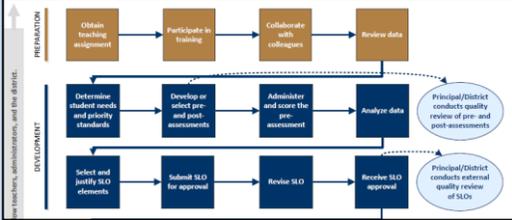
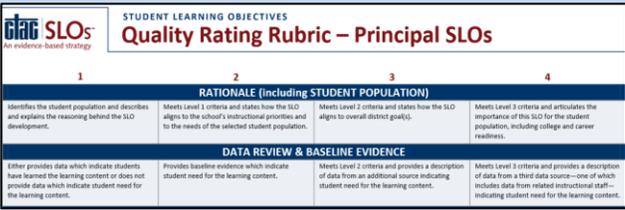
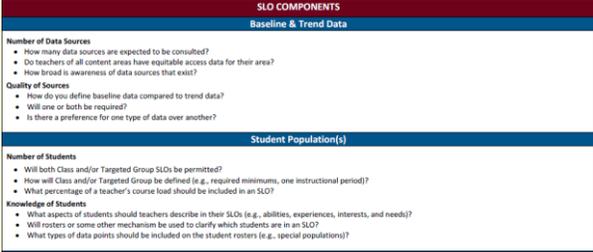
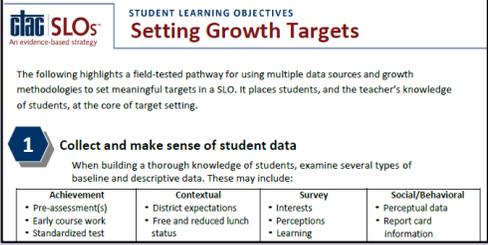
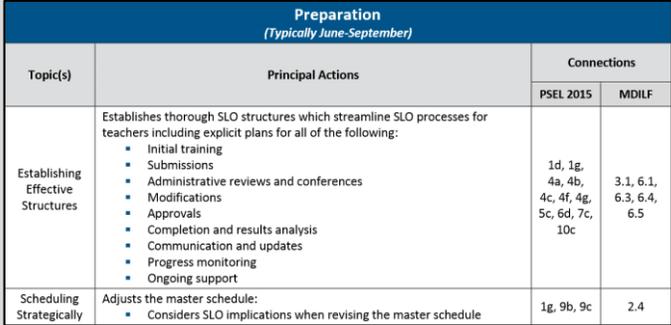
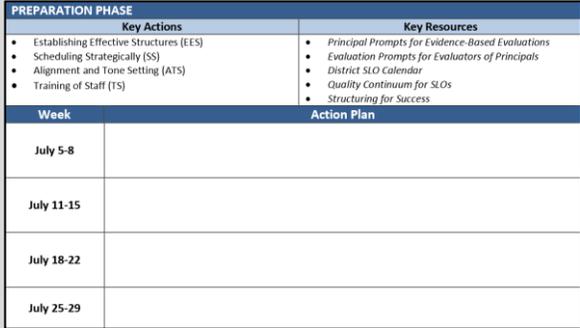
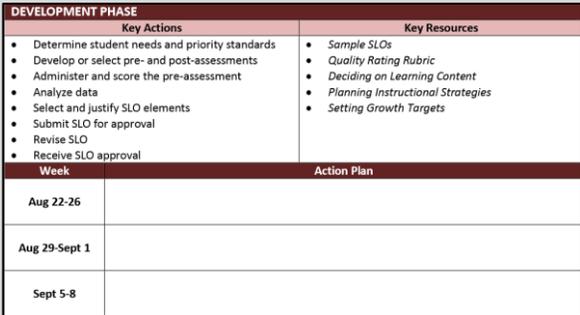
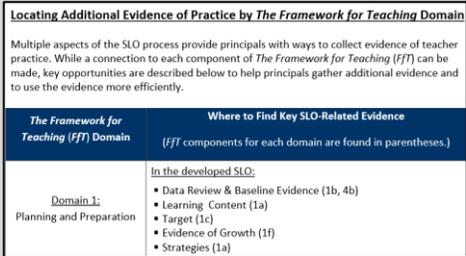


<b>Core</b>	<p><b>SLO Research Excerpts</b></p> <p>These documents provide excerpts from the executive summaries from <i>Catalyst for Change, It's More than Money</i>, and <i>Change in Practice</i>.</p>	 <p>Denver SLO Research from Denver and Charlotte Excerpts from Catalyst for Change and It's More than Money</p> <p>Highlighted below are CTAC's analyses, findings and recommendations. All of the recommendations are crafted to meet the standard of increasing the manageability, fairness and sustainability of Pay for Performance. The report also examines the national implications of Denver's Pay for Performance pilot. The issues are complex and multi-faceted, and are discussed in full detail in the chapters of the report.</p> <p><b>A. Primary Findings</b> Impact on Student Achievement</p>																																			
	<p><b>Sample Process Phases in Action</b></p> <p>This resource details important steps educators take in the SLO process clustered into phases. These phases typically span an entire course length (e.g., year, semester).</p>	 <p>Diagram showing the SLO process phases: PREPARATION (Obtain teaching assignment, Participate in training, Collaborate with colleagues, Gather data) and DEVELOPMENT (Determine student needs and priority standards, Develop and select pre- and post-assessments, Administer and score the pre-assessment, Analyze data, Select and justify SLO elements, Submit SLO for approval, Review SLO, Revise SLO approval). Includes callouts for Principal/District quality review of pre- and post-assessments and quality review of SLOs.</p>																																			
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	<p><b>Challenges to SLO Implementation (completed and blank)</b></p> <p>This resource provides various challenges that could and often do arise in the SLO process. The document is structure by the four phases of the SLO process, so that advanced planning can help mitigate challenges to the great extent possible.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Possible Challenge</th> <th style="width: 50%;">Possible Solution</th> </tr> </thead> <tbody> <tr> <td>1. What would you do if district decisions are not understood by teachers and principals?</td> <td>Communicate district processes and decisions in writing via multiple methods (email, website, etc.). Verbal communications are easily misunderstood and misinterpreted. All communications should be archived and readily available, and ideally electronically posted. You can expect to be challenged if the field perceives mixed messages.</td> </tr> <tr> <td>2. How can issues be avoided like: dropped classes due to enrollment issues, teachers not returning to school, additional teachers added, and additional courses offered when the master schedule is not settled by the start of school?</td> <td>Create a deadline schedule to accommodate these issues. It may be necessary to wait for a month for complete resolution of student population. Clarify schedules as early as possible.</td> </tr> <tr> <td>3. What would you do to avoid having principals not being trained by the start of school?</td> <td>A simple step is to train principals in the summer before school starts. As an ongoing better practice, embed training in regularly scheduled principal and assistant principal meetings.</td> </tr> </tbody> </table>	Possible Challenge	Possible Solution	1. What would you do if district decisions are not understood by teachers and principals?	Communicate district processes and decisions in writing via multiple methods (email, website, etc.). Verbal communications are easily misunderstood and misinterpreted. All communications should be archived and readily available, and ideally electronically posted. You can expect to be challenged if the field perceives mixed messages.	2. How can issues be avoided like: dropped classes due to enrollment issues, teachers not returning to school, additional teachers added, and additional courses offered when the master schedule is not settled by the start of school?	Create a deadline schedule to accommodate these issues. It may be necessary to wait for a month for complete resolution of student population. Clarify schedules as early as possible.	3. What would you do to avoid having principals not being trained by the start of school?	A simple step is to train principals in the summer before school starts. As an ongoing better practice, embed training in regularly scheduled principal and assistant principal meetings.																											
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<b>Quality</b>	<p><b>Annotated Sample SLOs</b></p> <p>These documents provide SLOs with annotations to highlight features – good and in need of improvement – in an SLO.</p>	
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	<p><b>Deciding on Learning Content</b></p> <p>This document is designed to guide a teacher's SLO development specifically with regard to the element of learning content. It contains a four-step protocol thinking through this important element and an example for how a teacher might engage in this protocol.</p>	
	<p><b>Planning Instructional Strategies</b></p> <p>This resource guides the developer of an SLO through the important thinking processes associated with teacher growth strategies. This resource supports an educator to develop the SLO at a high quality.</p>	

	<p><b>Setting Growth Targets</b></p> <p>This document is intended to assist practitioners in the setting and reviewing of student growth targets in an SLO model. It lays out a suggested three-step pathway and provides an example for applying these steps.</p>	
<p><b>Leadership</b></p>	<p><b>SLO Tool for School Leaders</b></p> <p>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 PSEL 2015 and MDILF connection points.</p> <p>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.</p>	
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	<p align="center"><b>Evaluation Prompts for Evaluators of Principals</b></p> <p>This document provides evaluators of principals with prompts and guidance to generate, link, and integrate multiple measures of principal practice.</p>	<p align="center"><b>Linking Evidence to Maryland's Instructional Leadership Framework</b></p> <p>Multiple aspects of the SLO process provide principal evaluators with ways to collect evidence of principal practice. While a connection to each outcome of the <i>Maryland Instructional Leadership Framework (MDILF)</i> can be made, key opportunities are described below to help principal evaluators gather additional evidence and to use the evidence more efficiently.</p> <table border="1"> <thead> <tr> <th>Maryland Instructional Leadership Framework Outcome</th> <th>Where to Find Key SLO-Related Evidence (Specific evidence in practice for each outcome is found in parentheses.)</th> </tr> </thead> <tbody> <tr> <td>Outcome 1: Facilitate the Development of a School Vision</td> <td> <ul style="list-style-type: none"> <li>Communications: Expectations for aligning SLOs to school vision (1.2, 1.4)</li> <li>Plans: Use of resources to support SLO implementation (1.4)</li> <li>Reflections: Use of SLO data to monitor progress toward vision (1.3)</li> </ul> </td> </tr> <tr> <td>Outcome 2: Align All Aspects of a School Culture to Student and Adult Learning</td> <td> <ul style="list-style-type: none"> <li>Communications: Expectations for aligning SLOs to SIP (2.4)</li> <li>Conversations: Examples of raising the rigor of teachers' SLOs (2.2)</li> <li>Plans: Strategy for enlisting administration and teacher leaders (2.5)</li> </ul> </td> </tr> <tr> <td>Outcome 3: Monitor the Alignment of Curriculum, Instruction, and Assessment</td> <td> <ul style="list-style-type: none"> <li>Conversations: Examples of improved SLO element changes (3.1, 3.3, 3.4)</li> <li>Feedback: Feedback to teachers on their instruction (3.1, 3.3, 3.4)</li> <li>Reflections: Comparing SLO data to other student learning data (3.3, 3.4)</li> </ul> </td> </tr> </tbody> </table>	Maryland Instructional Leadership Framework Outcome	Where to Find Key SLO-Related Evidence (Specific evidence in practice for each outcome is found in parentheses.)	Outcome 1: Facilitate the Development of a School Vision	<ul style="list-style-type: none"> <li>Communications: Expectations for aligning SLOs to school vision (1.2, 1.4)</li> <li>Plans: Use of resources to support SLO implementation (1.4)</li> <li>Reflections: Use of SLO data to monitor progress toward vision (1.3)</li> </ul>	Outcome 2: Align All Aspects of a School Culture to Student and Adult Learning	<ul style="list-style-type: none"> <li>Communications: Expectations for aligning SLOs to SIP (2.4)</li> <li>Conversations: Examples of raising the rigor of teachers' SLOs (2.2)</li> <li>Plans: Strategy for enlisting administration and teacher leaders (2.5)</li> </ul>	Outcome 3: Monitor the Alignment of Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> <li>Conversations: Examples of improved SLO element changes (3.1, 3.3, 3.4)</li> <li>Feedback: Feedback to teachers on their instruction (3.1, 3.3, 3.4)</li> <li>Reflections: Comparing SLO data to other student learning data (3.3, 3.4)</li> </ul>							
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<p align="center"><b>Integrating SLOs with Key Initiatives</b></p> <p>This document provides a set of probing questions for schools and/or districts to gauge the quality of integration of SLOs with key initiatives at a given point in time.</p>	<p><i>Below is a set of probing questions for schools and/or districts to gauge the quality of integration of SLOs with Maryland's College and Career-Ready (CCR) Standards at a given point in time. Further information on Maryland's CCR Standards is available at <a href="http://marylandpublicschools.org/MSDE/programs/ccrs/">http://marylandpublicschools.org/MSDE/programs/ccrs/</a>, while further information on the related assessments can be located at <a href="http://www.parconline.org/">http://www.parconline.org/</a>. Date of reflection: _____</i></p> <p align="center"><b>Integrating SLOs with Maryland's College and Career-Ready (CCR) Standards</b></p> <ol style="list-style-type: none"> <li>How many Learning Content selections in English Language Arts (ELA) SLOs reflect multiple strands (e.g., reading literature, reading informational texts, writing, speaking and listening, and language)?             <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Less than 25% of ELA SLOs</td> <td>At least 25% of ELA SLOs</td> <td>At least 50% of ELA SLOs</td> <td>At least 75% of ELA SLOs</td> </tr> </tbody> </table> </li> <li>How many Learning Content selections in Math SLOs include Standards of Mathematical Practice?             <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Less than 25% of Math SLOs</td> <td>At least 25% of Math SLOs</td> <td>At least 50% of Math SLOs</td> <td>At least 75% of Math SLOs</td> </tr> </tbody> </table> </li> </ol>	1	2	3	4	Less than 25% of ELA SLOs	At least 25% of ELA SLOs	At least 50% of ELA SLOs	At least 75% of ELA SLOs	1	2	3	4	Less than 25% of Math SLOs	At least 25% of Math SLOs	At least 50% of Math SLOs	At least 75% of Math SLOs
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	<p align="center"><b>Connecting Maryland's College and Career-Ready Standards</b></p> <p>This document helps demonstrate the commonalities between SLOs and Maryland's College and Career-Ready Standards. It highlights several connections for each phase of the SLO process, and reinforces the common goals of both landmark initiatives.</p>	<p align="center"><b>Common Aims: College and Career-Ready Standards and SLOs</b></p> <table border="1"> <thead> <tr> <th>Aim</th> <th>College and Career-Ready Standards Connection</th> <th>SLO Connection</th> </tr> </thead> <tbody> <tr> <td>Improving Student Outcomes</td> <td>College and Career-Ready Standards seek to help prepare all students for college and careers.</td> <td>SLOs are implemented given their research-based track record of improving student outcomes.</td> </tr> <tr> <td>Deep Content Knowledge</td> <td>Standards are fewer and deeper, promoting focus on key areas of content for students and teachers.</td> <td>SLOs also require teachers to explore their focal content deeply and expect students to demonstrate a corresponding depth of learning.</td> </tr> <tr> <td>Advancing Pedagogy</td> <td>Pedagogical shifts in practice have been articulated to maximize the instructional impact of teaching the standards.</td> <td>SLOs prompt a reflection on proven strategies. SLO research demonstrates that SLOs impact practice, improving student outcomes.</td> </tr> </tbody> </table>	Aim	College and Career-Ready Standards Connection	SLO Connection	Improving Student Outcomes	College and Career-Ready Standards seek to help prepare all students for college and careers.	SLOs are implemented given their research-based track record of improving student outcomes.	Deep Content Knowledge	Standards are fewer and deeper, promoting focus on key areas of content for students and teachers.	SLOs also require teachers to explore their focal content deeply and expect students to demonstrate a corresponding depth of learning.	Advancing Pedagogy	Pedagogical shifts in practice have been articulated to maximize the instructional impact of teaching the standards.	SLOs prompt a reflection on proven strategies. SLO research demonstrates that SLOs impact practice, improving student outcomes.			
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