

Grade Chairpersons/Elementary Teacher Leaders

1. Provide next-steps feedback to the teacher of the Grade 4 ELA SLO.
2. Discuss how you would address each of the following school-wide measures scenarios:
 - a. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grades 4. (This grade level is targeted in the School Improvement Plan.)
 - b. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grade 3, 4, and 5. (ELA techniques have been taught to all teachers to incorporate in their classrooms.)
3. Identify how you can help advance the SLO process despite the following potential setbacks:
 - a. School administration is leaving SLOs out of conversations during the year, only looking at whether they are developed and attained.
 - b. A grade level is teaching in a routine and ineffective way for their SLO as evidenced by school formative assessment data.
 - c. The district has not shared training or information to schools this school year, and principals at different sites are sharing conflicting information (e.g., two SLOs required at one site, three at another)

Content/Department Chairpersons/Secondary Teacher Leaders

1. Provide next-steps feedback to the teacher of the Culinary Arts II SLO.
2. Discuss how you would address each of the following school-wide measures scenarios:
 - a. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grades 4. (This grade level is targeted in the School Improvement Plan.)
 - b. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grade 3, 4, and 5. (ELA techniques have been taught to all teachers to incorporate in their classrooms.)
3. Identify how you can help advance the SLO process despite the following potential setbacks:
 - a. The principal holds different expectations of rigor than the assistant principal(s).
 - b. A department has found a way to artificially raise student learning results and is using that to show high gains.
 - c. The district has provided sample annotated SLOs to teachers of some content areas, not others.

MSEA SLO Cadre Leaders

1. Provide feedback you would give to the teacher of either SLO (or both SLOs).

2. Discuss how you would address each of the following school-wide measures scenarios:
 - a. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grades 4. (This grade level is targeted in the School Improvement Plan.)
 - b. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grade 3, 4, and 5. (ELA techniques have been taught to all teachers to incorporate in their classrooms.)

3. Identify how you can help advance the SLO process despite the following potential setbacks:
 - a. School administration does not permit the use of teacher-developed assessments for SLOs.
 - b. Teachers are told what their SLOs will be in terms of standards, assessments, and targets.
 - c. The district is training and supporting SLOs at a low level of quality.

Coaches/Facilitators

1. Provide feedback you would give to the teacher of either SLO (or both SLOs).

2. Discuss how you would address each of the following school-wide measures scenarios:
 - a. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grades 4. (This grade level is targeted in the School Improvement Plan.)
 - b. All teachers in the building have 20% of their evaluation based on results of the ELA scores for students in grade 3, 4, and 5. (ELA techniques have been taught to all teachers to incorporate in their classrooms.)

3. Identify how you can help advance the SLO process despite the following potential setbacks:
 - a. School administration does not permit the use of teacher-developed assessments for SLOs.
 - b. Teachers are told what their SLOs will be in terms of standards, assessments, and targets.
 - c. The district is training and supporting SLOs at a low level of quality.