STUDENT LEARNING OBJECTIVES

SLO Tool for School Leaders

The purpose of the SLO Tool for School Leaders is to provide principals and their evaluators a way to systematically and consistently interpret the actions principals take as they relate to the SLO process. This tool provides a focused SLO lens for the various ISLLC connection points and links to principal performance rubrics.

	Preparation	
	(Typically June-September)	
ISLLC Standard & Function	**Topic(s)**	**Principal Actions**
1c, 2e, 3c, 5a	Establishing Effective Structures	Establishes thoroughly and explicitly the following specific SLO structures which streamline SLO processes for teachers: ▪ Initial training ▪ Submissions ▪ Administrative reviews and conferences ▪ Modifications ▪ Approvals ▪ Completion and results analysis ▪ Communication and updates ▪ Progress monitoring ▪ Ongoing support
1c, 2g, 5a	Scheduling Strategically	Develops the master schedule: ▪ Considers SLO implications when developing the master schedule
1a, 2b, 2c, 5e	Alignment and Tone-Setting	Reflects and collaboratively makes plans for the teachers' SLOs specifying the following: ▪ Alignment of school goals to district priorities and goals ▪ Alignment across school vision, mission, and beliefs ▪ High expectations for teachers and students ▪ Percent of students to achieve targets
2a, 2f, 3d, 5a	Training of Staff	Trains staff in the State-, district-, and school-established SLO processes ensuring the following: ▪ All affected teachers are trained ▪ District decisions are conveyed ▪ Tone is supportive ▪ Content delivered is accurate ▪ Understanding of participants is strong ▪ School-specific structures are communicated ▪ Expectations are set for high quality SLOs ▪ Communication is clear ▪ Next steps are clear ▪ Support needs assessed ▪ Questions are answered or directed to district

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Development (Typically September-October)		
ISLLC Standard & Function	**Topic(s)**	**Principal Actions**
1c, 2a, 2f, 3b, 3e, 5a, 5b, 5c, 6a	Using Effective Structures	The following is evident for SLO submission: ▪ Provides clarity for due dates and location of resources ▪ Enforces due dates The following is evident for SLO reviews: ▪ Responds in a timely manner ▪ Evaluates critical content ▪ Involves lead teachers and other administrators with consistent reviews ▪ Provides appropriately informative responses The following is evident for SLO conferences: ▪ High expectations ▪ Clarity in format and purpose ▪ Safe HR climate ▪ Transparent reflection ▪ Use of SLOs as entry points for improving practice
1c, 2a, 2f, 3b, 3e, 5a, 5b, 5c, 6a	Using Effective Structures	The following is evident for SLO modifications: ▪ Process for making SLOs is clear ▪ Process for resubmitting SLOs is clear ▪ Rationale for requesting changes is strong and clear The following is evident for SLO approvals: ▪ Approvals are timely ▪ Notification is clear when approved (who, when) The following is evident from SLO planning documents: ▪ Structures are appropriately flexible and adaptable
1a, 2b, 2c, 5e	Teacher Goal-Setting	Ensures SLO elements and goals are developed by teachers and reflect the following: ▪ Attainability ▪ Alignment to district and school goals ▪ Data-informed rationale ▪ High expectations
1d, 2f, 2h, 3b, 3d, 4b, 5a, 5c	Building Capacity	Maximizes time and builds capacity through the following: ▪ Enlisting lead teachers/ administrators in SLO processing while involving himself/herself as well ▪ Analyzing data for SLOs to determine teacher and student needs ▪ Providing professional development to assist in SLO preparation ▪ Organizing needed support for SLO development
1b, 1d, 1e, 3a, 3e, 4a, 5b, 6a, 6b, 6c	Promoting Systems Change	Promotes continuous improvement through the following: ▪ Using and encouraging empirical and perceptual data to inform practice ▪ Contributing relevant suggestions at appropriate opportunities ▪ Requiring all teachers, regardless of effectiveness, to improve practice

Implementation _(Typically October-May)_		
ISLLC Standard & Function	**Topic(s)**	**Principal Actions**
1d, 2f, 2h, 2i, 3b, 3d, 4b, 5a, 5c	Building Capacity	Maximizes time and builds capacity through the following: ▪ Enlisting lead teachers/administrators in SLO monitoring ▪ Analyzing data to determine teacher and student needs as SLOs progress ▪ Providing professional development support for teachers as needed in the SLO progress ▪ Organizing needed support for teachers in the SLO process
1b, 1d, 1e, 3a, 3e, 4a, 5b, 6a, 6b, 6c	Promoting Systems Change	Promotes continuous improvement through the following: ▪ Providing building-level SLO processing suggestions to district decision makers to help refine the process
1c, 1d, 2a, 2b, 2c, 2d, 2f, 2g, 2h, 2i, 3e, 4a, 4d, 6c	Monitoring and Improving Instruction	Monitors and improves instruction by doing the following: ▪ Allocating resources strategically ▪ Assessing teachers and students formatively to ensure learning is occurring ▪ Asking questions about teacher and student progress ▪ Coaching teachers instructionally ▪ Reflecting on depth and breadth of instruction in relation to the SLO learning content ▪ Enlisting community partners
2a, 2c, 4b, 4c, 5c, 6a	Communicating	Maintains ongoing communication about SLOs which includes the following: ▪ Focus on student progress toward SLO goals ▪ Regular updates/meetings about SLO progress ▪ Transparent reflection on SLO progress ▪ High expectations for student targets ▪ Celebration of learning ▪ Probing for challenges to meet SLO goals ▪ Strategies to streamline efforts to assist in SLO completion
2a, 3e, 5b, 5c, 5e, 6c	Conferencing with Teachers	Holds both mid-year and ongoing conversations which include the following: ▪ Clarity in format and purpose ▪ Fair and consistent judgment ▪ High expectations ▪ Safe climate ▪ Use of SLOs as entry points for improving practice
1a, 1b, 1c, 1d, 1e, 2g, 2i, 3a, 3c, 3d, 3e	Integrating SLO Efforts	Establishes SLO discussions seamlessly in the academic context during the following events: ▪ Faculty meetings ▪ Department/team meetings ▪ Classroom observations

Results Analysis *(Typically May-June)*		
ISLLC Standard & Function	**Topic(s)**	**Principal Actions**
1e, 2f, 2i, 3d, 3e, 4a, 5a, 5b, 6b, 6c	Promoting Systems Change and Building Capacity	Promotes effective change and capacity through the following: ▪ Contributes relevant suggestions at appropriate opportunities ▪ Collects and uses SLO outcome data to inform next year's SLOs ▪ Reflects on impact of process for reform (including structures) ▪ Uses data to inform broader instructional decisions
1e, 2a, 2c, 4b, 5b, 5c, 5d, 6b	Communicating	Conveys overall judgment of school implementation to supervisor and staff which reflects the following: ▪ Forward-looking reflection ▪ Data-informed judgments ▪ Staff collaboration
4c	Communicating with Students and Families	Plans communication with families: ▪ Ensures families are aware of how students performed in relation to their SLO targets
2a, 3e, 5b, 5c, 5e, 6c	Conferencing with Teachers	Holds summative conversations with teachers which include SLO results which reflect the following: ▪ Open dialogue about outcomes ▪ Fair judgments of SLO goals ▪ Reflection modeling for learning about SLO outcomes ▪ Coaching for next SLO cycle
1b, 1c, 3d, 5a, 5d, 6c	Ensuring Thorough and Effective Completion	Ensures teachers complete the process as evidenced by the following: ▪ All teachers complete required SLO tasks ▪ Principal-Teacher conferencing has occurred ▪ Lead teachers/Administrators are involved in summative conferences ▪ All needed data is collected by teacher, team, and the school