? Why did you choose the format of [multiple choice/performance/constructed response] for this assessment? How is this rubric a reliable (repeatable) tool? Why do you believe this is a valid measure of student learning?</p>
<p>Ex: “Tell me about how you are going to measure growth on that learning goal? What assessment tools will you be using to measure and monitor learning?”</p>	
<p>Teacher describes and shares assessment set for measuring growth.</p>	<p><u>Notes on Assessment Choice:</u></p>
<p>Evaluator transitions to the Growth Goal Element of the SLO</p>	<p><u>Prompts for clarification:</u> Why did you choose this method of grouping students? Do you believe this goal is rigorous and why? Is this goal equally rigorous for all students? Do you believe your goal is supported by historical data?</p>
<p>Ex: “Explain your rationale for this growth goal...”</p>	
<p>Teacher reflects on their own SLO Growth Goal</p>	<p><u>SLO Growth Goal:</u></p>

Teacher states personal or professional goal(s) within the SLO process	Teacher's' SLO Process Aims:
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Re-state and Reflect Discussion for Clarification

Prompts	Evaluator's Notes and Clarification:
Evaluator paraphrases teacher's SLO Learning goal and Process AIM(s)	<i>Prompts for Evaluator AIMS: Consider alignment to SIP plan and school-wide improvement goals, consider PD plans for year and how you can support staff...</i>
"Your learning goal is [...] and by the end of this process you would like to [...]"	
Evaluator states their goal in the SLO process.	
"That is helpful. For me, I would like see [Evaluator aims]..."	

SLO Strength/Weakness: Discussion

Prompts	Evaluator's Notes and Clarification:
Evaluator focuses on elements of the SLO that are well done or strengths .	<i>Prompts for clarification: What elements are you most proud of? Why did you choose this assessment set? Why is this learning goal important/meaningful for your curriculum and your students?</i>
Ex: "Talk a little about your SLO. What do you think is a strength about this SLO?"	
Teacher Reflects on their own SLO goal positives	<u>SLO Reflection (positives):</u>

<p>Evaluator paraphrases teacher reflection. Evaluator focuses on elements of the SLO that are well done. Be Concrete and specific</p>	<p><u>Prompts for clarification:</u> What areas do you suspect we may need to re-discuss at the midpoint? Are there any groups/tiers student with goals that you felt unsure about?</p>
<p>Ex: "In addition to what you mentioned, I noticed [...]" "I especially like how you [...]"</p>	
<p>Evaluator transitions conversations to reflection of elements of difficulty or weakness.</p>	
<p>Ex: "What are some areas of this SLO you are not as confident about?"</p>	<p><u>SLO Reflection (challenges):</u></p>
<p>Evaluator paraphrases teacher's challenges</p>	
<p>Ex: "It sounds like what's most challenging to you is [...], is that right?"</p>	<p><u>Prompts for clarification:</u> Can you elaborate on that? Can you give me an example? What did you mean by....?</p>
<h2 style="background-color: #800000; color: white; padding: 5px;">Improving the SLO: Discussion</h2>	
<p>Prompts</p>	<p>Evaluator's Notes and Clarification:</p>
<p>Evaluator and teacher work together generating ideas for addressing teacher's challenges</p>	<p><u>Plan to Address Challenges:</u></p>
<p>Ex: "Let's approach these challenges one by one. Let's start with [...]. What do you think about [suggestion]?"</p>	
<p>Evaluator offers ideas on other opportunities for SLO improvement grounded in evidence</p>	
<p>Ex: "I am noticing [specific section of the SLO]. Help me understand what is happening here. What do you think about trying [idea]?"</p>	



Teacher and Evaluator review opportunities for improving SLO and make next step plans	<u>Plan to Improve SLO:</u>
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Positive Closure	
Prompts	Evaluator's Notes and Clarification:
Evaluator asks teacher if conversation was helpful	<i><u>Prompts for clarification:</u> What additional resources can I provide for you in this process?</i>
<i>Ex: "Did this conversation help you feel more confident in your SLO goal..."</i>	
Teacher gives feedback to Evaluator	<u>Teacher Feedback:</u>
Evaluator makes final statement about SLO and recognizes progress. <i>Evaluator must approve SLO "as is" or set date for revisions.</i>	
<i>Ex: "Thank you for your hard work in this process. Your SLO is really coming along..."</i>	
Teacher final comments	<u>Additional Comments:</u>