

Teacher Orientation Manual



**STUDENT
LEARNING
OBJECTIVES**

Table of Contents

SLO Skill Statement Exemplars	1
SLO Skill Statement Samples	2
Teacher Scenarios	3
ISP Examples	5
Practice ISP Examples	7
TSP Examples	11
Practice TSP Examples	13
Big Questions	17
SLO Form - Blank	18
SLO Student Growth Tracker - Blank.....	22
SLO Form - Completed.....	23
Lab Report Rubric	27
SLO Student Growth Tracker - Completed.....	28
SLO Success Criteria	29
SLO Rating Rubric.....	30

SLO Skill Statement Exemplars

5th Grade Science:

Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.

2nd Grade Math:

Students will be able to apply addition and subtraction strategies, with justification, to generate and solve one and two step word problems.

8th Grade ELA:

Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.

SLO Skill Statement Samples

1. 3rd Grade Math - Students will summarize data with multiple categories using a frequency table, dot plot, pictograph, and bar graph with scale intervals. They will also solve one and two step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
2. French I - Students will speak and write responses to questions presenting in French using appropriate vocabulary and grammar when responding to questions about French culture.
3. Culinary Arts 101- Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.
4. Communications - Problem-Solving and Communication – Students will use both written and verbal communication to design and clearly articulate a project plan.
5. US History - Critical Thinking – Students will use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.
6. 8th Grade Science - Investigation and Reasoning – Students will use critical thinking and scientific problem solving to make informed decisions.
7. Advanced Jazz Ensemble - All students are expected to improve their improvisational skills as measured by a rubric, as well as their background knowledge of historical context as measured by a written test.
8. 9th Grade ELA - Students will summarize and draw conclusions using a variety of primary and secondary sources (science, social studies, health, fine arts), documenting with supporting evidence from the texts.

Teacher Scenarios

Teacher 1

A teacher on your campus has completed her school year and begins her summer vacation. She has a number of staff development courses that she plans on attending. After taking a little time to recharge, she begins reviewing her lesson plans from last year. She wants to try a few new things. As she starts planning for the first semester, she tweaks a few things that didn't work as well as she hoped last year and also puts in a few new strategies. She reviews the instructional planning calendar and times out how long each lesson/unit will take. By the time school starts she is feeling quite accomplished with the entire first semester planned out and a solid start on the second semester. She is ready for a new year.

Teacher Scenarios

Teacher 2

As the school year is ending, a teacher on your campus begins her summer vacation. She reflects on her practice from last year and identifies areas where she can grow. She decides to find some professional development offerings to help her grow in her pedagogy. As the summer comes to an end and the new year is fast approaching, she gets out her instructional planning calendar. She also starts looking at ways to assess where her students' skill level will be in the first few weeks of school. While she knows the topic and TEKS she will cover, she is planning the first few days around building the classroom culture and her lessons will focus on getting to know where her students are with the content they will be covering. She has a few ideas of where students typically enter her class but her focus is getting to know her students so that she can plan on making the instruction focus on what the students need. With her first days/week planned with classroom culture and assessment through multiple methods, she is ready for the new year.

ISP Examples 5th Grade Science

SLO - Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.

Initial Student Skill Profile		
Level	Descriptors	Number of Students in this level
Well above typical	Student is able to write a conclusion of their findings using at least two pieces of evidence in their justification.	
Above typical	Student is able to write a conclusion of their findings using one piece of evidence in their justification.	
Typical	Student is able to verbally communicate a valid conclusion using one piece of evidence.	
Below typical	Student is able to identify factual information using one piece of direct evidence but is unable to verbally communicate a conclusion.	
Well below typical	Student has difficulty identifying factual information from one piece of evidence and is unable to verbally communicate a conclusion.	

ISP Examples 8th Grade ELA

SLO - Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.

Initial Student Skill Profile		
Level	Descriptors	Number of Students in this level
Well above typical	Students can summarize the most significant information with informational texts, consistently make accurate inferences, and can often connect inferences with appropriate textual evidence, although written explanation of evidence is often weak or underdeveloped.	
Above typical	Students can summarize the most significant information with informational texts and often make accurate inferences, although they struggle to connect inferences with appropriate textual evidence.	
Typical	Students can comprehend informational texts with consistent success summarizing the most significant information, although students often fail to make accurate inferences.	
Below typical	Students can comprehend informational texts but struggle to summarize the most significant information.	
Well below typical	Students struggle to comprehend informational texts and are generally unable to summarize the most significant information.	

Practice ISP Examples 7th Grade Science

Initial Student Skill Profile		
SLO Skill Focus	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
Well above typical	Student is able to follow directions to complete an experiment independently, answer a series of questions about the outcome of the experiment accurately supporting with evidence from the study, as well as draw reasonable conclusions from the outcome.	
Above typical	Student is able to follow directions to complete an experiment with assistance from the teacher, and answer a series of questions about the outcome of the experiment accurately most of the time, supporting with evidence collected.	
Typical	Student is able to follow directions to complete an experiment with assistance from the teacher and answer a series of questions about the outcome of the experiment accurately most of the time.	
Below typical	Student is able to follow directions to complete an experiment with close supervision from the teacher, and makes an effort to answer questions about the outcome of the experiment, although not always accurately.	
Well below typical	Student has difficulty following directions to complete an experiment with the assistance of the teacher and makes only a minimal attempt to answer questions about the outcome of the experiment.	

Practice ISP Examples Culinary Arts

Initial Student Skill Profile		
SLO Skill Focus	SLO Skill Focus: Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.	
Level	Descriptors	Number of Students in this level
Well above typical	Students have considerable experience with cooking, report often cooking the family meals. STAAR results indicate that students are performing at or above grade level in all subjects.	
Above typical	Students have cooked one or two meals independently. STAAR results indicate that students are performing at grade level in most subjects, with a few above grade level scores.	
Typical	Students have some cooking experience, typically including baking cookies and making breakfast. STAAR results indicate that students are performing at grade level in most subjects.	
Below typical	Students have a little cooking experience, typically assisting family members as they prepare meals. STAAR results indicate that students are performing at grade level in most, although not all courses.	
Well below typical	Students have no cooking experience and STAAR results indicate that students are struggling to meet proficiency levels in most courses.	

Practice ISP Examples French 1

Initial Student Skill Profile		
SLO Skill Focus	SLO Skill Focus: Students will speak and write responses to questions presenting in French using appropriate vocabulary and grammar when responding to questions about French culture.	
Level	Descriptors	Number of Students in this level
Well above typical	Students have had considerable exposure to French and are able to provide correct translations for more than 10 words. Students' reading and writing are above grade level and demonstrate particularly strong skills at using language conventions and reading informational texts.	
Above typical	Students have had some exposure to French and are able to provide correct translations from 6-8 words. Students' reading and writing are at or above grade levels.	
Typical	Students have limited exposure to French and are able to provide correct translations for 3-5 words. Students' reading and writing are at grade level.	
Below typical	Students have no familiarity with French beyond commonly used words such as merci and bonjour, with fewer than 3 words. Students' reading and writing are at or just below grade level.	
Well below typical	Students have no familiarity with French. Students' reading and writing are below grade level.	

Practice ISP Examples 3rd Grade Math

Initial Student Skill Profile		
SLO Skill Focus	SLO Skill Focus: Students will solve one and two-step problems using categorical data and a variety of graphs.	
Level	Descriptors	Number of Students in this level
Well above typical	Students respond accurately to all of the questions, with minimal errors in understanding the graphs, communicating, interpreting and solving.	
Above typical	Students provide answers to some questions with some misunderstandings present in interpreting and communicating data.	
Typical	Students provide partial responses to some questions but responses are minimal and indicate some misunderstandings.	
Below typical	Students provide answers to a few questions, but responses are minimal, indicating clear misunderstandings.	
Well below typical	Student does not provide accurate answers to the questions, clearly misunderstands all the areas of interpreting and communicating data.	

TSP Examples 5th Grade Science

SLO - Students will be able to analyze information from multiple pieces of evidence and justify valid conclusions about their findings in verbal and written communication.

Targeted Student Skill Profile		
Level	Expectations	Number of students in this level
Well above typical	Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence and includes the scientific principle.	
Above typical	Student is able to justify verbally and in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence. Student is able to make a connection using a real world example and the conclusion from their evidence.	
Typical	Student is able to justify verbally and/or in writing an accurate conclusion of the findings using inferred evidence from multiple sources of evidence.	
Below typical	Student is able to justify verbally and/or in writing an accurate conclusion of their findings using isolated facts from one piece of evidence.	
Well below typical	Student is able to justify verbally and/or in writing the conclusion of their findings using isolated facts from one piece of evidence Conclusion may be inaccurate and supported with irrelevant evidence.	

TSP Examples 8th Grade ELA

SLO - Students will be able to draw accurate conclusions supported by appropriate textual evidence from informational texts.

Targeted Student Skill Profile		
Level	Expectations	Number of students in this level
Well above typical	Students can draw accurate conclusions from above grade-level informational texts and support conclusions with optimal evidence that deepens conclusions.	
Above typical	Students can draw accurate conclusions from above grade-level informational texts and support conclusions with appropriate although not always optimal evidence.	
Typical	Students can draw accurate conclusions from grade level informational texts and support conclusions with appropriate although not always optimal evidence.	
Below typical	Students can draw accurate conclusions most of the time from grade-level informational texts and attempt to support conclusions with textual evidence, but the evidence isn't always appropriate.	
Well below typical	Students can draw accurate conclusions some of the time from grade-level informational texts, but don't attempt to support conclusions or, when prompted, support conclusions with inappropriate evidence.	

Practice TSP Examples 7th Grade Science

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.

Practice TSP Examples Culinary Arts

Targeted Student Skill Profile	
SLO Skill Focus	Students will use proper cooking conditions and follow recipes to prepare nutritionally sound meals.
Level	Expectations
Well above typical	Students develop a nutritionally sound plan and prepare all courses of a meal, improving upon recipes with additional flavorings that are appropriate and appealing to the meal. The meal is well-prepared, hygienic techniques are followed, and the meal presentation is appealing and innovative. Meals receive strong praise from diners.
Above typical	Students develop a nutritionally sound plan and prepare all courses of a meal, accurately following recipes, using appropriate hygienic principles, and presenting the meal at the table in a highly appealing manner. All components of the meal are appropriately prepared and the meal is well-received by diners.
Typical	Students develop a nutritionally sound plan and prepare all courses of a meal, accurately following recipes, using appropriate hygienic techniques, and presenting the meal at the table in an appropriate and visually appealing manner. Some components of the meal may be slightly over or under-cooked, but diners report that food is good.
Below typical	Students develop a meal plan that is not nutritionally balanced. All courses of the meal are prepared, with occasional lapses in following recipes as well as several dishes that are over or under cooked making some dishes inedible. Hygiene principles are not consistently followed. Table presentation lacks appeal.
Well below typical	Students can't develop a meal plan, prepare courses of a meal, or follow proper hygiene principles. Table presentation lacks appeal.

Practice TSP Examples French 1

Targeted Student Skill Profile	
SLO Skill Focus	Students will speak and write responses to questions presenting in French using appropriate vocabulary and grammar when responding to questions about French culture.
Level	Expectations
Well above typical	On the final exam, students respond to almost all written and oral questions about culture (presented in French) with French 1 vocabulary words and appropriate grammatical structure, including proper use of the present, past, and future tenses. Few errors are seen in grammatical structure and tense usage. Uses complex sentences in responses, elaborates on responses, and with proper inflection and diction in oral responses.
Above typical	On the final exam, students respond to most written and oral questions about culture (presented in French) with French 1 vocabulary words and appropriate grammatical structure, including proper use of the present, past and future tenses. Few errors are seen in grammatical structure and tense usage, uses complex sentences in responses. A few errors in diction and inflection occur in oral responses.
Typical	On the final exam, students respond to the majority of written and oral questions about culture (presented in French) with French 1 vocabulary words and largely appropriate grammatical structure, including proper use of the present, past and future tenses. Sentences are brief. Oral responses are grammatically correct but diction and inflection are weak.
Below typical	On the final exam, students respond to some written and oral questions about culture (presented in French) with French 1 vocabulary words and occasional errors in word selection. Grammatical structure is weak with occasional errors intense and sentence structure. Oral responses include grammatical, diction, and inflection errors.
Well below typical	On the final exam, students respond inaccurately to many written and oral questions about culture (presented in French) with frequent errors in word selection. Grammatical structure is poor, with misuse of tense, and poor sentence structure. Oral responses are weak, brief and often not in the form of a sentence.

Practice TSP Examples 3rd Grade Math

Targeted Student Skill Profile	
SLO Skill Focus	Students will solve one and two-step problems using categorical data and a variety of graphs.
Level	Expectations
Well above typical	Students can read and interpret a variety of complex data/graph sets independently. They can identify the steps and equations through both visual representation and a mathematical algorithm. They are able to consistently solve multi-step problems without assistance.
Above typical	Students can read and interpret a variety of complex data/graph sets independently. They can identify the steps and equations through both visual representation and a mathematical algorithm most of the time. They are able to consistently solve multi-step problems without assistance.
Typical	Students can consistently interpret a variety of data/graphs with increasing complexity that requires minimal assistance. They can solve one step problems independently by setting up either a visual representation or using a mathematical algorithm but minimal prompting is required for the additional steps.
Below typical	Students are able to interpret simple data/graph sets consistently. They can solve one step problems by setting up either a visual representation or using a mathematical algorithm some of the time. Two step problems require assistance/prompting on the second step some of the time.
Well below typical	Students are able to interpret simple data/graph sets most of the time. More complex graphs/data may require assistance in interpretation. Students can solve simple one step problems using visual representation but may not be able to use a mathematical algorithm. Two step problems require assistance/prompting on the second step most of the time.

6 Big Questions

What is the
focus for my
SLO?

Who are my
students?

How will I
guide these
students
toward
growth?

What are my
expectations
for these
students?

Are students
progressing
toward
targets?

Did students
grow and
what did I
learn from the
process?

Student Learning Objective Form

Teacher Name

Date

School

Appraiser Name

Grade

Subject Area

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.

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

- b. Match your current students to the descriptions in the Initial Student Skill profile.
 - i. List the total number of students at each level in the right hand column above, and
 - ii. Record the level for each individual student on the Student Growth Tracker.
 - iii. Check here when both tasks are complete:

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

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.

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group?

- b. What strategies will you use to monitor progress?

- c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet?

Student Learning Objective Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objective Plan, above.

Teacher Signature		Date of Submission	
Appraiser Review		Decision	Date
		<input type="checkbox"/> Revise and resubmit	
		<input type="checkbox"/> Approved	
Resubmission Date		Appraiser Signature	
Additional Comments		Final Decision	<input type="checkbox"/> Approved

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
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

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.

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?

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.

Step 4: How will I guide these students toward growth? (for use in discussion)

Be prepared to discuss answers to the following questions with your appraiser.

- a. How will you differentiate instruction for those students who are in the highest performing group as well as those who are in the lowest performing group?
- b. What strategies will you use to monitor progress?
- c. Describe your plan for conferencing with your colleagues about student progress. Who will be members of your team and how often will you meet?

Optional Notes

Student Learning Objectives Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objectives Plan, above.

Comments	Decision
	Approved Revise and Resubmit
Teacher Signature	Date
Appraiser Signature	Date

Revision Comments (if required)	Decision
	<input type="checkbox"/> Final Approval
Teacher Signature	Date
Appraiser Signature	Date

Lab Report Rubric – Central Middle School

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Plan and Implementation	Student identified the purpose of the lab and developed a testable hypothesis.	Student identified the purpose of the lab and developed a hypothesis that had to be reworked to be testable.	Student identified the purpose of the lab with some prompting and required assistance to develop a testable hypothesis.	Student could not identify the purpose of the lab even with prompting and was unable to generate a hypothesis even with assistance.
Lab Procedure	Student executed each step of the experimental design independently.	Student executed most steps of the experimental design independently.	Student required assistance to complete the steps of the experimental design.	Student was unable to complete the steps of the experimental design even with assistance.
Data Collection	Student collected all data as directed and developed charts or graphs that were clearly labeled and displayed.	Student collected all data as directed and developed charts or graphs that were either not labeled clearly or not clearly displayed.	Student did not collect all data as directed and charts or graphs were neither labeled clearly nor displayed clearly.	Student did not collect any data or all of the data as directed and charts and graphs were incomplete and labeled unclearly.
Analysis	Student analyzed the data and used those data to provide convincing support for conclusions drawn.	Student analyzed the data and attempted to use those data to provide partial support for conclusions drawn.	Student analyzed the data but did not link the data to the original hypothesis or drew unsupported conclusions from the data.	Student did not analyze the data or did not attempt to draw conclusions from the data.
Report/presentation	Report is well-written, with complete sentences and proper citation of evidence to support findings.	Report is generally clear, with an attempt made to cite evidence to support findings, but lacks some clarity.	Report is incomplete, with some lack of clarity and support for findings.	Significant portions of the report are not submitted, and sections submitted are not clear.

Each row is rated on the 4-point scale, as shown above. A student could earn a total of 20 points on each lab report. Generally, we consider work at the 3 level as acceptable but want all students to reach a level 4.

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 (Midpoint)	Progress Check-in #3	EOY Targeted Student Skill Profile Level	Does the EOY Targeted Student Skill Profile Level represent expected growth?
1	Adam	Well below typical	Typical				...	...
2	Betsy	Above typical	Typical				...	...
3	Caleb	Typical	Typical				...	...
4	Delores	Typical	Typical				...	...
5	Eduardo	Well below typical	Below typical				...	...
6	Fernando	Typical	Typical				...	...
7	Ginger	Well above typical	Above typical				...	...
8	Harold	Typical	Typical				...	...
9	Ignatius	Below typical	Typical				...	...
10	Janice	Below typical	Typical				...	...
11	Kirk	Typical	Above typical				...	...
12	Lamar	Above typical	Typical				...	...
13	Mary Lynn	Below typical	Below typical				...	...
14	Nancy	Typical	Typical				...	...
15	Ophelia	Well below typical	Typical				...	...
16	Penelope	Well above typical	Above typical				...	...
17	Quincy	Typical	Typical				...	...
18	Roger	Well below typical	Typical				...	...
19	Stanley	Typical	Above typical				...	...
20	Thomas	Well above typical	Well above				...	...
21	Ursula	Typical	Typical				...	...
22	Victor	Typical	Typical				...	...
23		...	...				...	...
24		...	...				...	...
25		...	...				...	...
26		...	...				...	...
27		...	...				...	...
28		...	...				...	...
29		...	...				...	...
30		...	...				...	...

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> <p>In alignment with district and campus expectations for collaboration</p>	

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 reflect high expectations for students Teacher has consistently monitored student progress, collected data, reflected on his or her pedagogy, and made successful adjustments 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 adjustments 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 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 some adjustments to strategies Most students demonstrated targeted growth
Developing	<p>All or most of the following have been accomplished:</p> <ul style="list-style-type: none"> 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
Improvement Needed	<p>Few or none of the following have been accomplished:</p> <ul style="list-style-type: none"> 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

Appraiser Comments:

Appraiser Signature: _____

Date: _____

Teacher Signature _____

Date: _____

The table below provides guidance for locating evidence to support evaluation of teachers' effectiveness on the criteria included in the rubric.

Rubric Criteria	Supporting evidence location
Quality of an SLO	Review of the SLO using the SLO Quality Tool
Expectations for students	Steps 3 and 4 on the template and the Student Growth Tracker
Students meeting targeted growth	Completed Student Growth Tracker at the end of the SLO interval