SLO Tool for School Leaders

The purpose of the SLO Tool for School Leaders is to provide school administrators and their evaluators a way to systematically and consistently interpret the actions school administrators take as they relate to the SLO process. This tool provides a focused SLO lens for the various ISLLC and MDILF connection points. SLOs unfold in four phases, with necessary actions embedded into ongoing practices within the school. This tool assists school administrators and their evaluators in determining appropriate timelines for actions during each phase of the process.

	Preparation *(Typically June-September)*		
Topic(s)	**Principal Actions**	**Connections**	
		ISLLC	**MDILF**
Establishing Effective Structures	Establishes thorough SLO structures which streamline SLO processes for teachers including explicit plans for all of the following: ▪ Initial training ▪ Submissions ▪ Administrative reviews and conferences ▪ Modifications ▪ Approvals ▪ Completion and results analysis ▪ Communication and updates ▪ Progress monitoring ▪ Ongoing support		
Scheduling Strategically	Adjusts the master schedule: ▪ Considers SLO implications when revising the master schedule		
Alignment and Tone-Setting	Collaborates with teachers to ensure that teacher' SLOs reflect the following: ▪ Alignment of school goals to district priorities and goals ▪ Alignment across school vision, mission, and beliefs ▪ Alignment with the School Improvement Plan ▪ High expectations for teachers and students ▪ Percent of students expected to achieve targets		
Training of Staff	Trains staff in the 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 are assessed ▪ Questions are answered or directed to district		

Development		
(Typically September-October)		

Topic(s)	Principal Actions	Connections	
		ISLLC	**MDILF**
Using Effective Structures	The following is evident from SLO planning documents: ▪ Structures are appropriately flexible and adaptable ▪ Procedures to develop and seek approval of SLOs are clear		
	The following is evident for SLO development and submission: ▪ Provides clarity for due dates and location of resources ▪ Enforces due dates ▪ Plans time for teachers and principal to develop their SLOs		
	The following is evident for review of and conferencing around SLO drafts: ▪ Responds in a timely manner ▪ Evaluates critical content ▪ Involves lead teachers and administrators with consistent reviews ▪ Provides appropriately informative responses ▪ Sets high expectations ▪ Holds conferences that are clear in format and purpose ▪ Maintains a safe HR environment ▪ Is transparent in reflection on SLO design ▪ Uses SLOs as entry points for improving practice		
	The following is evident for requests for SLO modifications: ▪ Process for making changes to SLOs is clear ▪ Process for resubmitting SLOs is clear ▪ Rationale for requesting changes is strong and clear		
	The following is evident for final SLO approvals: ▪ Approvals are timely ▪ Notification is clear when approved (who, when)		
Teacher Goal-Setting	Ensures teachers are developing SLO elements and goals reflecting the following: ▪ Attainability ▪ Alignment to district and school goals ▪ Data-informed rationale ▪ High expectations		
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		
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)		
Topic(s)	**Principal Actions**	**Connections**	
		ISLLC	**MDILF**
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 ▪ Providing professional development support for teachers ▪ Organizing needed support for teachers		
Promoting Systems Change	Promotes continuous improvement through the following: ▪ Providing building-level SLO processing suggestions to district decision makers to help refine the process		
Monitoring and Improving Instruction	Monitors and improves instruction by doing the following: ▪ Allocating resources strategically ▪ Ensuring that necessary formative data is readily available to teachers in a usable format ▪ Assessing teachers and students formatively to ensure learning ▪ 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		
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		
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		
Integrating SLO Efforts	Establishes SLO discussions seamlessly in the academic context during the following events: ▪ Faculty meetings ▪ Department/team meetings ▪ Classroom observations ▪ School Improvement Team meetings		

Results Analysis *(Typically May-June)*			
Topic(s)	**Principal Actions**	**Connections**	
		ISLLC	**MDILF**
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 ▪ Incorporates SLO outcome data into changes in the School Improvement Plan		
Communicating	Conveys overall judgment of school implementation to supervisor and staff which reflects the following: ▪ Forward-looking reflection ▪ Data-informed judgments ▪ Staff collaboration		
Communicating with Students and Families	Plans communication with families: ▪ Ensures families are aware of how students performed in relation to their SLO targets		
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		
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		